ADDITIONAL GUIDANCE/ NOTES- JUNE 2019 400501

1. A descriptive topic. Focus is on the description of the invention and its importance. Accept unexpected interpretations of invention. [30]

2. A narrative topic. Candidates should successfully incorporate the elements of a short story such as characterisation, pace, atmosphere, suspense and a well-controlled plot structure. Look for and reward originality. Candidates should create original responses. Accounts should have a link with the given statement

   (a) Focus is on the sense of achievement/ burden lifted/change of fortunes and a painful past relived. Accounts should display hope for a better future. [30]

   (b) Focus is on the circumstances that made it inevitable for the priest to cancel the wedding. Both metaphorical and literal interpretations of the topic may be acceptable. [30]

3. A discursive topic. Candidates are expected to examine different reasons for splits in churches. Accept a non-committal middle-of-the-road approach, where one takes a neutral position. [30]

4. A descriptive and imaginative topic. Focus is on hopes and aspirations of one's life in ten years' time. [30]

   N.B: Candidates are expected to write about their future not in retrospect.

5. An expository topic. Candidates are expected to look at the different ways that can be adopted to stop people from taking bribes such as:

   -maintaining law and order
   -awareness campaigns/educational programmes
   -exchange programmes with other communities
   -improving the standard of living [30]

6. An argumentative/discursive topic. Candidates may examine both sides of the topic, while some may take a firm position and argue strongly either for or against the assertion. [30]

7. An open ended topic. Candidates may write stories in which commitment is evident or they may define and illustrate what commitment is, i.e. write a factual essay on the topic. [30]

   N.B: Candidates should not treat the topic as a name of a person.

8. Appropriateness of response is an important element in this type of question. Candidates' responses should demonstrate the following:

   - amplification of notes
   - variety of sentences constructed
   - effective use of links so that the given points are neatly linked in paragraphs
   - logical arrangement of ideas: this entails, in some cases, reorganisation of the points
   - inclusion of candidates' own relevant material

Candidates must present answers in report format as follows:

To:

From/Compiled by:

Title/Heading/Topic:

Date:

1 mark is awarded to candidates who observe the correct report format.

JUNE 2019 4005/02 SUGGESTED ANSWERS

Question 1: 11 Marks: (1+1+1+1+1+1+1+2+2)

From paragraph 1

1 (a) (i) Give the name of the person telling the story. [1]

Additional guidance/notes

1. **A simple recall question**
2. **The question is based on the background information provided in brackets which candidates must not ignore when they read passages**

Answer: Cameron Thomas. [1]

(ii) What lifted the writer from his stool?

Additional guidance/notes

1. **This question requires candidates to demonstrate the ability to carefully follow the sequence of events.**
2. **The word 'Then' is indicative of what has happened before the result which is the blast.**

Answer: a blast/ an explosion/bomb blast/ a terrible blast of hot air [1]
Lift of: 'There was …hot air' – 0
The lift has to be a direct of the blast.

From paragraph 2

(b) (i) Give the main reason why author sweated. [1]

Additional guidance/notes

1. **A comprehension question which tests candidates' ability to infer meaning from the comparatives: 'more….than'**

Answer: terror/fear/fright//He was afraid/scared/frightened [1]

(ii) Which one word shows that the author was surprised that he was alive and had no injuries?

Additional guidance/notes

1. **A question that tests candidates' understanding of word meanings.**
2. **Here candidates are expected to use the given meaning to search for a word that matches that meaning**

Answer: miraculously [1]

N.B: wrong spelling of the word – 0

More than one word – 0

From paragraph 4

(c) (i) Who was firing the guns?

Additional guidance/notes

1. **The candidates are guided by the setting which is London**
2. **The fact that the Germans are attacking makes it obvious that the enemy who is the country under attack is Britain**
3. **It is important to bring out the fact that it is not any ordinary citizen firing but the ones in the battle field-the army**

Answer: British/English soldiers/army/troops

[1]

London soldiers –0

(ii) Phrase of three words

Additional guidance/notes

1. **A question that tests understanding of word meanings.**
2. **Here candidates have been given the meaning of the phrase and are expected to identify the phrase from the passage.**

Answer: 'mound of debris' [1]

More than three words–0

Wrong spelling of any one of the three words –0

From paragraph 5

(d) (i) Why Lotta was singing?

