



ENGLISH MARKING SCHEME

PREPARED BY:

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SECTION A: 50 MARKS

Sub -Section I

Questions **1** to **50** carry one mark each

Correct response only.

In each of the questions **1** to **5**, fill in the blank space with **a suitable word**.

1. After loading the **luggage/ baggage** into the boot, he boarded the bus.
2. The sun **sets** in the western direction.
3. I don't remember how **much** I paid for the dress.
4. That is the hospital in **which** our baby brother was born.
5. The **veterinary** surgeon has treated all the sick animals.

In each of the questions **6** to **15**, use the correct form of the word given in brackets to complete the sentence.

6. Our school nurse is so **caring** that all of us like her. (care)
7. Environmental **degradation** is a very big problem in Uganda. (degrade)
8. The carpenter is busy **planing** the timber in his workshop. (plane)
9. They have taken **their** clothes from the tailor. (them)
10. If you walk **faster** than all of us, you will reach earliest. (fast)
11. His **dismissal** from school was a result of indiscipline. (dismiss)
12. An orange is **juicier** than an apple. (juice)
13. No sooner did we eat the food than we **drank** water. (drink)
14. I live in the most **populous** area in the city. (population)
15. By the time mummy arrived, we **had eaten** supper. (eat)

For questions **16** and **17**, use each of the given words in a sentence to show that you know the **difference in their meaning**.

- **Definitions, descriptions are not allowed.**
- **Do not give examples.**
- **Correctly punctuate the sentence.**
- **Mark ideas and qualifiers.**

16. seen **idea of; the past participle form of see.**
17. scene **Idea of; the place where something happens, especially something that is unpleasant.**

Idea of; an event or situation that you see, especially one of a particular type.

Idea of; a part of a film, play or book in which the action happens in one place.

Idea of; one of the small section in which a play or an opera is divided.

Idea of; a view that you see.

Idea of; a painting, drawing or photograph of a place and the things happening there.

For questions **18** to **20**, rewrite the sentences giving **one word** for the **underlined** group of words.

18. The time the teacher came in, all the pupils were shouting.
When the teacher came in, all the pupils were shouting.
19. Having failed to apply the brakes, he lost control of the bicycle.
Having failed to brake, he lost control of the bicycle.
20. Is it not near from your home to the church?
Is it far from your home to the church?

In each of the questions **21** and **22**, give the **singular** form of the given word.

21. giraffes **giraffe**
22. some fruits **a fruit**

For questions **23** and **24**, arrange the given words in **alphabetical order**.

- **A learner should rewrite all the given words correctly.**
- **Accept all the forms of separators.**
- **Reject an order without separators.**

23. Bob, Agatha, Tom, Josiah
Agatha , Bob , Josiah , Tom
24. cows, chameleon, cattle , camels
camels , cattle , chameleon , cows

For questions **25** and **26**, rewrite the sentence giving the **opposite** of the **underlined** words.

25. The farmers have sowed their crops.
The farmers have harvested their crops.
26. Mummy warned us against conservation of the fuel.
Mummy warned us against wastage of the fuel.

In questions **27** and **28**, write the **full form** of the given words.

27. ref. **reference**
28. USPA **Uganda Society for the Protection of Animals**

For questions **29** and **30**, rearrange the given words to form a **correct sentence**.

Note:- Do not introduce a word.

- Leave no word out.

- Punctuate the sentence correctly.

Teach learners to understand the type of a sentence before rearranging it.

That is to say:

- 1.** An exclamatory sentence
- 2.** An imperative sentence
- 3.** An interrogating sentence
- 4.** A declarative sentence

29. very a Tailoring business profitable is.

Tailoring is a very profitable business.

30. punished pupils true he it the Is that?

Is it true that he punished the pupils?

Sub-Section II

Correct construction -1 mark.

Punctuation error, spelling errors in the key words -0 mark.

For questions **31** to **50**, rewrite the sentences as **instructed in brackets**.

31. Did Fuluje like dyeing his hair more than shaving it?

(Rewrite the sentence using:interested.....)

Was Fuluje more interested in dyeing his hair than in shaving it?

32. No child had permission to go out of school.

(Rewrite the sentence beginning: None.....)

None of the children had permission to go out of school.

33. If farmers don't irrigate their crops, they will dry.

(Rewrite the sentence using:.....or else.....)

Farmers must irrigate their crops or else they will dry.

Farmers have to irrigate their crops or else they will dry.

