



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

End of Year Sample

ASSESSMENT ITEMS FOR S.1 AND S.2

LITERATURE

IN ENGLISH

UPDATED VERSION

2022

SENIOR ONE LITERATURE IN ENGLISH SAMPLE ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide you on setting end-of-year assessment items for learners of Senior One. Please note that:

1. There is one paper in a standard Literature in English examination with different sections: Oral/general structured literature questions, poetry and the readers (novels and plays).
2. You should ensure that the paper set for learners at this level is an integrated one; having a blend of both papers. Please note that the skills and learning outcomes per section have been integrated.
3. This document gives you samples of short and extended response items, plus guidelines on how to score them.
4. A learner is expected to spend a maximum of five minutes on each short response item and 30 minutes on the extended response item.
5. Total time allocated for this paper is 1 hour and 30 minutes.

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

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. **Refer to the syllabus book pages 13-15 Learning Outcome(a-e) suggested learning activities and teachers' notes.**

2. EXTENDED RESPONSE ITEM

Our little Peter is eager to set out and explore all the earth. First, he examines it 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 being thrown away! That 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. **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 for any correctly mentioned oral form, specifying their (learner's) society and the specific use of the oral form in their culture/society.

A learner scores 1 if they correctly mention only the oral form and its use without relating it to their society.

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

2. EXTENDED RESPONSE ITEM

Our little Peter is eager to set out and explore all the earth. First, he examines it 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 being away! That would make our world much more beautiful,' he thought.

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

Output	Basis of evaluation	Relevance	Accuracy	Coherency
A Poem	Content	<p>A learner scores: 3 for 5-6, 2 for 3-4, 1 for 1-2, for relevantly (in relation to the set question) using the following: title, speaker, poet/poetess, characters, message addressing the set topic, three stanzas.</p>	<p>A learner scores: 3 for 5-6, 2 for 3-4, 1 for 1-2, for accurately using the following: title, speaker, poet/poetess, characters, message addressing the set topic, three stanzas.</p>	<p>A learner scores: 3 for 5-6, 2 for 3-4, 1 for 1-2, for logically using the following: title, speaker, poet/poetess, characters, message addressing the set topic, three stanzas.</p>
	Language	<p>A learner scores: 3 for 5-7, or 2 for 3-4, or 1 for 1-2, for relevantly applying/using the following aspects: vocabulary, similes, rhymes (end), metaphors, originality, handwriting, spellings, punctuation.</p>	<p>A learner scores: 3 for 5-7, or 2 for 3-4, or 1 for 1-2, for correctly using/applying the following aspects: vocabulary, similes, rhymes (end), metaphors, originality, handwriting, spellings, punctuation.</p>	<p>A learner scores: 3 for 5-7, or 2 for 3-4, or 1 for 1-2, for logically using/applying the following aspects: vocabulary, similes, rhymes (end), metaphors, originality, handwriting, spellings, punctuation.</p>

Total score=18 (add one for excellence if it is well deserved)

SENIOR TWO LITERATURE IN ENGLISH SAMPLE ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide you on setting end-of-year assessment items for learners of Senior Two. Please note that:

1. There is one paper in a standard Literature in English examination with different sections: Oral/general structured literature questions, poetry and the readers (novels and plays).
2. You should ensure that the paper set for learners at this level is an integrated one; having a blend of both papers. Please note that the skills and learning outcomes per section have been integrated.
3. This document gives you samples of short and extended response items, plus guidelines on how to score them.
4. A learner is expected to spend a maximum of five minutes on each short response item and 30 minutes on the extended response item.
5. Total time allocated for this paper is 1 hour and 30 minutes

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

1. SHORT RESPONSE ITEM

When a farmer sets off to do 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 a great play. Suggest two tools and their importance in Play-writing. **Refer to the syllabus book page 18 Learning Outcome (a).**

2. 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 (during your literature lessons) this year, explain how the things happening in there are similar to what happens in your community. **Refer to the syllabus book pages 18 Learning Outcomes (a, b, c, e and f).**

ASSESSMENT GUIDE

SHORT RESPONSE ITEM

When a farmer sets off to do 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 a great play. Suggest two tools and their importance in Play-writing.

Response

A learner scores: 4 if they correctly mention the tools asked for and their importance.

2 if they correctly mention two of the tools and no importance,

1 if they correctly mention one of the tools and no importance.

Total score = 4

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 (during your literature lessons) this year, explain how the things happening in there are similar to what happens in your community.

Output	Basis of evaluation	Relevance	Accuracy	Coherency
A written essay	Content	A learner scores: 3 for all the 3or, 2 for any 2 or, 1 for any1, Relevantly (in relation to the set task) written down essay in the following steps: An introduction (the title, author of the novel/reader and a brief explanation of what the novel/reader is about)	A learner scores: 3 for all the 3or, 2 for any 2 or, 1 for any1, correctly written down essay in the following steps: An introduction (the title, author of the novel/reader and a brief explanation of what the novel/reader is about)	A learner scores: 3 for all the 3or, 2 for any 2 or, 1 for any1, logically written down essay in the following steps: An introduction (the title, author of the novel/reader and a brief explanation of what the novel/reader is about) Discussion (in paragraphs) of

Output	Basis of evaluation	Relevance	Accuracy	Coherency
	Language	<p>Discussion (in paragraphs) 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 varied, clear and relevant illustrations Conclusion.</p> <p>A learner scores: 3 for 5-6 or 2 for 3-4 or 1 for 1-2 for; relevantly using any of these aspects of language: correct grammar, tenses (present tense), vocabulary, similes, spellings, punctuation.</p>	<p>Discussion (in paragraphs) 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 varied, clear and relevant illustrations Conclusion.</p> <p>A learner scores: 3 for 5-6 or 2 for 3-4 or 1 for 1-2 for; correctly using any of these aspects of language: correct grammar, tenses (present tense), vocabulary, similes, spellings, punctuation.</p>	<p>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 varied, clear and relevant illustrations Conclusion</p> <p>A learner scores: 3 for 5-6 or 2 for 3-4 or 1 for 1-2 for; logically using any of these aspects of language: correct grammar, tenses (present tense), vocabulary, similes, spellings, punctuation.</p>

Total score=18 (add one for excellence if it is well deserved).