Additional Guidance/notes

1. **This question is asking for a reason which has to be given in full**
2. **The words insisted on give a lead to the answer**

Answer: to keep up the spirits of her captive audience// motivate/ strengthen/ give hope to her captive audience

[1]

Inclusion of she insisted−0

(ii) Own words: captive audience:

Additional guidance/Notes

1. **The question tests one's comprehension/understanding**
2. **Take note that there are two words which should be recast or paraphrased**

Answer: captive – kept as a prisoner/without a choice//forced to do something// confined/ detained/held hostage/restrained/controlled/kept in bondage/ limited within bound [1]

Audience- listeners// gathering of persons to hear or listen//hearers

[1]

Or

People who were forced to listen or hear// people who had no choice but to listen and hear

[2]

Or

Forced listeners/hearers

[2]

From paragraph 7

(e) Aspects of London life affected by the bombardment

Additional /Guiding notes

1. **This is a simple recall question**
2. **The key words in the question are 'aspects 'and 'London life'**

Answer: (1) houses/accommodation/shelter/homes/dwellings/expanse of houses/residences
(2) families [2]

Habitat−0

Lift of line 'Never before…terrors'−0

Question 2: 9 marks: (1+1+1+1+5=9)

From paragraph 8

2 (a) Main reason why the author returned from Canada to Balham.

Additional guidance/Notes

1. **The guiding word is 'chiefly'**
2. **The question itself shows that there were many reasons for the author to return to Balham but the candidates are required to identify the main or chief reason.**

Answer: to find out who, and what remained (among the fragments of childhood). [1]

From paragraph 9

(b) (i) Reference of the phrase: 'it'

Additional guidance/Notes

1.The question tests candidates, ability to identify the reference of a pronoun in a text.

2. When reading for comprehension always pause and ask oneself what certain words such as: this, that, it, he, she. they, them, we, etc stand for.

3. It is imperative that learners understand what these common words represent in a discourse.

4. Take note that that the answer in this case requires the definite article, 'the' and not the indefinite article, 'a'.

Answer: Balham/the town (Balham.)

[1]

A town−0
Town−0
City−0

(ii) Unusual for Balham

Additional guidance/Notes

1. **The phrase, 'served for its size' gives the lead to the answer .**
2. **The focus of the question is on bringing out the mismatch between the size of the city vis-à-vis what it is accommodating.**

Answer: it was too small/it was not big enough

[1]

It was well served for its size−0

From paragraph 13

(c) Why the siren wailed

Additional guidance/ Notes

1. **The question requires candidates to infer the reason from the words, 'bomb shelter' which come a bit later in the paragraph.**
2. **Candidates are required to read up to the end to find the answer.**

Answer: As a warning that the bombers were coming//to warn them of the impending/coming danger// to warn of the coming of the Germans (to attack them)// to signal them to go to a safe place/ to evacuate // to inform them to go to the school where there was a bomb shelter.

[1]

From the whole passage

(d) Vocabulary: 5 marks

Additional guidance/ Notes

1. **Vocabulary questions test candidates' understanding, in particular, word meaning inferential skills.**
2. **Here, candidates are expected to use the context, that is, the situation in which the word or phrase is used and the other surrounding words, to work out the meaning of the word or phrases.**
3. **Even if the candidate is meeting the word for the first time, with proper practice and skill, he or she should be able to infer the meaning of word or phrase by closely examining the context in which it is used.**
4. **The answer one gets should suit the context of the word/ phrase being tested.**

Rules to observe when working on vocabulary questions:

1. Attempt only **five** words. If candidates attempt more than five words, only the first five words are marked.
2. For each word attempted, only the first answer is marked when more than one answer is offered.
3. A comma, a stroke, or the word 'or' indicates a second attempt.
4. For two answers joined by 'and', one correct answer is allowed if the other answer is not wholly wrong but neutral, eg. 'grieved and hurt' for 'lamented'. Candidates are advised to always give one answer and not let examiners decide for them.
5. If candidates give answers in form of phrases, only the first seven words of the phrase are considered.
6. Do not use the negative 'not' for answers that come in the negative form eg for 'unceasing' it would be wrong to say not ending or not interrupted. For all such answers use appropriate prefixes such as un-, in-, dis- ir- etc.