Farmers should irrigate their crops or else they will dry.

Farmers need to irrigate their crops or else they will dry.

Farmers ought to irrigate their crops or else they will dry.

34. Was it far from the junction to the blackspot?

(Rewrite the sentence beginning: Yes,)

Yes, it is a long way from the junction to the blackspot.

35. "This boy is very obedient," said the father.
(Rewrite the sentence beginning: The father said.....)
The father said that the boy was very obedient.
The father said the boy was very obedient.
36. Mother came back and then we drew our holiday plan.
(Rewrite the sentence beginning: By the time.....)
By the time we drew our holiday plan, mother had come back.
37. That baker has kneaded the dough a few moments ago.
(Rewrite the sentence ending:now.)
That baker kneaded the dough just now.
38. The bride wanted to know from the groom if he had remembered to buy their ring. (Rewrite the sentence ending: ".....,"the bride asked the groom)
"Did you remember to buy our ring?" the bride asked the groom.
"Have you remembered to buy our ring?" the bride asked the groom.
39. Rats are eating maize grains in the store.
(Rewrite the sentence beginning: Maize.....)
Maize grains in the store are being eaten by rats.
40. It is not good for the new comers in a school to be bullied.
(Rewrite the sentence using:needn't.....)
The new comers in a school needn't be bullied.
41. That tailor has a lot of money. (Rewrite the sentence ending:.....money?)
Does that tailor have much money?
42. The wheelchair I am sitting in is very expensive. That carpenter smoothed it yesterday. (Rewrite as one sentence using:which.....)
The wheelchair I am sitting in, which that carpenter smoothed yesterday, is very expensive.
43. This thesaurus is very good. All our teachers use it daily.
(Rewrite as one sentence using:such.....that.....)
This is such a good thesaurus that all our teachers use it daily.
44. Neither the widow nor the orphans wept.
(Rewrite the sentence using:.....neither.....)
The widow did not weep and neither did the orphans.
The orphans did not weep and neither did the widows.
45. I eagerly want to tidy my bedroom.
(Rewrite the sentence using:looking forward.....)
I am looking forward to tidying my bedoom.
46. I have not listened to news for a fortnight.
(Rewrite the sentence ending:.....ago.)
I listened to news a fortnight ago.
I last listened to news a fortnight ago.

47. We shall die of Covid-19 if we are not vaccinated.
(Rewrite the sentence beginning: Unless.....)
Unless we are vaccinated, we shall die of Covid-19.
48. Both Wilfredo and Stevo were smartly dressed.
(Rewrite the sentence using:as well as.....)
Wilfredo, as well as Stevo, was smartly dressed.
Stevo ,as well as Wilfredo, was smartly dressed.
49. Have you borrowed any sugar from that shopkeeper?
(Rewrite the sentence beginning: Has.....?)
Has that shopkeeper lent you some sugar?
50. Swazi Rambo was very careless. No one could trust him.
(Rewrite as one sentence using:enough.....)
Swazi Rambo was not careful enough for anyone to trust.

SECTION B: 50 MARKS

51. Read the passage below carefully, **and in full sentences**, answer the questions.

Zungulu had always been **smart** while escaping from his home to a cinema in his home trading centre. His blind widowed grandma could warn him but he could hardly listen.

Last Thursday was different from all other days. It was at 9:00p.m, his usual time of escaping after supper. An hour before supper time, Zungulu had made plans for his "daily habit". He ate his porridge in a hurry and through the window he fled.

When his grandma heard footsteps outside, she alerted Nseko Buseko, a defence officer in Ntondo Village, to go where Zungulu and his other two friends always met.

Nseko Buseko immediately **took cover** in the thick plantation beside which Zungulu used to pass. In a few minutes, Zungulu was on his way. No sooner did he reach the middle of the journey than he heard an unclear voice in the dark plantation.

"Young boy, today you are my food," said Nseko Buseko

"I have spent almost a fortnight without eating human flesh." At this time, Zungulu's pair of trousers was wet as a result of this horrible experience. He tried to take off but his legs were too weak to help him.

"I am finished." This was the statement that filled Zungulu's head.

He asked for forgiveness but the man just kept on tying the boy's legs while threatening danger.

Eventually, Zungulu was taken back home and handed over to his sad grandma. Grandma thanked Nseko Buseko for helping her. Zungulu knelt down and apologized. He also promised never to escape and getting involved in bad peer groups again. Zungulu is now a disciplined boy.

