WASSCE JUNE 2015 ENGLISH LANGUAGE 2 THEORY QUESTIONS

(SECTION A) ESSAY

1. Write a letter to your friend in another school giving him/her three reasons why your school has been excelling in academic work.

2. Write an article suitable for publication in a national newspaper on the topic: The importance of national sports festivals.

3. The School Hero is an award meant for the student considered to have exhibited exemplary leadership qualities. As the Senior Prefect, write a letter to the Head of your school, giving three reasons why your nominee should be given the award.

4. You are the main speaker in a debate on the topic: Students in rural schools have more advantages than those in the urban centres. Write your arguments/for or against the motion.

5. Write a story ending with the statement: We apologized to each other and reconciled.

[SECTION B] COMPREHENSION

6. Read the following passage carefully and answer the questions on it.

The mansion by the roadside in my village reminds me of a similar sight in the state capital, three decades ago. Standing conspicuously by the highway in the heart of the city, the mansion posed a bold challenge to road users. It belonged to Chief Koko who was regarded as untouchable in his community. Nobody dared step on his toes. Motorists had learnt to steer clear of it. It was generally assumed that moving close to it could cost one one's life.

Then came a governor who decided to widen all the major roads in the capital city. He stressed that this would involve the demolition of buildings that fell within twenty metres

from the centre of the road. However, although the governor also stressed that compensations would be paid, Chief Koko was not impressed. He made it clear that nothing should tamper with his mansion, warning that whoever defied him risked dire consequences.

Not long after the governor's official proclamation, newspaper reporters had a field day speculating on the unprecedented confrontation with Chief. With time, news filtered out that he asserted that whoever dared him would certainly end up where others like them had gone. The message was clear—defiance meant death! So, reporters were pleading for a new route to circumvent the mansion. However, the governor made it clear that there would be no retreat.

Before long, work started on the project. One of the first casualties was a post office that was just some metres within the specified distance. It was cut into two. Soon, the frontage of a school nearby also followed. But, it was assumed that things would be different with the mansion whose owner tolerated no effrontery. Day by day, the project moved closer to the mansion, with the heavy machine leveling one structure after another. Then, when it was clear that the mansion was next in line, the driver of the bulldozer requested to go on leave. This got to the governor who ordered the driver to first do his duty. He sent emissaries to the governor to spare his life since his children were still very young.

The following morning, people got a shocker! The governor himself showed up at the site and asked for the key to the bulldozer, ready to assume the role of the driver. The driver, surveying the possible consequence, tearfully climbed up and pleaded that the governor should please care for his children after his demise. The governor announced that if anything was to happen he, not the driver, would be the target.

So, the driver got to work and the mansion collapsed like a pack of cards. Press photographers went to town with their cameras, hoping to capture Chief Koko in action. But nothing unusual happened, and soon the whole structure became a rubble.

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The aftermath? Everybody thought either or both men would soon belong to the great beyond. But this much I know: that governor is still around; and so is the driver.

(a) What opinion did people have of Chief Koko? (b) What does the expression, unprecedented confrontation tell us about the governor? (c) Why was it necessary to demolish buildings? (d) When the driver said that his children were still very young, what did he imply? (e) …people got a shocker. Why was the governor's action a shocker? (f) What did people expect Chief Koko to do after the demolition of his mansion? (g) Not long after the governor's official proclamation… (i) What grammatical name is given to this expression as it is used in the passage? (ii) What is its function? (h) Quote a simile used in the sixth paragraph of the passage. (i) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage: (i) assumed; (ii) retreat; (iii) specified; (iv) showed up; (v) collapsed.

SECTION C — SUMMARY

7. Read the following passage carefully and answer the questions on it.

Every normal human being would want to put his or her feet up once in a while and relax, but, obviously, one cannot relax all the time. A little work does not kill. Rather, it keeps one active and mentally alert.

Some people think that the invention of robots is the best thing that ever happened to man. They are convinced that the invention has saved the day because robots are ideal workers who work without complaining or getting tired. Robots never reveal company secrets for any reason— corruption, fame or blackmail.