Answers:

Word	Accept:	Mark	Give 0 for
1. adjoining: (paragraph 1)	next to/neighbouring/bordering/ adjacent	1	close to/ near
2. shattered: (paragraph 1)	disintegrated/smashed/fragmented/broke into pieces	1	cracked/broke
3. unceasing: (paragraph 7)	continuous/uninterrupted/unbroken/ incessant/endless/unending/never ending/nonstop/continuing/continual/unremitting/persistent/going on and on	1	perpetual
4. escorted: (paragraph 12)	guarded/protected/provided with security or defence/accompanied/came along with/convoyed/ came alongside/came together with	1	entourage
5. huddled: (paragraph 15)	Crowded/ clustered/ squeezed in/packed/gathered around/came together/bunched	1	
6. rubble: (paragraph 16)	debris/litter/refuse/trash/rubbish/ rubbish heap/ waste matter/wreckage/remains of bombed buildings// shattered pieces /disintegrated/smashed/ fragmented/ broken pieces	1	
7. squashed up (paragraph 21)	reduced to pulp/crushed/smashed//flattened/ compressed	1	crumbled/ crumpled/crashed/ reduced to pieces/crushed to pieces
8. lamented (paragraph 21)	bewailed/grieved/regretted /mourned/rued/bemoaned	1	wailed/cried

QUESTION 3: 20 MARKS (15 + 5)

Additional guidance/notes

1. The summary question tests comprehension, in particular, selection skills.
2. The key words in this question are: what the two families did, saw and felt. Candidates should keep these words in mind.
3. Candidates should note that these two families went through the processes separately and at different stages in the narrative.
4. Some of the processes only involved individual members of the families It should be clear what each member did, saw or felt alone and what he or she did together with members of his or her family eg
   a) I thought we were going to die there
   b) We yelled to tell them we were still inside
5. Some points in the passage are mere descriptions of the atmosphere e.g.
   a) It was very hot and stuffy

b) The shelter heaved up and down.

6. It is implied that the family members **felt** or **saw** since they were in that shelter. Candidates should therefore present the members as active participants:
They felt hot and stuffy
They saw/felt the shelter heaving up and down
Pronouns such as he, she and/ or they should clearly refer to the correct agents

THE SUMMARY IS MARKED TO A MAXIMUM OF15 OUT OF 28 POINTS. EACH POINT SCORES 1 MARK.

THE MECHANICAL ACCURACY MARK IS ALLOCATED TO A MAXIMUM OF 5 $\left(10 \times \frac{1}{2}\right)$

See Note 5 below, 'Standard Deductions'.

NOTES

1. Points to be rewarded and their marks are indicated below.

2. Introductory Words
Candidates are advised to always start their summary with the provided introductory words and naturally these introductory words introduce the first point.

3. Length
Examiners highlight where the introductory words end, or should end. They then count to 150, the number of words used by the candidate after the tenth word and write down this number. Examiners DO NOT use the candidate's word-total without checking it. They STOP at 150 and highlight where the marking should end.

   NB: Hyphenated words are counted as one but if you decide to separate them and omit the hyphen they are counted as two separate words.

4. Marking Technique
Scoring for points is indicated by a tick.

STANDARD DEDUCTIONS

$\frac{1}{2}$ mark is deducted for each error listed, up to ten errors.

If you write fewer words in your summary, you risk loosing the marks for mechanical accuracy before any error is identified.

The following maxima for the Mechanical Accuracy mark is applied:
0–25 words (0); 26–50 words (1); 51–75 words (2); 76–100 words (3);
101 – 125 words (4); 126 – 150 words (5).

A. Candidates are penalised every time, $-\frac{1}{2}$ mark for the following:

i all spelling errors – but only once for each mis-spelt word
ii all apostrophe errors, except error in the same word.
iii use of small letter for capital (every time): use of capital for small letter (once only).
iv all omissions of a word or words, even slips = I saw big bull.
v wrong or superfluous prepositions = wrong prep = I live at Bulawayo. superfluous prep = He could not cope up with the work.

vi use of wrong word for context (e.g. who for which) = The boys (which) were making noise.

vii comma for full stop or semi-colon (or vice-versa) – She ran into the room, she saw a snake on the table.

viii single comma at the beginning or end of a phrase or clause where there should be a pair = These men Lester and Frank, deserve praise.

ix wrongly completed parenthesis, e.g. a dash at the beginning and a comma at the end or when a second bracket is omitted = The men – Lester and Frank, deserve praise.

x omission of a comma after an initial adverb or adverb clause (e.g. However) = However I believe the man is honest. Unfortunately for the boys they were seen by the teacher.

