

ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The paper was of the same standard as those of previous years and there was no deviation. There was an improvement in some candidates' performance.

2. SUMMARY OF CANDIDATES' STRENGTH

- (i) Many of the candidates demonstrated a clear understanding of the passage.
- (ii) There was a remarkable improvement in candidates' use of language.
- (iii) Candidates paid particular attention to the rubrics.
- (iv) Paragraphs were well written and effectively linked.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Vocatives were omitted; some candidates did not take sides in debates.
- (ii) Candidates wrote irrelevant answers for some of the essay questions.
- (iii) Some candidates showed inadequate knowledge of the Literature texts.
- (iv) Candidates spent a lot of time on the essays to the detriment of other sections.

4. SUGGESTED REMEDIES FOR THE CANDIDATES' WEAKNESSES

- i. Candidates should read not for pleasure only but to improve upon their usage of the language.
- ii. Students should be given more lessons and explanations on every aspect of the syllabus.
- iii. Candidates should also pay particular attention to the prescribed texts to be able to answer the questions set.

5. DETAILED COMMENTS

PART A

QUESTION 1

Write a letter to the Minister of Transport suggesting two ways of improving the public road transport system in the country.

The candidates were expected to mention/describe the current state of the public road transport system and suggest how this could be improved. Some candidates wrote on only the first part and added 'so the government should do something about it...'

This is a formal letter and should be treated as such. Some candidates left out the heading or wrote it before the salutation; others left out the signature or wrote it after their names. Some candidates wrote to the Head teachers of their schools and used the school address.

QUESTION 2

As the main speaker in a debate on the motion, *Students should **not** wear uniform to school*, write your speech **for** or **against** the motion.

This question was quite well answered. They were able to state the importance of wearing uniforms to school. Many candidates used the vocatives and organised their essays well.

QUESTION 3

Write a letter to invite your cousin to spend the holidays with your grandparents, giving **two** reasons why he/she should pay them a visit.

This was the most popular question; however, many of the candidates deviated.

Instead of writing to a cousin, some wrote to their friend, uncle, grandparent etc.

Some also asked their cousins to visit them, without any mention of their grandparents.

PART B

COMPREHENSION

Candidates were expected to base their answers on the passage. However, some wrote answers which were not in the passage. E.g. For what two reasons did man prefer cats to dogs? The expected answers were;

- i. Cats were quieter/neater than dogs.
 - ii. Cats destroyed rats and mice that ate grains.
- Some candidates wrote 'cats were faster than dogs'

Candidates should pay attention to instructions and write answers that can be found in the passage.

Candidates should pay attention to the form of the underlined word – singular/plural nouns, tense of verbs, comparative/superlative forms, adverbs, adjectives etc.

E.g., Intentionally: deliberately; wilfully; on purpose etc

Candidates' answers: deliberate; voluntary; willingly etc

PART C

LITERATURE

a. Mr Bumble made Oliver miserable because ...

Answer: Oliver(he) asked for more food/supper.

Candidates' answers: Oliver was an orphan// Oliver had pushed one of the workers down/ He treated Oliver badly

b. Who is Mr. Bumble?

Answer: A church/ parish official; A care taker of the workhouse; He is in charge of the workhouse

Candidates' answers: Mr. Brownlow's friend; The owner of the workhouse/ workshop

c. How did Mr. Bumble try to get rid of Oliver?

Answer: By offering a reward of (five pounds) to anyone who would take Oliver away from the workhouse

Candidates' answers: He sold him

d. 'They' refers to

Answer: The people from the village/community

The people of Dukana

The people who went to welcome the narrator

Candidates' answers: The writer's friends; the narrator's friends; The people who want to welcome the writer

The writer is not the same as the narrator

e. An imagery of ... is created in the extract.

Answer: poverty; penury; destitution; impoverishment

Candidates' answers: sight; onomatopoeia

f. What idea did Eulalie buy?

Answer: To have children later; not to start a family now

To have children when she has settled down

To practise family planning; to delay in having children

Candidates' answers: to travel to Africa; she bought the idea of having children

g. What feeling has she got now?

Answer: to start a family; to give birth; to have children

Candidates' answers: They should plan when to have children

h. How does Ato react to her feeling?

Answer: He is surprised/ alarmed/ confused/

He opposes it

Candidates' answers: rude/ angry/ stressed

i. The literary device used in 'laughs the rose' is ...

Answer: Personification

Candidates' answers: hyperbole; imagery; simile

j. According to the poem, what is the colour of God?

Answer: multi-colour; rainbow colours; all the colours; many colours

Candidates' answers: emerald; damask; aquamarine; God has no colour