- (a) Who is the writer talking about in the story?

The writer is talking about Zungulu in the story.

- (b) What was Zungulu's daily habit according to the passage?

Zungulu's daily habit was escaping from home after supper according to the passage.

Escaping from home after supper was Zungulu's daily habit according to the passage.

According to the passage, Zungulu's daily habit was escaping from school.

According to the passage, escaping from home after supper was Zungulu's daily habit.

- (c) At what time did this boy eat supper?

This boy ate supper at 9p.m.

This boy ate supper at 9 o'clock in the evening.

This boy ate supper at 9:00 p.m.

- (d) Why do you think this day was different from other days?

I think this day was different from other days because Zungulu's usual plans didn't work.

I think this day was different from other days because Zungulu was caught ./was arrested.

- (e) What do you think Zungulu used to do in Ntondo Trading Centre with his friends?

I think Zungulu used to watch films in Ntondo Trading Centre with his friends.

I think Zungulu used to watch movies in Ntondo Trading Centre with his friends.

- (f) How did Zungulu's grandma know that her grandson had escaped?
Zungulu's grandma heard Zungulu's footsteps outside.
- (g) What feeling do you think Zungulu had after being caught?
I think Zungulu had a feeling of fear/regret/sadness after being caught.
- (h) What do you think happened to Zungulu's grandma?
I think Zungulu's grandma died.
- (i) Give another **word** or **group of words** with the same meaning as each of the **underlined words in the passage.**
- (i) smart
clever/genius/intelligent/brainy/adept/crafty/astute/shrewd/wise/slick
- (ii) took cover **hid**
- (j) Suggest a suitable title for the passage.
- **ZUNGULU**
 - **ZUNGULU'S BAD DAY**
 - **ZUNGULU'S UNFORTUNATE DAY**
 - **ZUNGULU NABBED**
 - **NSEKOBUSEKO AND ZUNGULU**
 - **NSEKO BUSEKO NABS ZUNGULU**
 - **NSEKO BUSEKO ARRESTS ZUNGULU**
 - **ZUNGULU LEARNS A LESSON**

52. Read the poem below and, **in full sentences**, answer the questions about it.

A useful tool I am
Yet a few read or even follow me
Equipped with all the road guidelines
To ensure safety
I am not different from a recipe
If followed, the tastiness will be felt

In me are very many things
That road users should **embrace**
To save us from the **monster** of road accidents
The zebra crossing at where pedestrians cross
Humps ahead to ensure motorists and cyclists slow down

Come out you road users from those blankets of carelessness
Make good use of me
Follow everything I tell you
For, Uganda will be free from road accidents

- (a) What do you think is being talked about in the poem?
I think the Highway Code is being talked about in the poem.
- (b) In how many stanzas was the poem above written?
The above poem was written in three stanzas.
- (c) What is the writer being compared with according to the first stanza?
The writer is being compared with a recipe according to the first stanza.
According to the first stanza, the writer is being compared with a recipe.
- (d) How important do you think road humps are?
I think road humps reduce accidents.
I think road humps control speeding of vehicles.
I think road humps help drivers/motorists to control/avoid speeding.

- (e) Why is the writer unhappy in stanza one?
The writer is unhappy in stanza one because a few people read/follow him.
- (f) What is referred to as a monster?
Road accidents are referred to as a monster.
- (g) What are road users called upon to do in the last stanza?
Road users are called upon to make good use of the writer in the last stanza.
Road users are called upon to make good use of the Highway Code in the last stanza.
Road users are called upon to follow everything the writer tells them.
- (h) Write another **word** or **words with the same meaning** as the **Underlined words** in the poem.
- (i) embrace **take up/uphold/welcome/take into/account/Accept/adopt/accommodate/admit/avail oneself of**
- (ii) monster **beast/abnormality/demon/devil/ogre/brute/barbarian**
- (i) Suggest a suitable title for the above poem.
- **THE HIGHWAY CODE**
 - **IMPORTANCE OF THE HIGHWAY CODE**
 - **USEFULNESS OF THE HIGHWAY CODE**
 - **A USEFUL TOOL**
 - **AN IMPORTANT TOOL**

53. The will below was written by Katwingiri Joseim before his death that occurred on 12th February 2022. Read it carefully and, **in full sentences**, answer the questions that follow.

I Katwingiri Joseim, declare this as my will. I am married to Nalongo Zabeeti and with three biological children. Their names are in their order of birth;

- Sulubada Michael
- Sango Bay Mariaa
- Sonsomola Charleson

Perepetwa Tende is my other adopted child. No other children outside this will shall be considered as mine.

