



Government of the Republic of Trinidad and Tobago

## MINISTRY OF EDUCATION

### Mark Scheme- Sample Paper 2

#### Task 1- Spelling (Cricket)

It was actually unbelievable. He was witnesing the West Indies Team on the eve of victry. He started pranceing around the television, swinging an imaginery bat. Throughout the neighbourhood, people were exubarent. The rhythmic drumming of the musiceans increased, in anticipation of

1. witnessing

2. victory

3. prancing

4. imaginary

5. exuberant

6. musicians

#### Scoring Guide

1 mark for identifying incorrectly spelt word

1 mark for writing the correct spelling of the word

2 marks awarded if incorrectly spelt word is not identified but correct spelling is written

Students are not penalized for writing the correct spelling in the wrong box.

Total 12 marks

#### Assessment Objectives

1. Produce the following correctly: words that double the final consonant before adding endings
2. Discover and correct frequently misspelled words.
3. When a word ends in a silent ‘-e’, drop the ‘-e’ before adding ‘ing’.
4. Words that drop the ‘-e’ before an ending.
5. Discover and correct frequently misspelled words.
6. Discover and correct frequently misspelled words.

## Task 2- Punctuation and Capitalisation (Shiva’s Lunch)

Shiva’s mother packed a vegetarian sandwich and	7.
two bananas in his lunch bag. “ <u>D</u> id you remember to	8.
pack snacks for me?” asked Shiva.	9.
“Don’t worry son, I packed your favourites: nuts,	10.
granola, raisins and biscuits,” his mother reassured him.	11.
Shiva shouted, “Thanks Mom!” as he rushed into the car.	12.

### Scoring Guide

1 mark for inserting the correct punctuation or capital letter

No marks awarded if more than one error is corrected in each line

Total 6 marks

### Assessment Objectives

7. Use the following punctuation marks in sentences: apostrophe (possession)
8. Use punctuation marks and capital letters correctly in writing
9. Use the following punctuation marks in sentences: question mark
10. Use the following punctuation marks in sentences: colon.
11. Use the following punctuation marks in sentences: full stop
12. Use the following punctuation marks in sentences: exclamation mark

### Task 3- Grammar (At Sea)

The fisherman, along with his crew, were journeying out

13. was

to sea. While on the way, sudden a massive wave

14. suddenly

slammed harshly in the fishing boat, causing it to flip.

15. against/onto/into

The frighten fishermen called unsuccessfully for help.

16. frightened

They tried to swim but the sea was to rough. Thanks to

17. too

the Coast Guards whom assisted, they were rescued eventually.

18. who

#### Scoring Guide

1 mark for identifying grammatical error

1 mark for writing the correct form of the word

2 marks awarded if correct form of the word is written but error is not identified

Students are not penalized for writing the correct form of the word in the wrong box.

Total 12 marks

#### Assessment Objectives

13. Ensure concord in sentences that contain parenthetical phrases

14. Recognize the function of adverbs in context

15. Use Prepositions in context

16. Recognize the function of adjectives in context

17. Recognize the function of adverbs in context

18. Use Pronouns: Personal, Possessive, Reflexive and Relative Pronoun

### Task 4- Comprehension (Macy and the Red Hen)

Processes	Item	Possible Responses	Marks
Inferential	19. ‘...a cloud of hens exploded into the yard.’ What does this statement tell you about the behaviour of the hens?	The hens all rushed out of the cage simultaneously/ The hens all flew out of the cage together	Any response that explains the cloud and the exploded - <b>2 mks</b>
		They were eager to get at the food scraps so they were unrestrained/ They were unruly and excited as they exited the cage	Any response which explains only one of these terms – <b>1mk</b>
Literal	20. Write a suitable synonym for each of the words as used in the passage i) scattered ( <i>line 3</i> ) ii) lure ( <i>line 20</i> )	i) strewn, sprinkled, spread, thrown ii) trap, attract, entice, tempt, persuade	One correct synonym for each word - <b>2 mks</b> One correct synonym for any one word – <b>1 mk</b>
Inferential	21. What <b>two</b> behaviours of the red hen show she is the leader of the brood of hens?	She pecks at the others but they do not peck at her/ She gets the best food/She fusses and flaps to have her way/ She leads the flock/The red hen took charge when they came out of the cage	Any two suggested responses – <b>2 mks</b> Any one response - <b>1mk</b>
Evaluation/ Appreciation	22. Explain what is meant by the phrase, ‘Hens have a pecking order’ ( <i>line 6</i> ).	<ul style="list-style-type: none"> <li>• Hens have a ranking system where the red hen is the leader and the others follow.</li> <li>• The other hens accepted the red hen as their boss/leader.</li> </ul>	Any response that indicates the hens have a leader and the others are followers – <b>2 mks</b>
		<ul style="list-style-type: none"> <li>• Hens have a rank order.</li> <li>• The red hen was the boss.</li> </ul>	Any response that suggests the red hen

