



**NCDC**

*NATIONAL CURRICULUM  
DEVELOPMENT CENTRE*

**End of Year Sample  
ASSESSMENT ITEMS FOR S.1 AND S.2**

**LITERATURE  
IN ENGLISH**

**2022**

# SENIOR ONE LITERATURE IN ENGLISH SAMPLE ITEMS

## **Guidance to the Teacher**

*The purpose of providing these sample items is to guide the teacher on setting end-of-year assessment items for learners of Senior One. Below are some of the instructions you can consider while developing the standard paper.*

*Proposed Instructions:*

1. *There is one paper in Literature in English, with three sections: Oral/general structured literature questions, Poetry and the Readers (novels and plays). All questions are compulsory at this level. Time allocated for this paper is 1 hour and 30 minutes.*

*Please note that the skills and learning outcomes (some) per section have been integrated.*

2. *This assessment will contribute to the 80% of the end of cycle assessment of the learner's achievement at Lower Secondary.*

**NOTE:** *The items in this paper are samples that you may use to set others for the full paper.*

## **SHORT RESPONSE ITEM**

Nearly all societies have oral literature. Oral forms serve different purposes, according to each society. The importance society attaches to each form of oral literature may vary. With reference to your own society, explain two uses of oral literature. **Refer to the syllabus book pages 13-15 Learning Outcome (a-e) suggested learning activities and teacher's notes.**

## **EXTENDED RESPONSE ITEM**

Our little Peter is eager to set out and explore all the earth. First, he examines the earth for solid pollution. As he scans the earth, he finds many things that are causing harm. He finds plastic everywhere! 'Plastic is not **biodegradable**,' he thinks, 'so that means it doesn't break down like wood or paper. I wonder if it could be reused instead of thrown away, which would make our world much more beautiful,' he thinks. Basing on the above extract, write a three-stanza poem on how you can address the above challenge. **Refer to the Syllabus book, page 16 - Learning Outcomes (a-d) and English language syllabus page 31- learning outcomes (a-i)**

## ASSESSMENT GUIDE

### 1. SHORT RESPONSE ITEM

Nearly all societies have oral literature. Oral forms serve different purposes, according to each society. The importance society attaches to each form of oral literature may vary. With reference to your own society, explain two uses of oral literature.

#### Response:

**A learner scores 2**, if they correctly mention the oral form, their society and the specific use of the oral form in their culture.

**A learner scores 1**, if they correctly mention only the oral form and its use.

Total 2 points x 2=**4 scores**)

### 2. EXTENDED RESPONSE ITEM

Our little Peter is eager to set out and explore all the earth. First, he examines the earth for solid pollution. As he scans the earth, he finds many things that are causing harm. He finds plastic everywhere! 'Plastic is not biodegradable,' he thinks, 'so that means it doesn't break down like wood or paper. I wonder if it could be reused instead of thrown away, which would make our world much more beautiful,' he thought.

Basing on the above extract, write a three-stanza poem on how you can address the above challenge.

Output	Basis of evaluation	Relevance	Accuracy	Coherence
A Poem	Content	A learner scores: <b>3 for 5-6,</b> <b>2 for 3-4,</b> <b>1 for 1-2,</b> for relevantly using the following: title, speaker, poet/poetess, characters, message addressing the set	A learner scores: <b>3 for 5-6,</b> <b>2 for 3-4,</b> <b>1 for 1-2,</b> for accurately using the following: title, speaker, poet/poetess, characters, message addressing the set topic, three stanzas.	A learner scores: <b>3 for 5-6,</b> <b>2 for 3-4,</b> <b>1 for 1-2,</b> for logically using the following: title, speaker, poet/poetess, characters, message addressing the set topic, three stanzas.

Output	Basis of evaluation	Relevance	Accuracy	Coherence
	Language	<p>topic, three stanzas.</p> <p>A learner scores:  <b>3 for 5-7, or 2 for 3-4, or 1 for 1-2,</b> for relevantly applying/using the following aspects:  vocabulary, similes, rhymes (end), metaphors, originality, handwriting, spellings, punctuation.</p>	<p>A learner scores:  <b>3 for 5-7, or 2 for 3-4, or 1 for 1-2,</b> for correctly using/applying the following aspects:  vocabulary, similes, rhymes(end), metaphors, originality, handwriting, spellings, punctuation.</p>	<p>A learner scores:  <b>3 for 5-7, or 2 for 3-4, or 1 for 1-2,</b> for logically using/applying the following aspects:  vocabulary, similes, rhymes(end), metaphors, originality, handwriting, spellings, punctuation.</p>

Total score = 19 (Added 1 for excellence)

