



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

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

**LOCAL
LANGUAGE**

2022

LOCAL LANGUAGE EXAMINATION

LOWER SECONDARY CURRICULUM

SENIOR ONE SAMPLE TEST ITEMS

Time: 1 hour

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. End-of-year assessments will contribute to the 80% of the End of Cycle Assessment at Lower Secondary. However, what is provided in this document is not a complete End of Cycle examination format. The set items below offer guidance on setting test items for Local Language in the Competency-Based Curriculum. There are two *Short Response Items* and one *Extended Response Item*. The set items are divided into three sections: A, B and C. Use these to benchmark on setting similar items in the other classes.

NOTE: The teacher should translate the whole paper [except the translation statements in Question 2 (a)] into his/her respective local language before administering to the learners. You are free to adapt the translations to the learners' locality.

SECTION A (20 MINUTES)

SPEAKING AND LISTENING SKILLS (09 scores)

Learning outcomes

The learner should be able to:

- i) use gestures that accompany speaking.
- ii) use appropriate vocabulary in the local language.

Instructions

- i. This section will test speaking and listening skills
- ii. Study the photograph below for **FIVE (5) MINUTES**.
- iii. You will use **FIFTEEN (15) MINUTES** to answer all the questions.
- iv. The teacher will read each question two times then you will answer after the second reading.

Short Response Items

Question One

Study the photograph provided below and answer the questions that will follow:



NOTE: The teacher will read the questions to the learners.

TASKS:

- (i) Describe what is happening in the photograph above. **(3 scores)**
- (ii)** There is a child in your community who is always abused by the parents. Explain the effects of child abuse on the social life of the child. **(3 scores)**
- (iii) Describe the feelings that the above photograph evokes in you. **(3 scores)**

SECTION B

(10 minutes)

TRANSLATION (12 scores)

Learning Outcome

The learner should be able to translate words and sentences.

SHORT RESPONSE ITEM

Question Two

Your brother was reading an English Bible. He came across some sentences which were not easy to understand. He wrote the following sentences and requested you to translate for him. Translate the sentences in **2 (a) i, ii and iii** into your local language.

2. (a)

- i.* In the beginning, God created heaven and earth. (3 scores)
- ii.* God made two great lights, the sun and the moon. (3 scores)
- iii.* God created human beings in his own image. (3 scores)

(b)

In one paragraph, briefly explain why you believe the translation above is meaningful enough. (3 scores)

SECTION C (30 minutes)

Question 3

Extended Response Question

Learning outcomes

The learner should be able to:

- Compose and write simple a simple poem.
- Use words related to goats/animal raring.

Extended Response Item

Your father is rearing goats in the village. During the holiday, you always enjoy looking after these goats. You know a lot about the way goats behave. Using the figure below, write a poem about goats. The poem should be one stanza of not more than ten lines. (09 scores)



THE END

SENIOR ONE

MARKING GUIDE

Question One

Short response Items

SECTION A

Speaking and Listening Skills

(i) Describe what is happening in the photograph above. **(3 scores)**.

- **Score 3** if the learner is confident and vividly describes the photograph.
- **Score 2** if the learner describes the photograph with some confidence.
- **Score 1** if the learner fairly describes the picture with a lot of fear.

(ii) A family in your community has a child who is always abused by the parents. Explain the effects of child abuse on the social life of the child. **(3 scores)**

- **Score 3** if the learner explains the social effects of child abuse like loneliness, keeping quiet all the time, etc.
- **Score 2** if the learner explains some social effects of child abuse.
- **Score 1** if the learner explains the other effects of child abuse which are not social in nature.

(iii) Describe feelings that you get from the photograph above. **(3 scores)**

- **Score 3** if the learner is confident and vividly describes what he/she feels from the photograph.
- **Score 2** if the learner describes the photograph with some level of confidence and involvement.
- **Score 1** if the learner describes the picture with fear and without involvement.