Processes	Item	Possible Responses	Marks
			is the boss or leader – <b>1 mk</b>
		<ul style="list-style-type: none"> <li>• They pecked each other.</li> <li>• The red hen pecked the others.</li> </ul>	Any response related to the action of pecking each other – <b>0 mks</b>
Literal	23. Give <b>two</b> reasons why Macy locks the cage door at nights.	To protect the hens from danger/ To prevent the foxes and owls from eating them/ To prevent the hens from getting out at night/ She cares for the hens/ She is responsible and/or caring	Any two suggested responses – <b>2 mks</b> Any one response – <b>1 mk</b>
	24. Give <b>one</b> reason why the red hen rushed to the side of the cage instead of going into it?	She wants to get Macy’s attention/To get Macy to play with her/To show Macy she is not easily intimidated/ She wants to trick Macy/ She wants to show Macy that she is the boss/ She didn’t want to go into the cage	Any plausible reason – <b>1 mk</b>
Evaluation/ Appreciation	25. Who is the smarter of the two, between Macy and the hen?  Give <b>two</b> examples of what the red hen or Macy did in the passage that show this.	<p>The red hen is smarter since she</p> <ul style="list-style-type: none"> <li>• couldn’t be bribed by Macy</li> <li>• defeated all of Macy’s efforts to control her</li> <li>• tricked Macy everyday</li> <li>• played more than one trick on Macy</li> </ul> <p>Macy is smarter because she</p> <ul style="list-style-type: none"> <li>• always got the red hen into the cage eventually</li> <li>• was going to make the red hen</li> </ul>	Any <b>two</b> responses from the passage related to the character selected – <b>2 mks</b> Any <b>one</b> response from the passage related to the character selected – <b>1 mk</b> If responses from the

Processes	Item	Possible Responses	Marks
		<p>pay for her tricks</p> <ul style="list-style-type: none"> <li>• could teach the red hen a lesson</li> </ul>	<p>passage do not relate to the character selected or the responses are not from the passage –</p> <p><b>0 mks</b></p>
Evaluation/ Appreciation	<p>26. What kind of person is Macy?</p> <p>Give <b>two</b> examples of what she does in the passage that show this.</p>	<p>Macy is caring</p> <ul style="list-style-type: none"> <li>• she feeds the hens and smiles when looking at them</li> </ul> <p>Macy is responsible</p> <ul style="list-style-type: none"> <li>• she takes her job seriously by always ensuring the hens are fed and safe</li> </ul> <p>Macy likes to be in control and have order</p> <ul style="list-style-type: none"> <li>• she does not appreciate the red hen’s disobedience and plans to teach her a lesson</li> </ul>	<p>Any one quality with two supporting actions from the passage – <b>3 mks</b></p>
		<p>Macy is persistent</p> <ul style="list-style-type: none"> <li>• she always gets the red hen into the cage eventually</li> </ul>	<p>Any one quality with one supporting action from the passage – <b>2 mks</b></p>
		<p>Caring/ responsible/ persistent</p>	<p>Any one quality which can be supported by action from the passage – <b>1 mk</b></p>
		<p>Carefree/ Cruel/</p>	<p>Any quality which cannot be supported by action in the</p>