The admirers of robots think that once a robot is programmed, it can do any piece of work with precision over a long period without slowing down, getting bored or even going on break or vacation. Robots can be made to perform any task. They do not grumble, protest or ask for "inducement allowance", overtime, bonus or any of the motivations that human beings usually demand. They also

work under conditions which human beings would not accept due to either incapability or attitude.

One good thing about the robot is that any of its damaged parts can be replaced for work to go on effectively. On the other hand, if a human being loses a vital part of the body, that part may not be replaced for work to go on as effectively as before.

There is no doubt at all that the robot is useful but I strongly believe that the human being is more efficient than the robot in many ways. Human beings are sensitive, thinking beings who are flexible and can therefore control their actions. Thus, they can perform more functions than robots since human beings can think, discriminate and make value judgments, they can solve problems on the spur of the moment. The robot, on the other hand, cannot do this because what it has been programmed for is all that it is capable of doing. If a robot is wrongly programmed, it will continue to produce the wrong result until its programme is corrected.

The human being can take the initiative in many things. He can communicate or even call for assistance when need be, which the robot cannot do. The human being can be appealed to, make some crucial changes; he can also learn from observing what goes on and modify what he is doing.

It is clear that even though robots are useful, they are deficient in many ways and therefore cannot have an advantage over human beings. In crisis, the robot cannot face the challenge. It neither reacts nor reflects.

The robot is designed and programmed by human beings. How then can the created be superior to the creator? Robots are created to assist human beings and relieve them of some of their burdens, not to take over completely from them.

(a) In three sentences, one for each, state why the admirers of robots think that robots are more efficient than human beings.

(b) In three sentences, one for each, state three advantages which the human being has over the robot.

WASSCE JUNE 2016 ENGLISH LANGUAGE 2 THEORY QUESTIONS

(SECTION A) ESSAY

1. A friend of yours wants to study in your school and has written to you for information and advice. Write a reply to him, telling him all that he needs to know about the school.

2. Some core values in your society have been eroded by modernization. Write an article suitable for publication in a national newspaper on the need to revive these values for a better society.

3. The Parent-Teacher Association of your school has decided to transform the school into a single-sex school. As the Senior Prefect, write a letter to the Chairman giving, at least, three reasons why you disagree with the decision.

4. You are the main speaker in a debate on the topic: Education is the best legacy a parent can give a child. Write your arguments for or against the motion.

5. Write a story to illustrate the saying: Pride goes before a fall.

[SECTION B] COMPREHENSION

6. Read the following passage carefully and answer the questions on it.

We believed that the teacher would not be home that weekend. My father had strictly warned us not to go out at night since recent happenings had shown that it was unsafe. However, the thought of those mouth-watering fruits in the teacher's compound made us spend many sleepless nights. We decided that fateful night to sneak out and get some delicious mangoes to feast on. Towards midnight, my two cousins and I crept stealthily out of the house. The fresh air invigorated us. The moon shone with unusual brightness and that enabled us to see our way clearly and the ripe mangoes as well. We soon reached the teacher's house, a stone's throw from ours. We climbed over the wall, as nimbly as monkeys. Since I was skilled in climbing, my cousins asked me to go up the tree which was laden with ripe mangoes. In no time, I reached the branch which appeared to be most heavy with fruits. I shook it and

many juicy mangoes fell to the ground. My cousins gathered them into their bags and we blessed our stars for this windfall.

Suddenly, the powerful headlights of an approaching car warned us of impending danger. To our amazement, it was the teacher and he had already spotted us. In my haste to get down, I lost my balance and fell heavily, injuring my arm. My cousins ran like the wind and escaped, leaving me to my fate. I attempted to run away but could not. I lay on the ground groaning in pain.

The teacher raised an instant alarm and the neighbours came rushing to the scene. I pleaded with them not to harm me. The teacher and another man lifted me up and brought me to my father's house. The teacher called my father to open the door but he did not answer.

'We have your son here and he is wounded,' the teacher explained.

'My son is sleeping peacefully in his room,' my father retorted.