SECTION B

TRANSLATION

Short Response Question

Question 2 (a) and (b)

For question 2 (a) (i, ii, & iii)

Score 3 for a meaningful and grammatically correct local language.

Score 2 for partly meaningful and good grammar

Score 1 for sentences with minimal level of meaning and grammatical correctness.

3 scores in all for each question.

For question 2 (b)

Score 3 where the reason focuses on local language skills.

Score 2 for the reason that is correct but partly focusing on local language skills.

Score 1 for any reason that is not related to local language skills.

3 Scores in all.

SECTION C

Question Three

Extended Response Item

Writing poetry

Output	Basis of Evaluation	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherency	Excellence
Written Poetry	Assess the elements of poetry	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by relevantly applying:</p> <ul style="list-style-type: none"> • Title • Lineation • Choice of words • Language • Persona/Tone • Theme • Person • Emotions • Relevance to situation 	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by accurately applying:</p> <ul style="list-style-type: none"> • Title • Lineation • Choice of words • Language • Persona/Tone • Theme • Person • Emotions • Relevance to situation 	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by coherently apply:</p> <ul style="list-style-type: none"> • Title • Lineation • Choice of words • Language • Persona/Tone • Theme • Person • Emotions • Relevance to situation 	<p>A learner scores 1 for the application of figures of speech</p>

THE END

LOCAL LANGUAGE EXAMINATION

LOWER SECONDARY CURRICULUM

SENIOR TWO SAMPLE TEST ITEMS

Time: 50 MINUTES

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 Two. End-of-year assessments will contribute to the 80% of the End of Cycle Assessment at Lower Secondary. However, what is provided in this document is not a complete End of Cycle examination format. The set items below offer guidance on setting test items for Local Language in Competency-Based Curriculum.

There is one *Short Response Item* and one *Extended Response Item* in this paper. The set items are divided into three sections: A, B and C. Use these to benchmark on setting similar items in the other classes.

NOTE: The teacher should translate the whole paper into his/her respective local language before administering to the learners. You are free to adapt the translations to the learners' locality.

Learning outcomes

The learner can:

- Use verbs
- Differentiate between local language alphabet and English Language alphabet
- Use tenses
- Use adverbs

SECTION A

Question One

Short Response Items

WRITTEN COMPREHENSION (09 MARKS)

You are planning to start up a farming business but there is no access to reliable information. Fortunately, you came across a friend who had bought a copy of *Daily Monitor* with the heading *How to choose a farm enterprise*. You requested to read the article and he lent the paper to you.

How to choose a farm enterprise

There are important factors to consider before choosing a farming business. You want to make profit and to make a living as a farmer so your source of income has to be dependable all the time. The farming business is influenced by a number of factors, including market for the farm products, pests and diseases, climate, soil quality, and the social economic status of the community where the business is going to be located.

If you want to go into poultry, for example, you have to think of where the market is for eggs or for the birds. Is the community where you live interested in the products of your farm? How far is the store from which you will be purchasing the feeds and other inputs for your farm? How far away is the market for your farm products? Are there crop farmers in the neighbourhood that will take interest in purchasing poultry manure?

If you are going to incur huge expenses to transport your products to the market or to deliver inputs to your farm then you could hugely minimise your profits from the business. The other big consideration may be availability of a permanent source of water because livestock keeping is impossible without water. The amount of rainfall obtained in the area is also very important especially if you want to go into crop production. Most crops must have a good supply of water to grow well. It is no use becoming a coffee or banana farmer in a region which goes for several months without rain unless you have a provision for irrigation.

Rainfall availability is strongly linked to vegetation growth and if you are going into activities such as cattle or goat keeping it is important to reflect on whether you will have sufficient pasture for your animals unless you don't mind moving your herds and flocks from one place to another looking for grass and water.

Daily Monitor by Saturday, September 24, 2022 by [Michael J Ssali](#)

Answer questions 1.1-13 about the passage.