Processes	Item	Possible Responses	Marks
			passage – <b>0 mks</b>
Evaluation/ Appreciation	27. Suggest a suitable title for this passage?	Macy and the Red Hen Macy and the Clever Hen The battle of the Bosses The Determined Competitors	Any response which relates to the main theme or the <i>two main characters</i> in the story – <b>2 mks</b>
		The Protagonist The Tricky/Clever Red Hen Pecking Order	Any response which identifies one character in the story – <b>1 mk</b>
		Life on a Farm Taking Care of Chickens Doing Chores	Any response which identifies actions or scenery from the story – <b>0 mks</b>
Inferential	28“That will teach her to go in her cage when I say.” (lines 24 and 25) Do you think the Red Hen will ever go into the cage when Macy tells her to do so? Explain your answer, using details from the passage.	Yes • The red hen would be taught a lesson ( <i>leave her out all night to fight with foxes and owls</i> ) and Macy would be her boss  No • The red hen will continue to have her way ( <i>run off again and flap her wings hard so Macy could not grab her</i> )	Any plausible response from the passage with details <b>2 mk</b>
		Yes • Macy will teach her a lesson and show who is boss.  No • The red hen will continue to be	Responses which do not include details from the passage– <b>1 mk</b>

Processes	Item	Possible Responses	Marks
		bossy and not go into the cage.	
		Yes • Macy’s father would catch the hen and put her in the cage  No • The red hen can sleep in a tree	Any response that is not from the passage – <b>0 mks</b>

### Task 5- Poetry (The Crocodile’s Toothache)

Processes	Item	Possible Response	Marks
Inferential	29. Give <b>two</b> possible reasons for the crocodile’s visit to the dentist.	He wanted relief from his toothache/ He was hungry/ He wanted to eat the dentist	Any two plausible responses based on the poem – <b>2 mks</b>  Any one plausible response based on the poem – <b>1 mk</b>
		He went for a check-up/ He went to his regular dentist/ To keep his appointment	Any responses not based on the poem – <b>0 mks</b>
	30. Give <b>two</b> reasons for the dentist climbing into the mouth of the crocodile.	To get to the damaged tooth/ To get a better view of the teeth or inside the mouth/ To work properly or more efficiently/ To get a better grip on the teeth	Any two plausible responses – <b>2 mks</b>  Any one



Processes	Item	Possible Response	Marks
			plausible response – <b>1 mk</b>
		The dentist had never been inside the mouth of a crocodile/ He believed it was fun to go inside the mouth of the crocodile/ It looked inviting	Any fantasy responses – <b>0 mks</b>
Literal	31. Why did the crocodile ask the dentist to put down his pliers in <i>line 13</i> ?	He was hurting the crocodile/ He wanted the dentist to stop using the pliers/He planned to eat the dentist so the pliers would have been uncomfortable	Any response related to stop using the pliers to hurt the crocodile – <b>1 mk</b>
Inferential	32. The crocodile and dentist show different feelings in the poem. Complete the table below to show the different feelings of the characters.	Dentist Feeling: happy/happiness Evidence: lines 10, 14 Crocodile Feeling: hurt Evidence: lines 7, 12, 13 Feeling: Angry/anger Evidence: lines 13, 18	Any ONE of the two lines from the poem for the dentist – <b>1 mk</b> Any plausible mood for the crocodile with a supporting line from the poem – <b>2 mks</b>
Literal	33. Give a synonym for the word ‘confess’ as used in <i>line 16</i> .	Admit/ declare/ reveal/ disclose/ accept blame	Any plausible response – <b>1 mk</b>
	34. Give <b>two</b> reasons for the poet’s use of capital letters in the	Draw reader’s attention/ surprise the reader/ indicate a change in the poem/ create drama	Ant two plausible reasons – <b>2 mks</b>

Processes	Item	Possible Response	Marks
	word 'SNAP' ( <i>line 18</i> ).		Any one plausible response – <b>1 mk</b>
Evaluation/ Appreciation	35. What type of person is the dentist? Give <b>two</b> details from the poem to support your answer.	Wicked/ Mischievous/ Naughty <ul style="list-style-type: none"> <li>• He laughed when the crocodile was in pain</li> <li>• He pulled out the wrong tooth</li> <li>• He said he was going to pull out 12 more teeth</li> </ul>	Any one trait with two supporting details from the passage – <b>3 mks</b>
		Gullible/ Brave <ul style="list-style-type: none"> <li>• He believed it was safe to pull out the crocodile's teeth</li> <li>• He believed it was safe to go into the crocodile's mouth</li> </ul>	
		Kind <ul style="list-style-type: none"> <li>• He attended to the crocodile</li> </ul>	Any one trait with one supporting detail from the passage – <b>2 mks</b>
		Wicked/ mischievous/ gullible/ kind	Any appropriate trait with no supporting detail from the passage – <b>1 mk</b>
Literal	36. Tick (✓) the figure of speech that is used throughout the poem? (a) metaphor (b) personification	Personification	Identify the correct figure of speech – <b>1 mk</b>