# SENIOR TWO LITERATURE IN ENGLISH SAMPLE ITEMS

## **Guidance to the Teacher**

*The purpose of providing these sample items is to guide the teacher on setting end-of-year assessment items for learners of Senior One. Below are some of the instructions you can consider while developing the standard paper.*

*Proposed Instructions:*

- 1. There is one paper in Literature in English, with three sections: Oral/general structured literature questions, Poetry and the Readers (novels and plays). All questions are compulsory at this level. Time allocated for this paper is one hour and 30 minutes. Please note that the skills and learning outcomes (some) per section have been integrated.*
- 2. This assessment will contribute to the 80% of the end of cycle assessment of the learner's achievement at Lower Secondary.*

*NOTE: The items in this paper are samples that you may use to set others for the full paper.*

## **SHORT RESPONSE ITEM**

When a farmer sets off to do some gardening, he takes with him a hoe, an axe and a panga in order to successfully do his work. Similarly, a playwright needs tools to enable him write an interesting play. Suggest three of the tools a writer needs in writing such a play. **Refer to the syllabus book page 18, Learning Outcome(a).**

## **EXTENDED RESPONSE ITEMS**

‘A novel is written to mirror what our societies look like. It brings our contemporary societies and puts them live on a page for everyone to appreciate.. With clear illustrations drawn from any novel/reader you have read this year, explain how the things happening in there are similar to what happens in your communities. **Refer to the syllabus book page 18 Learning Outcomes (a, b, c, e and f).**

## ASSESSMENT GUIDE

### SHORT RESPONSE ITEM

When a farmer sets off to do some gardening, he takes with him a hoe, an axe and a panga in order to successfully do his work. Similarly, a playwright needs tools to enable him write an interesting play. Suggest three of the tools a writer needs in writing such a play.

#### Response - A learner:

**scores 3**, if they correctly mention all the tools asked for,

**scores 2**, if they correctly mention two of the tools and

**scores 1**, if they correctly mention one of the tools.

Total score (Any 3x1=3scores)

### EXTENDED RESPONSE ITEM

‘A novel is written to mirror what our societies look like. It brings our contemporary societies and puts them live on a page for everyone to appreciate.’ With clear illustrations drawn from any novel/reader you have read this year, explain how the things happening in there are similar to what happens in your communities.

Output	Basis of evaluation	Relevance	Accuracy	Coherency
A written essay	Content	A learner scores: <b>3 for all the 3 or, 2 for any 2 or, 1 for any 1</b> relevantly written down essay in the following steps: <b>An introduction</b> (the title, author of the novel/reader and a brief explanation of what the novel/reader is about)	A learner scores: <b>3 for all the 3 or, 2 for any 2 or, 1 for any 1</b> correctly written down essay in the following steps: <b>An introduction</b> (the title, author of the novel/reader and a brief explanation of what the novel/reader is about)	A learner scores: <b>3 for all the 3 or, 2 for any 2 or, 1 for any 1</b> logically written down essay in the following steps: <b>An introduction</b> (the title, author of the novel/reader and a brief explanation of what the novel/reader is about)

Output	Basis of evaluation	Relevance	Accuracy	Coherency
	Language	<p><b>Discussion (in paragraphs)</b> of how the events, characters, themes, lessons, etc explored in the novel/reader relate to their communities - drawing very clear similarities that exist between the two. Provision of valid, clear and relevant illustrations</p> <p><b>Conclusion</b></p> <p>A learner scores:  <b>3</b> for <b>5-6</b> or  <b>2</b> for <b>3-4</b> or  <b>1</b> for <b>1-2</b> for relevantly using any of these aspects of language: correct grammar, tenses (present tense), vocabulary, similes, spellings, punctuation.</p>	<p><b>Discussion (in paragraphs)</b> of how the events, characters, themes, lessons, etc. explored in the novel/reader relate to their communities - drawing very clear similarities that exist between the two. Provision of valid, clear and relevant illustrations</p> <p><b>Conclusion</b></p> <p>A learner scores:  <b>3</b> for <b>5-6</b> or  <b>2</b> for <b>3-4</b> or  <b>1</b> for <b>1-2</b> for; correctly using any of these aspects of language: correct grammar, tenses (present tense), vocabulary, similes, spellings, punctuation.</p>	<p><b>Discussion (in paragraphs)</b> of how the events, characters, themes, lessons, etc explored in the novel/reader relate to their communities - drawing very clear similarities that exist between the two. Provision of valid, clear and relevant illustrations</p> <p><b>Conclusion</b></p> <p>A learner scores:  <b>3</b> for <b>5-6</b> or  <b>2</b> for <b>3-4</b> or  <b>1</b> for <b>1-2</b> for; logically using any of these aspects of language: correct grammar, tenses (present tense), vocabulary, similes, spellings, punctuation.</p>

Total score=19 (Added 1 for excellence)