1.1 In your own words, what is the passage about? (3 scores)

.....
.....
.....

1.2 Your friends want to set up a fruit farm. Explain any one piece of advice that is not in the passage but it is important to know. (3 scores)

(i)
.....
(ii)
.....

1.3 Explain the meaning of the following words according to the passage. (3 scores)

(i) manure
.....
(ii) irrigation
.....

SECTION B

Learning Outcomes

The learner should be able to:

- Write descriptive composition.
- Use verbs.
- Use tenses.
- Describe an incident witnessed in a public place.
- Use personal pronouns.

Question 2

Extended Response Item

Write a composition of about 200– 250 words. (20 Scores)

You are back to school after term two holiday. While at home, you attended a wedding ceremony that ended in a fight. Describe to your friends how the wedding ended in a fight.

THE END

SENIOR TWO

MARKING GUIDE

SECTION A

Short Response Item

Question One

Answer questions 1.1-1.3 about the passage.

1.1 In your own words, what is the passage about? (3scores)

High Achiever

Score 3 if the answer is coherently written in one paragraph using own words.

Low Achiever

Score 2 if written in a paragraph but fairly coherent.

Score 1 if the answer is bulleted and words are copied from the passage.

1.2 Your friends want to set up a fruit farm. Explain any one piece of advice that is not in the passage but it is important to know. (3 scores)

High Achiever

Score 3 if the point identified is not in the passage and is written using correct grammar.

Low Achiever

Score 2 for a point which is not in the passage but not clearly explained.

Score 1 if the point stated is not in the passage but lacks explanation.

1.3 Explain the meaning of the following words according to the passage. (3 scores)

(i) Manure.....
.....

(ii) Irrigation.....
.....

High Achiever

Score 3 if the meaning of the word is according to the passage.

Low Achiever

Score 2 if the meaning of the word is according to the passage but with some grammatical flaws.

Score 1 if the meaning is correct but not according to the passage.

SECTION B

Question Two Extended Response Composition writing

Output	Basis of Evaluation	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherency	Excellence
Written Composition	Content and format	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by relevantly applying the following aspects of content and format:</p> <ul style="list-style-type: none"> • Title • Introduction • Relevance to question • Conclusion • Paragraphing • Message • Flow of ideas • Audience 	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by accurately applying the following aspects of content and format:</p> <ul style="list-style-type: none"> • Title • Introduction • Relevance to question • Conclusion • Paragraphing • Message • Flow of ideas • Audience 	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by coherently applying of the following aspects of content and format.</p> <ul style="list-style-type: none"> • Title • Introduction • Relevance to question • Conclusion • Paragraphing • Message • Flow of ideas • Audience 	Scores 1 for unique language style that may not have been solicited for but adds beauty to the responses
Written composition	Grammar and Language	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by relevantly applying the following aspects of content and format:</p>	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by accurately applying the following aspects of content and format:</p>	<p>A learner Scores 3 for 5-6; Scores 2 for 3-4; Scores 1 for 1-2 by coherently applying the following</p>	

Output	Basis of Evaluation	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherency	Excellence
		<ul style="list-style-type: none"> • Adjectives and adverbs must be included in order for a learner to score 3 • Spelling • Other parts of speech • Sentence structure • Tenses • Punctuations • Diction • Register • Tone • Figures of speech • 	<ul style="list-style-type: none"> • Adjectives and adverbs must be included in order for a learner to score 3 • Spelling • Other parts of speech • Sentence structure • Tenses • Punctuations • Diction • Register • Tone • Figures of speech 	<p>aspects of content and format:</p> <ul style="list-style-type: none"> • Adjectives and adverbs must be included in order for a learner to score 3 • spelling • Other parts of speech • Sentence structure • Tenses • Punctuations • Diction • Register • Tone • Figures of speech 	
					Total scores 19