

**112/1**  
**ENGLISH**  
**LANGUAGE**  
**Paper 1**  
**2024**



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**ENGLISH LANGUAGE**

**Paper 1**

***SCORING GUIDE***

## 112/1 - ENGLISH SAMPLE PAPER SCORING GUIDE

### ITEM 1: SUMMARY – The Effects of Environmental Pollution

**This is an example of the points which the learner can extract as they prepare to generate the rough copy.**

1. Environmental pollution causes heavy rainfall.
2. Rising water levels.
3. Prolonged dry seasons.
4. Loss of lives.
5. Results in property damage.
6. Compromised transportation.
7. Soil erosion which degrades agricultural lands.
8. Reduces their long-term productivity.
9. Pollution causes deforestation.
10. Loss of biodiversity.
11. Flood waters carry pollutants which contaminate water sources.
12. Poses a risk to public health.
13. Has adverse effects on aquatic ecosystems.
14. Loss of habitats leaves many families without a place to sleep or earn a living.
15. leads to educational disruption.
16. leads to spread of respiratory diseases.
17. Interrupted utilities.
18. High insurance costs.

## **SAMPLE SUMMARY**

**This is an example of a fair copy that a learner can present.**

### **The Effects of Environmental Pollution**

Environmental pollution causes heavy rains, rising water levels, prolonged dry seasons and loss of lives. It results in property damage, compromised transportation and soil erosion which degrades agricultural lands. This reduces their long-term productivity. Pollution causes deforestation and loss of biodiversity. Flood waters carry pollutants which contaminate water sources hence posing a risk to public health. Pollution has adverse effects on aquatic ecosystems. Loss of habitats leaves many families without a place to sleep or earn a living. Pollution also leads to educational disruption and spread of respiratory diseases. It interrupts utilities and leads to high insurance costs.

*(99 words)*

## **GUIDELINES TO SCORING SUMMARY**

**The following is the rubric upon which scoring of a summary will be based:**

1. An indented paragraph with:

13 ideas and above	→ 3 scores
7 – 12 ideas	→ 2 scores
2 – 6 ideas	→ 1 scores
0 – 1 ideas	→ 0 scores
2. No title scores, Maximum 2 scores.
3. No subject scores, Maximum 1 score.
4. No subject, but has title, treat as normal.
5. Outlined ideas, 1score.
6. No punctuation at all, 0 scores.
7. Use of commas throughout, 1 scores.  
(Follow the rule of the commas in a sentence.)
8. Word limit, 105 words.

## ITEM 2: READING COMPREHENSION

S/N	RESPONSE DETAILS	SCORES
a	<p>The story teller gave Andrew the school fees because:</p> <ol style="list-style-type: none"> <li>1. Andrew seemed to be generous.</li> <li>2. He trusted Andrew.</li> <li>3. Andrew was his friend.</li> <li>4. They were in the same discussion group.</li> <li>5. They participated together in other school activities.</li> <li>6. The storyteller admired Andrew’s ‘entrepreneurship’ skills.</li> </ol>	<p>One correct answer = 01</p> <p>Incorrect or no answer=00</p>
b	<p>This proverb warns against trusting people easily without proper judgement, for example, the story teller trusted a wrong person with his money for school fees and registration and ended up losing it.</p> <ol style="list-style-type: none"> <li>1. Learners should interpret the proverb in relation to the text.</li> <li>2. Appearances can be deceptive for example Andrew appeared to be a good friend yet he was a conman.</li> </ol>	<p>One correct answer = 01</p> <p>Incorrect or no answer=00</p>
c	<p>“Andrew was arrested seven days ago,” the police officer said.</p>	<p>One correct answer = 01</p> <p>Incorrect or no answer=00</p>
d	<p><b>Character of the story teller</b></p> <ol style="list-style-type: none"> <li>1. He is gullible/ easily deceived / naïve.</li> <li>2. He is irresponsible.</li> <li>3. He is short-sighted.</li> </ol>	<ul style="list-style-type: none"> <li>• Learner states and explains/illustrates 1 correct trait, Score 1</li> <li>• Learner fails to state any trait or gives irrelevant ones / incorrect / no response. 0 score.</li> <li>• Learner scores 0 for only stating a trait.</li> </ul>

<p><b>e</b></p>	<p><b>Reader's feelings towards Andrew</b></p> <p>1. I hate/despise/detest him for taking his friend's money.</p> <p>2. I am angry/annoyed/upset/irritated with him for being mischievous.</p> <p><b>Note:</b> Reject any positive feelings towards Andrew, in consideration of values.</p>	<p>Learner states and explains/illustrate an appropriate feeling = 01 score</p> <p>Incorrect or irrelevant feeling stated = 00 score</p>
<p><b>f</b></p>	<p>One should:</p> <p>1. Think twice before they act.</p> <p>2. Know that not all that glitters is gold.</p> <p>3. Know that appearances can be deceptive.</p> <p>4. Never judge a book by its cover.</p> <p>5. Sometimes better be alone than in bad company.</p> <p>6. Seek for help / assistance when faced with challenges.</p> <p><b>Note:</b> Reject lessons that start with, I learn to/not to.</p>	<ul style="list-style-type: none"> <li>• At least 1 relevant and well-explained lesson = 01 scores</li> </ul>

### ITEM 3: WRITING:

The expected texts to be written by the learners could be any of the following:

1. Official / Formal letter.
2. An e-mail.
3. An invitation card.
4. A memo.

#### Scoring:

1. F. Format.
2. C. Content.
3. S. Spelling.
4. T. Tense.
5. P. Punctuation.
6. Sc. Sentence Construction.
7. V. Vocabulary / Register.