xi omission of comma(s) before participial phrase = My little brother being afraid of dogs started howling (only where meaning is distorted).

xii omission of comma between adjectives = The evening fog had settled in heavy penetrating enveloping.

xiii use of comma between subject and verb or between verb and object = The angry young man, stood up to denounce society. He provoked, the bull.

xiv faulty sequence of tenses in the same sentence. He arrived home early but does not see his wife.

xv false concord every time. = Mary (go) to see her mother every week.

xvi complete breakdown = The elephant was darted nimbly charged flee.

xvii absence of colon before list – Bring the following items pen, ruler and rubber.

xviii word division e.g. in order, a lot, can not.

xix omission or wrong use of quotation marks in direct speech.

B Candidates are NOT penalised for:

i misuse of shall, will, should, could = I will explain later for I shall explain later.

ii omission of hyphen = He is a hardworking boy.

iii omission of full stop (a) in abbreviations (b) at the end of a sentence if capital letter follows (c) at the end of a paragraph, an answer, or part answer.

iv omission of comma before 'so' = I had seen him so he was obliged to stop.

v omission of comma after participial phrases if meaning is clear = Walking down the road I saw a snake.

vi omission of comma separating a list of adjectives = I saw an old red brick wall. If ambiguity arises, candidates are penalised as in xii above (A).

vii omission of two parenthetical commas, including those for non-defining clauses = James the soccer star of the year got married yesterday. The Ozie satisfied that the harness was secure urged the elephant on.

vii misrelated participles = Listening, closely, no sound was heard.

ix faulty sequence of tense where conditionals and subjunctives are concerned = I wish Jane were here. If it rains we will be cold.

If candidate uses note-form throughout the answer, there are no marks for Mechanical Accuracy, but can score for points where they are clearly made.

Wildly out of sequence points do not score so candidates should follow the sequence of events in the passage.

N.B: A candidate will be penalised once for any inconsistency in the use of personal pronouns e.g. shift from 'he' to 'I' or vice versa.

SUMMARY POINTS (15 MARKS)

When the bombs started falling on nearby Stepney residential area …

1. Len Webb and family huddled in the (prefabricated) Anderson Shelter.
2. They felt very hot and stuffy.
3. They saw /felt the shelter heaving up and down.
4. They felt/saw the dust and smoke filling up the shelter.
5. They saw flames.
6. They felt that the house must have collapsed.
7. They saw/ felt themselves covered in bricks and dust(Both limbs are needed to score)
8. They tried to get out.
9. They saw that the entrance was blocked by bricks and rubble(Both limbs are needed)
10. They started to dig their way out with their hands.
11. Len thought they were going to die/he thought he was going to die.
12. They yelled.
13. They saw an empty space(where the house was earlier on)
14. Their father decided to take them to uncle's place.
15. They went/ walked to uncle's place
16. They had to find shelter along the way again/ a lot of times.
17. They got to uncle's place/They arrived at uncle's place.
18. They saw all the people at uncle's place in the street shelter
19. They went into the street shelter.
20. They went to their uncle's house when it was all clear/When it was clear they went to their uncle's house.
21. They saw that the house had disappeared.
22. They watched from the rooftops.
23. They saw the bombs hitting around the Elephant and Castle area then Kennington
24. They saw the East End still burning
25. Grace was blowing out the candles on her birthday cake.
26. Grace felt mad/angry.
27. Grace's father decided to take them anywhere (by buses).
28. Grace crammed her pockets full of cake.

Question 4: 10 Marks: 1+1+1+1+1+1+1+1+1+1

(a) (i)Additional guidance/notes

The question tests candidates' knowledge of word meanings and usage.

Answer: stationary

[1]

(ii) Additional Guidance/Notes

The question tests candidates' knowledge of the plural forms of countable and uncountable nouns.

Answer: equipment

[1]

(b) Additional Guidance/Notes

The two questions test candidates' knowledge of spellings.

(i) Answer: harassed [1]

(ii) Answer: committee [1]

(c) Additional Guidance/Notes

These questions test candidates' knowledge about verb forms/tenses.

(i) Answer: The bombs began to fall//had begun// were beginning [1]
(ii) Answer: Grace's cake cost a lot of money//had cost [1]

(d) Additional Guidance/Notes

The two questions test candidates' knowledge of spelling, punctuation and word usage.