Processes	Item	Possible Response	Marks
	(c) simile		
Evaluation/ Appreciation	37. Which character do you prefer in this poem? Give a reason for your choice.	Dentist <ul style="list-style-type: none"> <li>• he is funny</li> <li>• he is brave</li> <li>• he is fun loving</li> <li>• he lives life on the edge</li> </ul>	Any character and a plausible reason – <b>2 mks</b>  No character identified but a plausible reason given – <b>1 mk</b>
		Crocodile <ul style="list-style-type: none"> <li>• he stood up for himself</li> <li>• he didn't let the dentist take advantage of him</li> <li>• he took action when he had a toothache</li> <li>• he was brave to go to the dentist</li> </ul>	
		None <ul style="list-style-type: none"> <li>• they were both mean/mischievous</li> </ul>	
	38. What is the mood of the poem? Give <b>two</b> quotations from the poem that show the mood you identified.	Funny/ silly/ fun loving/ carefree/Light-hearted <ul style="list-style-type: none"> <li>• talking crocodile</li> <li>• reckless dentist</li> <li>• mischievous characters</li> </ul>	Any plausible mood with two supporting details – <b>3 mks</b>  Any plausible mood with one supporting detail – <b>2 mks</b>
		Funny/ silly/ fun loving/ carefree Sad/	Any plausible mood with no supporting details – <b>1 mk</b>

### Task 6- Graphic (The Crocodile’s Toothache)

Processes	Item	Possible Response	Marks
Literal	39. From the flyer, identify <b>two</b> benefits of hiking.	Benefits: Enjoyment /fun/ good exercise/ keeps you physically fit/ see interesting things/ experience adventure/ see birds and animals/ enjoyment of nature	Any two reasons identified on the flyer – <b>2 mks</b> Any one response from the flyer – <b>1 mk</b>
		Provides time to think/you can camp out and sleep under the stars	Any responses that are not explicit to the flyer – <b>0 makes</b>
	40. Name <b>two</b> attractions at Lookout Hill.	<ul style="list-style-type: none"> <li>• Old Rock Fort</li> <li>• Lookout Hill Station</li> <li>• Bird Sanctuary</li> <li>• Frog Creek</li> </ul>	Any two attractions shown on the flyer – <b>2 mks</b> Any one attraction on the flyer – <b>1 mk</b>
		<ul style="list-style-type: none"> <li>• Hidden valleys</li> <li>• Waterfalls</li> </ul>	Any attractions that are not shown on the flyer – <b>0 mks</b>
Inferential	41. Give <b>two</b> reasons for including the map key on the flyer?	Increase understanding of the map/ provide additional information (time and level) about the hikes/ help visitors select the hike best suited to their purpose or physical capability	Any two reasons related to what is shown on the flyer – <b>2 mks</b> Any one response related to what is shown

Processes	Item	Possible Response	Marks
			on – <b>1 mk</b>
	42. Identify <b>two</b> reasons why a person may want to visit Lookout Hill.	<p>Persons may be interested in:</p> <ul style="list-style-type: none"> <li>• physical activities and exercising such as walking and hiking</li> <li>• having a picnic</li> <li>• site seeing</li> <li>• enjoying nature and animal watching</li> <li>• relaxation</li> </ul>	<p>Any two reasons related to what is shown on the flyer – <b>2 mks</b></p> <p>Any one response related to what is shown on – <b>1 mk</b></p>
Evaluation/ Appreciation	43. This flyer includes several features. Which feature on the flyer appeals to you the most?  Give a reason for your choice.	<p>Map</p> <ul style="list-style-type: none"> <li>• interesting image/ picture</li> <li>• shows all of the attractions</li> </ul> <p>Map Key</p> <ul style="list-style-type: none"> <li>• gives details of the different routes for hiking</li> <li>• Gives specific times for the routes and levels of difficulty</li> <li>• interesting image</li> </ul>	<p>Identify an element of the flyer and a plausible reason – <b>2 mks</b></p> <p>Identify an element of the flyer alone – <b>1 mk</b></p>
		<p>Visual appeal/ attract visitors/ make person interested</p>	<p>Gives a reason for using an image – <b>0 mks</b></p>