**SCORES:**

<b>F</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>P</b>	<b>Sc</b>	<b>V/R</b>
<b>03</b>	<b>03</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>01</b>

**KEY:**

**F.** Format

**C.** Content

**S.**

**T.**

**P.**

**Sc.**

**V/R.**

Language.

**F) FORMAT:**

(F) Format		Scores			
		03	02	01	00
Official/Formal letter	<ul style="list-style-type: none"> <li>•Addresses (Senders &amp; Receivers.</li> <li>•Date</li> <li>•Salutation</li> <li>•Subject</li> <li>•Complementary close</li> <li>•Signature</li> <li>•Name</li> <li>•Paragraphing</li> </ul>	Any 5 – 8	Any 3 – 4	Any 1 - 2	None
		03	02	01	00
E – mail	<ul style="list-style-type: none"> <li>•Receiver’s E–mail (TO: )</li> <li>•Sender’s E–mail (FROM:)</li> <li>•Subject</li> <li>•Date</li> <li>•Paragraphing</li> </ul>	Any 3	Any 2	Any 2	None



<b>T</b>	<u>Tenses:</u>	Below <b>4</b> errors,	– 01 score
		5 and above errors,	– 00 scores
<b>P</b>	<u>Punctuation:</u>	Below <b>5</b> errors,	– 01 score
		6 and above errors,	– 00 scores
<b>Sc</b>	<u>Sentence Construction:</u>		
		Below <b>5</b> errors,	– 01 score
		6 and above errors,	– 00 scores
<b>V/R</b>	<u>Vocabulary / Register:</u>		
		Use of 3 apt vocabulary / register	– 01 score
		Less than 3 or absence	– 00 scores

### **ELABORATION OF VR:**

- Opposers / Negators
- Proposers / Affirmers
- Motion / Resolution
- Debate formats e.g. parliamentary, World Schools, Karl popper, Traditional etc.
- Main speakers / Floor speaker.
- Panel of Judges / Jury.
- House / Audience.

**BREVITY:** If the number of words is less than half of the required number, adjust the error count to 0 – 2 → 1 score.  
3 and above → 00.

### **ITEM 4: WRITING:**

**The expected texts to be written by the learners could be any of the following:**

#### **Expected Responses:**

1. Dialogue.
2. Speech.
3. Statement /Narrative.



**Scoring:**

1. **F.** Format.
2. **C.** Content.
3. **S.** Spellings.
4. **T.** Tenses.
5. **P.** Punctuation.
6. **Sc.** Sentence Construction.
7. **V/R.** Vocabulary / Register.

**SCORES :**

<b>F</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>P</b>	<b>Sc</b>	<b>V/R</b>
<b>03</b>	<b>03</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>01</b>

**KEY:**

- F.** Format  
**C.** Content  
**S.** Spelling  
**T.** Tenses  
**P.** Language  
**Sc.** Sentence construction  
**V/R.** Vocabulary/Register

<b>Format</b>		<b>Scores</b>			
		<b>03</b>	<b>02</b>	<b>01</b>	<b>00</b>
<b>Dialogue</b>	<ul style="list-style-type: none"><li>•Heading / Showing Participants</li><li>•Participant 1</li><li>• Participant 2</li></ul>	All 3 Aspects.	Misses heading but has participants.	Any 1 of the Aspects.	None

<b>Speech</b>	<ul style="list-style-type: none"><li>•Heading</li><li>•Protocol</li><li>•Greeting</li><li>•Self-introduction</li><li>•Conclusion</li><li>•Paragraphing</li></ul>	Any 5 – 6 including paragraphing	Any 3 – 4 including paragraphing	Any 1 – 2	None
<b>Statement / Narrative</b>	<ul style="list-style-type: none"><li>•Heading</li><li>•Self-introduction</li><li>•Paragraphing.</li></ul>	All three Aspects.	Any 2 including paragraphing.	Any one Of the three.	None

## CONTENT:

### Expected Ideas:

1. Status quo i.e. acknowledging that lights were unlawfully switched off. Mention time the lights were switched off (evening/evening lessons).
2. Admit or deny participation in the act of switching off lights.
3. Resolution i.e. claim innocence or apologise if guilty.
4. Conclusion.

### Scores:

- Any 3 – 4 ideas, 3 scores.
- Any 2 ideas (including status quo), 2 scores.
- Any 1 idea, 1 score.
- No idea, 0 score.

## LANGUAGE:

- S** Spellings: Below 5 errors, – 01 score  
6 and above errors, – 00 scores
- T** Tenses: Below 4 errors, – 01 score  
5 and above errors, – 00 scores
- P** Punctuation: Below 5 errors, – 01 score  
6 and above errors, – 00 scores

**Sc** Sentence Construction:

Below **5** errors, – 01 score  
6 and above errors, – 00 scores

**V/R** Vocabulary / Register:

Use of 3 apt vocabulary / register – 01 score  
Less than 3 or absence – 00 scores

**ELABORATION OF V/R:**

- Chairperson Disciplinary Committee
- Innocent / Guilty
- Mercy / Forgiveness
- Crime / Offence / Indiscipline / Misbehaviour / Misconduct.
- Going against school rules and regulations.
- Violation of School rules.
- Culprit.
- Victim of indiscipline.
- Scapegoat.
- Suspect.

**BREVITY:** If the number of words is less than half of the required number, adjust the error count to 0 – 2 → 1 score.  
3 and above → 00.