(i) Answer: 'Its' is used to show that something belongs to something or it shows the owner/ownership // In this context, it is used in place of 'the bombardment.'// It shows possession/It's a possessive// The bombardment's [1]

(ii) Answer: 'it's' is a contraction/shortened form of 'it is/It is/ Showing state of affairs/situation

[1]

(e) (i)Additional Guidance /Notes

The question tests candidates' knowledge of parts of speech and their uses

Answer: describing word/used to describe the smile/shows the kind of smile/ used as an adjective to describe the smile

NB: give 0 for It describes how Len smiled

[1]

(ii) Additional Guidance/Notes

The question tests candidates' knowledge about sentence types and construction: simple, compound and complex.

Answer: There were many German planes in the sky which/that were bombing the city of London. [1]

ADDITIONAL MARK SCHEME NOTES - NOVEMBER 2019 4005/01

1 A descriptive topic. Focus is on the positive attributes of the person's life that have inspired the writer. While more than one character may be involved in the plot the one who is inspirational must stand out clearly. Focus should be on description and not mere narration of what the character did.

[30]

2 Reward candidates who successfully incorporate the elements of a short story such as characterisation, pace, atmosphere, suspense and a well-controlled plot structure. Look for and reward originality. Some candidates may fail to produce accounts that have a link with the given statement. The given statement should not just be forced into the narrative.

(a) Focus is on her sacrifice/selflessness and how everyone showed their gratitude. The key words are 'thanked' and 'sacrifice' [30]

(b) Focus is on the sense of shock and disbelief after losing money as a result of having made a wrong decision. Take note that the expression is idiomatic though the literal sense may be acceptable. [30]

3 A factual/expository topic. Focus is on the efforts by the youths to reduce the spread of diseases. Candidates should produce compositions with correct facts as evidence of wide readership on the subject/topic.

[30]

4 A discursive/argumentative topic. Candidates should bring out the relationship between character and friendship. Candidates should be able to examine other factors, apart from friendship, that affect character in the discussion/argument.

[30]

5 A descriptive/narrative topic. Candidates should show how the fire disrupted community life. Metaphorical interpretations of 'fire' are acceptable. Focus is on the disruptions/disturbances caused by the fire and not events leading to the fire.

[30]

6 A discursive topic. Candidates are expected to explore the advantages and disadvantages of having exclusive special schools and be able to take a position/stance.

[30]

7 An open ended topic. Candidates may write stories in which heroism is the central theme. They may define and illustrate what heroes are, i.e. write a factual essay on the topic. Varied interpretations of heroism or heroes are acceptable.

Note: Do not take Heroes as a name of a character

[30]

8 Candidates are expected to compose logical and appropriate letters that are consistent with the suggested ideas. Candidates should observe the following:

– informal letter format

– amplification

– arrangement of ideas

– use of appropriate register

– variety of sentences constructed

– inclusion of candidate's own relevant material

N.B. 1 mark is given for correct informal letter format/layout.

Candidates should respond to the concerns in the letter which are:

- child labour
- child marriages
- poverty
- climate change
- gender discrimination
- domestic violence
- polygamy
- broken homes/families

[20]

NOVEMBR 2019 400502 SUGGESTED ANSWERS

1 QUESTION 1: 10 MARKS (1+1+1+2+1+1+1+2)

(a) From Paragraph 1
"… José distressed

Additional guidance/Notes:

1. **Simple recall question.**
2. **Focus is on his(Jose's) personal cattle not the ones from the big ranch.**

Answer: José had lost his cattle/Assassin had killed his cattle
NB: If the number of cattle is to be used, it has to be accurate(twelve)

(b) From Paragraph 2
Assassin infuriated
Additional guidelines/Notes

1. **The action and agent have to be clear**
2. **The lead to the answer begins from 'several years before … in a tree'**

Answer: Assassin (had been shot at) and had been wounded by a hunter/ Assassin had been shot/ wounded by a hunter(both limbs needed to score)/This enormous jaguar had been wounded by a hunter who had shot too hastily.

(c) (i) **From Paragraph 3**
…always moved through the grass
Additional guidance/Notes:

1. **The candidates are guided by the information they get earlier on from the passage.**
2. **It is important to follow the sequence of events in the story to answer this question.**
3. **'Thereafter', indicates a follow up to the event that has happened before/earlier.**

Answer: Assassin understood/knew/thought/ realized/ learnt that a hunter with a rifle could not kill him in the tall, thick grass.

