

112/1
ENGLISH LANGUAGE
Paper 1
2024
2 hours

Uganda Certificate of Education
ENGLISH LANGUAGE
Paper 1
2 hours

112/1 – ENGLISH LANGUAGE SCORING GUIDE

ITEM 1: SUMMARY

This is an example of the points which the learner can extract as they prepare to generate the rough copy.

The Dangers of Social Media

1. Social media can lead to feelings of inadequacy.
2. Low self-esteem.
3. Depression.
4. Cyberbullying.
5. Online harassment.
6. Trolling.
7. It can lead to addiction.

8. Neglecting real-life connections and deep conversations.
9. The loss of face-to-face interaction and empathy can result in isolation.
10. Loneliness.
11. Decline in meaningful relationships.
12. Fake news
13. Propaganda and manipulated media can spread like wildfire.
14. It can influence public opinion.
15. It can contribute to the erosion of trust in institutions
16. It can lead to the spread of conspiracy theories.
17. Social media can be used for targeted advertising.
18. Political manipulation.
19. Identity theft and surveillance.
20. The constant notifications can make it difficult to focus on tasks.

SAMPLE SUMMARY

This is an example of a fair copy that a learner can present.

The Dangers of Social Media

Social media can lead to feelings of inadequacy, low self-esteem, depression and cyberbullying. It can lead to online harassment, trolling, addiction and neglecting real-life connections. The loss of face-to-face interaction and empathy can result in isolation. Social media can also lead to loneliness, decline in meaningful relationships, fake news and propaganda. It can influence public opinion, contribute to the erosion of trust in institutions and spread of conspiracy theories. Social media can be used for targeted advertising, political manipulation, identity theft and surveillance. The constant stream of notifications can lead to a state of continuous fragmentation, making it difficult to focus on tasks, think critically and engage in meaningful activities.

(110 words)

GUIDELINES TO SCORING SUMMARY

The following is the rubric upon which scoring of a summary will be based:

1. An indented paragraph with:

13 ideas and above = 3 scores

7 – 12 ideas = 2 scores

2 – 6 ideas = 1 score

0 – 1 ideas = 0 scores

2. No title scores, maximum 2 scores.
3. No subject scores, maximum 1 score.
4. No subject, but has title, treat as normal.
5. Outlined ideas, 1 score.
6. No punctuation at all, 0 scores.
7. Use of commas throughout, 1 score.
(Follow the rule of the commas in a sentence.)
8. Word limit, 110 words.

ITEM 2: READING COMPREHENSION

- (a) The statement "...those memories remain etched in my heart..." means that the narrator's childhood memories are deeply treasured/ cherished, leaving a lasting impact on his life. *(01 score)*
- (b) The narrator said that he grew up in a small village in rural Africa. *(01 score)*
- (c) - I think the government should invest in infrastructure development.
- Government should provide access to quality education and healthcare.

- Government should implement initiatives that promote economic growth and opportunities like rural electrification, road construction, and support for local businesses and agriculture. *(01 score)*
- (d) The author is **nostalgic** and **grateful** for their childhood memories, which are described as joyful and carefree. *(01 score)*
- (e) - The author learnt the importance of community, simplicity, and appreciating nature's beauty.
 - The author's childhood taught them resilience, creativity, the value of storytelling and tradition. *(01 score)*
- (f) The writer lived a carefree and joyful childhood, filled with adventure, exploration, and a strong sense of community. This is seen through playing with friends, helping their grandmother in the mango orchard, and enjoying storytelling sessions with their family and community. *(01 score)*

SECTION B

EITHER

ITEM 3: WRITING:

The learners are expected to write a speech to be delivered to fellow students.

Scoring:

1. F. Format.
2. C. Content.
3. S. Spelling.
4. T. Tense.
5. P. Punctuation.
6. Sc. Sentence Construction.
7. V. Vocabulary / Register.

Scores:

F	C	S	T	P	SC	V/R	TOT
03	03	01	01	01	01	01	11

Format	Scores			
Heading Protocol Greeting	03	02	01	00
	Any 5-6	Any 3-4	Any 1-2	None

Self-introduction Introduction of the topic Conclusion Paragraphing				
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CONTENT:

The consequences of poor waste disposal a learner can generate:

- It can lead to pollution of water, air and soil.
- It can result in serious health issues like skin infections and respiratory diseases.
- If animals eat the polythene, they can die or get injuries.
- Decomposing organic waste contributes to climate change.
- Litter dumping degrades the landscape and reduces the aesthetic value of communities.
- Pollutants from waste can enter the food chain through contaminated water and soil leading to unsafe food.
- Accumulated waste attracts pests like rodents and insects which can spread diseases.

Scores:

- Any 6 – 7 ideas, 3 scores.
- Any 3 – 5 ideas, 2 scores.
- Any 1 – 2 ideas, 1 score.
- No idea, 00.

LANGUAGE:

S Spellings:

Below 5 errors, – 01 score

6 and above errors, – 00 scores

T Tenses:

Below 4 errors, – 01 score

5 and above errors, – 00 scores

P Punctuation:

Below 5 errors, – 01 score

6 and above errors, – 00 scores

Sc Sentence Construction:

Below 5 errors, – 01 score

6 and above errors, – 00 scores

V/R Vocabulary / Register:

Use of 3 apt vocabulary / register – 01 score

Less than 3 or absence – 00 scores

F	C	S	T	P	SC	V/R	TOT

OR

ITEM 4: WRITING:

The learners are expected to write a letter the head teacher requesting for funds.

Scoring:

- 1. F. Format.**
- 2. C. Content.**
- 3. S. Spelling.**
- 4. T. Tense.**
- 5. P. Punctuation.**
- 6. Sc. Sentence Construction.**
- 7. V. Vocabulary / Register.**

Scores:

F	C	S	T	P	SC	V/R	TOT
03	03	01	01	01	01	01	11

FORMAT:

Format	Scores			
Writer's address	03	02	01	00
Date	Any 6-8	Any 3-5	Any 1-2	None
Receiver's address				
Salutation				
Subject				
Complementary close				
Signature				
Name				

CONTENT:

- Introduction stating reason for writing
- Funds to cover transport,
- accommodation and
- feeding.
- Conclusion.

Scores:

- Any 4 – 5 ideas, 3 scores.
- Any 2– 3 ideas, 2 scores.
- Any 1 or any other ideas, 1 score.
- No idea, 0.

LANGUAGE:

S Spellings:

Below 5 errors, – 01 score

6 and above errors, – 00 scores

T Tenses:

Below 4 errors, – 01 score

5 and above errors, – 00 scores

P Punctuation:

Below 5 errors, – 01 score

6 and above errors, – 00 scores

Sc Sentence Construction:

Below 5 errors, – 01 score

6 and above errors, – 00 scores

V/R Vocabulary / Register:

Use of 3 apt vocabulary / register – 01 score

Less than 3 or absence – 00 scores

F	C	S	T	P	SC	V/R	TOT

END