

MALI –LIMA MARKING SCHEME-101/2 MOCK 2025

Q1

- a) Big-picture thinking brings wholeness and maturity to a person's thinking/It brings perspective to a person's thinking √2
- b) Big-picture thinking leads to good leadership √2
- c) The writer likes/adores/relishes/glorifies/values/supports/admires big-picture thinking. √2
 - Where success is concerned, people are not ... they are measured by the size of their thinking/ big-picture thinkers are lifelong learners/big-picture thinking allows you to lead/ Big-picture thinking keeps you on target/ allows you to see what others see/ promotes teamwork √1

Award 2 marks for identification; 1 mark for illustration

- d) It is only by putting your daily activities in the context of the big picture that you will be able to stay on target √2

Award zero if there is a faulty expression of any kind

- e) The person who has focus (a big-picture thinker) cannot be blinded by small things/one who concentrates on small things (what is only happening now) will lose focus of the big-picture √2
- f)
 - big-picture thinking allows one to lead
 - big-picture thinking keeps one on target
 - big-picture thinking allows one to see what others see
 - it promotes teamwork
 - it helps one to chart uncharted territory

Maximum, 50 words

Must be in prose, if not penalize by deducting 50% at every scoring point

Penalize for faulty expressions once per sentence by deducting ¼ mark

- g) inspirational/motivating/encouraging/advisory/educative/uplifting: any one illustration from Q1 (f)

award 2 marks for identification; 1 mark for illustration

- h)
 - (i) wholeness: completeness/fullness/absoluteness
 - (ii) connect the unconnected: link the dots/link separate (unrelated) ideas/fill in the gaps
 - (iii) mundane: ordinary/routine/commonplace

There must be concord in word class and tense for a candidate to score

1. Excerpt (25 marks)

- a. Sagrada Secondary School Principal's (Narine's) boardroom. The mayor has come to find out if Nicole had written a letter to the Ministry of Education detailing mayor's concerns.
- b. Narine tells Mossi that:
 - i. The school has no more role to play with respect to The Samaritan App.
 - ii. Any issues he has with the App should be referred to the Minister's office directly.
 - iii. A joint team of the Education Ministry officials and the President's Office representatives is now responsible for all arrangements in preparation for the national launch of the App.
 - iv. His talk with Nicole is a private affair and has nothing to do with the school.
 - v. She (Narine) be excused from the meeting.

(Any 3 points@ 1 mark)
- c. Styles
 - i. Ellipsis – Well... well... eh... I think that... eh... is well spoken. This shows how apprehensive the mayor is.
 - ii. Parenthesis – like Hon. Basdeo. It shows .the oversight role of the political opposition leader.
- d. Steps to be taken against anonymous persons:
 - i. The aggrieved person takes the matter to a court of law.
 - ii. The court of law requests the proprietor to provide the details of the anonymous user.
 - iii. The anonymous user can then be prosecuted.
- e. Character traits:
 - i. Apologetic/remorseful – I am sorry if I have appeared a bit hard on you, Nicole.
 - ii. Apprehensive/fearful – Well... well... eh... I think that... eh... is well spoken.
- f. I do not think you need to worry about that, Sir, do you?
- g. Assuring/reassuring – I do not think you need to worry about that, Sir.
- h. Meaning of phrases:
 - i. Malicious – spiteful/unkind/hostile/malevolent
 - ii. Proprietor – owner/possessor/holder
 - iii. Far-reaching implications – severe consequences
- i. He needs Nicole to find a way of eliminating some the negative information that has been posted about him.
Nicole cannot help him because:
 - i. She is not the administrator of the App.
 - ii. She has no access to the backend.
 - iii. The National Information and Communications Corporation has taken over the App and is making decisions on behalf of the two students.

a) Aetiological narrative: v1 it explains how the ostrich got her chicks back/it explains the saying: “The ostrich cannot be deprived of her feathers.” v1

b) “search and search”- v1for a long v1 time/determination/persistence/desperation v1

“The chicks belong to the lioness.” v1 it emphasises that the animals are cowardly/that the lioness is ferocious v1

c) That there is no feathered one that begets a hairy one/that there is no hairy one that begets a feathered one v2

d) -Opening formula: v1 “There once lived....” v1

- Closing formula: v1 “The end” v1

- elements of fantasy: v1animals talking (given human attributes) v1

- timelessness: v1 “There once lived....” v1

e) Each of the animals said, “The chicks belong to the lioness.” What does this prove? (3 marks)

- The animals are cowardly/faint-hearted v2

-The lioness is cunning/scheming/fierce/violent v2

f) Identify two aspects of style used in this narrative. (4 marks)

- Dialogue
- Direct speech
- Personification
- Hyperbole
- Saying
- Idiom: “... to speak one’s mind”
- Onomatopoeia: “... roared....”Each of the animals said,

What moral lesson do we learn from the action of the ostrich in this story? (2 marks)

- What goes around comes around- Explanation & illustration v2
- Be kind and compassionate to others-Explanation & illustration v2
- Injustice does exist in society- Explanation & illustrationv2
- Determination pays –Explanation / illustrationv2
- Hope is a valuable thing v2
- Courage is important in life v2

- (i) begets: produces/gives rise to/brings
about/creates/sires/brings/bears gives birth to v1
- (ii) pounce on: assault/attack/strike/jump on/go at v1

2. Grammar (15 marks)

A i) In spite of Saka's injury of the fact, he will play in Saturday's game.

In spite of his injury. Saka will play in Saturday's game.

In spite of having an injury, Saka will play in Saturday's game.

Marking points- In spite of (begin, 3 words), comma, Capital S in Saturday, apostrophe in Saturday's.

ii) Not since she left college have I seen her so happy.

iii) I am junior to him.

iv) Her goal was to think clearly at all times.

B i) they

ii) is

iii) a few

C i) by / with

ii) in

iii) since

D i) bitten

ii) sustenance

iii) indefatigably

e i) The girls, Leticia and Ivanna, are my friends. (commas, brackets or commas)

ii) Benedict was happy; he knew that he would soon travel to Italy.