(ii) '… draw them in pursuit of him'
Additional guidance/Notes

1. **Question tests one's comprehension /understanding**

2. **Focus is on the two key words, 'draw' and 'pursuit' which should be recast/paraphrased**

Answer:
1. draw – to get them to/into//to lure them//to attract/entice them/cause to.
2. pursuit-to follow /to run after/chase/to go after/chase after his trail
Or
3. to get them/lure them to follow/ run after/ chase him

(iii) Why the jaguar was called Assassin?
Additional guidance/Notes

1. **A question that tests candidates' ability to identify the reference to a pronoun in a text.**
2. **There is need to pause and ask oneself what the word 'this' refers to'**
3. **The answer in this case should specify the behavior traits of the jaguar.**

Answer: The jaguar killed dogs by ambushing them/ He lay in wait for his victims// Its trick of ambushing pursuers earned it the name Assassin// he concealed himself to attack
It was the method used by the jaguar – 0 [1]

(d) (i) **From Paragraph 7**
'… clue …'
Additional guidance/notes

1. **Answer is derived from the knowledge that vultures are associated with dead bodies.** [1]

Answer: The presence of vultures/he saw vultures

(ii) … collaring the dogs.

Additional guidance/Notes

1.The question tests candidates' knowledge of vocabulary.
2. Candidates should infer the meaning of 'collared' in order to come up with the correct response.

Answer: The other dogs, Pedro and Vinte, were put on a leash and not allowed to pursue Assassin/This prevented them from pursuing Assassin// Collaring the dogs meant that the dogs were not allowed to pursue Assassin// He could

control them /restrain them/restrain them from pursuing Assassin. [1]

(e) **From Paragraph 8**

"… I thought out a plan …"

Additional guidance/Notes

1. The question requires the candidates to revisit paragraph 8 and identify the plans made by the author.
2. It is necessary for the candidates to follow up and find out the difference between the intended plans and the actual actions.
3. Clearly show these differences between the plan and the execution.

Answer:

He had planned to leash the dogs after they had picked the trail and follow the trail alone but he was unable to leash the dogs [1]

He had planned to kill Assassin with a shot arrow but he had to confront Assassin with a spear/He killed Assassin with a spear. [1]

He had planned to be within a reasonable distance of the jaguar but he killed the jaguar at close range [1]

He had planned to have someone (Jose) watching the dogs but no one watched the dogs [1]

N.B: any two score 2 marks

2. (a) From paragraph 11

'coupled …'

Additional guidance/Notes

1.The question tests one' comprehension/understanding of meaning through contextual reference.

2.The question also demands that candidates have knowledge of the day to day meaning of the word 'couple' for them to be able to infer the meaning.

Answer: He linked/tied /joined/leashed/ connected the dogs together. [1]

(b) '… gun shy'

Additional guidance/Notes

1. **The question takes the candidates back down memory lane to paragraph 2 where Assassin was infuriated by the same impact of the gun.**
2. **The same stimulus (the gun shot) is creating different feelings (fury and fright) in Assassin.**

Answer: He had been shot at by a hunter and wounded.
NB: Both 'shot' and 'wounded' are needed to score. [1]

(c) Advantage to face Assassin in the clearing.

Additional guidance/Notes

The reference to the whole passage requires the candidates' alertness to detail from the beginning to the end.

Answer:

He would be able to see the jaguar clearly// He would be able to use the rifle/ arrow to kill the jaguar [2]

(d) From Paragraph 22

… nose to tip.

Additional guidance/Notes

The question requires candidates to have a clear picture of the appearance of the animal in question (jaguar) to be able to deduce that it is measured horizontally not vertically.

Answer: The tail/end of the tail. [1]

(e) From the whole passage

Additional guidance/notes

Vocabulary questions test candidates' understanding, in particular, word meaning inferential skills.

4. **Here, candidates are expected to use the context, that is, the situation in which the word or phrase is used and the other surrounding words, to work out the meaning of the word or phrases.**
5. **Even if the candidate is meeting the word for the first time, with proper practice and skill, he or she should be able to infer the meaning of word or phrase by closely examining the context in which it is used.**
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8. For each word attempted, only the first answer is marked when more than one answer is offered.
9. A comma, a stroke, or the word 'or' indicates a second attempt.
10. For two answers joined by 'and', one correct answer is allowed if the other answer is not wholly wrong but neutral, eg. 'Wildly and foolishly' for 'blindly'. Candidates are advised to always give one answer and not let examiners decide for them.
11. If candidates give answers in form of phrases, only the first seven words of the phrase are considered.
12. Do not use the negative 'not' for answers that come in the negative form eg for 'unceasing' it would be wrong to say not ending or not interrupted. For all such answers use appropriate prefixes such as un-, in-, dis- ir- etc.