I therefore direct that all the property, including my home in Mpere Village owned by me at my death shall be fully managed by my dear wife.

I have intended not to give anything to any of my children whether biological or adopted. I believe that the best education I gave them will help them build a future they desire.

NB: - This will is only valid if it has my name (in my handwriting and with no crossings).

- It shall be presented and read at my burial by Sabulanya Modest, my elder brother.
- I've been sober and with a sound mind.

Written by: KATWINGIRI JOSEIM

30 – 02 - 2020

- (a) What is the above information called?

The above information is called a will.

The above information is a will.

- (b) When did Joseim die according to this information?

According to the above information, Joseim died on 12th February 2022./12-07-2022./ 12/07/2022. 12 .07.2022

Joseim died on 12th February 2022. /12-07-2022. / 12/07/2022. 12 .07.2022 according to the above information,

- (c) How many children does Katwingiri Joseim have?

Katwingiri Joseim has three children.

- (d) Where does the writer of this information stay?

The writer of this information stays in Mpere Village.

- (e) Who is Nalongo Zabeeti's last child?

Nalongo Zabeeti's last child is Sonsomola Charleson.

Sonsomola Charleson is Nalongo Zabeeti's last child.

- (f) Why didn't Katwingiri Joseim give any property to any of his children?

Katwingiri Joseim didn't give any property to any of his children because he had given them the best education.

- (g) What will be Sabulanya's responsibility at Joseim's burial?

Sabulanya's responsibility at Joseim's burial will be to read Katwingiri Joseim's will.

Sabulanya will read Katwingiri's will at the burial.

- (h) Who wrote this will?

Katwingiri Joseim wrote this will.

- (i) When will this will be considered as valid?

This will will be considered as valid when it has Katwingiri's name in his handwriting with no crossings.

- (j) In which year was this document written?

This document was written in 2020.

This document was written in the year 2020.

54. In about **100 – 150** words, **write a composition** about discipline in your school. You may use the following points to guide you; the person/people in charge of discipline in the school, the ways discipline is maintained, what is done to disciplined pupils and how undisciplined pupils are handled.

MARKING POINTS

TIBCO/RUBRIC

TITLE: DISCIPLINE IN MY/OUR SCHOOL 1 mark

INTRODUCTION - What discipline is
 - A general statement about discipline... **1 mark**

THE BODY

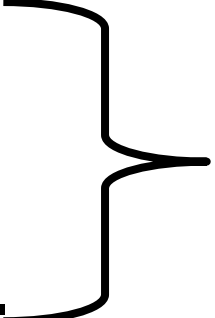
- Person or people in charge of discipline in the school... **1 mark**
- Ways discipline is maintained..... **1 mark**
- What is done to disciplined pupils..... **1 mark**
- How undisciplined pupils are handled..... **1 mark**

CONCLUSION

- A piece of advice to fellow pupils/candidates/children in line with discipline..... **1 mark**

Language flow

Conclusion;
Spelling
Paragraphing
Punctuation
Tense



$\frac{1}{2}$ each **2 marks**

Style 1 mark

55. The sentences below are **not** in the correct order. Rewrite them in the **correct order** to form a composition about **Personal Hygiene**.

- (a) First of all, failure to bathe leads to discomfort of the body
- (b) These activities include bathing, brushing teeth, combing and many more.
- (c) It is carried out by doing certain activities.
- (d) What should we do to address these problems?
- (e) Of those activities, bathing and brushing are the most significant.
- (f) Personal hygiene is the general cleanliness of the body.
- (g) In addition to that, not brushing causes a bad breath.
- (h) Their significance is felt when they are not done.
- (i) Through sensitization of the masses, this will be achieved.
- (j) These two make it difficult for me to sit near other people.

- (a) Personal hygiene is the general cleanliness of the body.**
- (b) It is carried out by doing certain activities.**
- (c) These activities include bathing, brushing teeth, combing and many more.**
- (d) Of those activities, bathing and brushing are the most significant.**
- (e) Their significance is felt when they are not done.**
- (f) First of all, failure to bathe leads to discomfort of the body.**
- (g) In addition to that, not brushing causes a bad breath.**
- (h) These two make it difficult for me to sit near other people.**
- (i) What should we do to address these problems?**
- (j) Through sensitization of the masses, this will be achieved.**

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