1 rove (para 3) wander/ move all about /roam/move aimlessly/ramble/drift/
Give 0 for: rumble/wonder

2 wantonly (para 3) without motive/ /without provocation/ capriciously/randomly/unwarranted/ without reason/without restrain/uncalled for way/ unjustifiably//groundlessly/purposelessly/ indiscriminately/arbitrarily/heedlessly/ recklessly

3	pulled up (para 9)	reined in/ caused to stop moving/stopped/brought to a halt/ halted/ brought the horse to a stand still Give 0 for: reigned/ rained
4	mangled (para 4)	mutilated/lacerated/maimed/disfigured/damaged/ ravaged/wounded/injured deformed/mauled/spoiled
5	shrill (para 14)	piercing/high-pitched/ sharp/earsplitting/piping/ screeching/ penetrating/ high
6	streaked (para 17)	raced/rushed/dashed/darted/hurtled/ fled/ sped/zipped/ran quickly/fast//shot (across)
7	reverted (para 17)	fell back (into) returned to/went back to/took again to/ resorted back/ backslid into/turned back to
8	concede (para 21)	grant/allow/acknowledge/accept/own up to/yield/cede/ relinquish/ waive/ surrender/ admit/conquer/agree with/acquiesce

[5]

3 Summary points

Additional guidance/Notes

1.The key words in the question are: actions, reactions, emotions and decisions.

2. While the narrative is given in the first person 'I', the summary answer is to be presented in the third person singular 'he'.

3. This summary question requires candidates to follow and maintain the sequential order of events in the passage. Points that are wildly out of sequence do not score.

4.Where adverbs are included in an action, candidates must include them in the points to show how the actions were done eg 'he fitted an arrow silently onto his bow'/ 'he was desperately casting about for some way of provoking a charge'.

5. If an action is repeated in a sequence the candidates should use words which show repetition such as: again, once more, for the second etc eg 'he let fly an arrow…' and 'he shot again.

Summary points:

After the writer had found his lost dog, Leao, he ...

1. stood for a moment
2. he was sick with rage
3. he did not know what to do
4. he dropped his spear
5. he stepped forward to catch Tupi
6. he dared not use his revolver
7. he fitted an arrow silently onto his bow
8. he felt impatient/ he felt as if time stood still/ he felt that patience tested him.
9. he let fly an arrow (as soon as he saw movement) NB: Lift of 'As soon as I saw movement, I let fly.' – 0
10. he was unsure of the effect of his shot/how damaging the shot was
11. he hoped/thought that Tupi's barking would bring the jaguar to him/ he was relying on Tupi's barking to bring the jaguar in his direction
12. he felt sure of his target
13. he took aim with the remaining arrow
14. he felt impatient again/ he felt time stood still again
15. he was unable to wait any longer
16. he shot again
17. he picked up his spear (ready to lure the jaguar into a charge)
18. he edged towards the jaguar
19. he wondered when to make the vital move
20. he moved closer
21. he pivoted
22. drove the spear at the jaguar's neck
23. he decided not to attack/ he would not attack
24. he was desperately casting about for some way of provoking a charge

[20]

SECTION B:(10 MARKS)

(a) **Additional guidance/ Notes**
The question tests the use of intensifiers.

Answer: The grass was too thick to allow for a clear shot at Assassin. [2]

(b) **Additional guidance/Notes**
The question tests the use of conjunctions

4. **Answer:** Mr Siemel moved quickly **as** Maria slipped off the horse so she would not fall to the ground and get hurt. [2]

(c) **Additional guidance/Notes**

Question tests Subject-verb agreement

Answer: (i) They **(ii)** were [2]

(d) **Additional guidance/ Notes:**
The question tests candidates' knowledge of spellings of words.

(i) lightning **(ii)** dying [2]

(e) **Additional guidance/ Notes:**
The question tests candidates' knowledge of punctuation marks and their use.

Answer: I chose my weapons to fight Assassin: a rifle, knife, spear and pistol; it was time to kill the beast! [2]

N.B: Award 1 mark for each correctly used punctuation mark.