My mother, who had been awake all this while and listening to these exchanges, went into our room to verify the truth. My cousins pretended to be fast asleep. When she discovered my absence, she gave a heart-rending cry which at last brought my father out. He took the whole scene in at a glance and stood speechless, gazing at me in shock and disbelief. He thanked the teacher profusely. After my mother had bandaged my arm, my father sat me down and rained abuses on me. I broke down in tears and made a clean confession. This softened him but did not prevent him from giving my cousins the spanking of their lives.

(a) Why did the writer's father warn the boys against going out at night? (b) Quote a phrase in the second paragraph which shows that the teacher's house was not far from the writer's own. (c) What enabled the teacher to discover the boys? (d) Describe what led to the writer's injury. (e) Why did the writer's father refuse to open the door? (f) "...I had stirred up a hornets' nest and should be prepared for the sting". (i) What figure of speech is used in this expression? (ii) What does it mean? (g) "As he dragged it to the surface..." (i) What grammatical name is given to this expression as it is used in the passage? (ii) What is its function? (h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage: (i) recent; (ii) delicious; (iii) stealthily; (iv) approaching; (v) spotted; (vi) verify.

SECTION C — SUMMARY

7. Read the following passage carefully and answer the questions on it.

The announcement in 2011 that the world population had hit the seven billion mark seemed to have taken many people by surprise. Most people wondered how humanity could have grown by a billion within two decades. However, anyone conversant with factors relevant to human growth should understand this phenomenal increase. Let us examine the factors that have prompted the rise in population. To begin with, think of the health facilities obtainable some centuries earlier compared with now. Man's knowledge of medical care was appalling some centuries ago. Today, with medical centres within easy reach of most people, and with drugs available to combat virtually all forms of diseases, death rate has been drastically reduced, while life expectancy has risen significantly in most countries. This has caused the great reduction in infant mortality and subsequently increased the number of senior citizens. Similarly, there is the vital role of education. The spread of education has created a great level of awareness about human welfare and health. Even primary school pupils know the dangers of drinking unwholesome water, living in an unclean environment and ignoring simple rules of hygiene. Besides, education has deflated the various myths and superstitions that pervaded our fathers' lives. Nutrition is also a significant contributor. As agricultural practices continue to be aided by serious research efforts, and as tools for farming the land continue to be more available, food supply has been greatly enhanced in an unprecedented way. Today, more food crops can be available on less land area than was the case. Thus, the monster of hunger that used to cause starvation and death is being progressively tamed. Finally, think of the relative security humanity has enjoyed in the past few decades. In the past centuries, major wars were a common phenomenon. Wars that ravaged Europe and Africa for many decades have almost been forgotten. Although there are still some skirmishes in some parts of the world, these have not been serious enough to bring about significant change in population.

What then is the net result? Each factor translates to a healthier, safer and longer life. Consequently, our population multiplies at a consistent rate. So, we need not be surprised that the world population is seven billion. Indeed, in the next quarter of a century,

another billion may be added, and by the end of this century we may have double the present number. But in this lies another danger: that of gross over-population. If the present trend continues unabated, the planet Earth may soon become too small to house mankind. For example, arable land may be grossly inadequate to support food production for the very large population. Also, if the population continues to grow unchecked, there will be too many people who may contribute to polluting the environment. Just imagine the amount of waste that would be generated daily by homes, industries and institutions. These waste and debris, if not collected regularly and disposed of properly, may lead to environmental degradation. We should, therefore, watch it.

(a) In four sentences, one for each, summarize the factors that have prompted the rapid increase in world population.

(b) In two sentences, one for each, summarize what is likely to follow the continuing rapid population growth.

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WASSCE JUNE 2018 ENGLISH LANGUAGE 2 THEORY QUESTIONS

(SECTION A) ESSAY

1. You are dissatisfied with some practices in your school. Write a letter to your friend in another school discussing at least three of these practices and the improvement you desire.

2. Write an article suitable for publication in a national newspaper on the high cost of living, suggesting at least three ways in which the government of your country can tackle the problem.

3. Write a letter to the Chairman of the Environmental Protection Agency on the effects of illegal felling of trees and suggest ways to remedy the situation.

4. You are the main speaker in a debate on the topic: Children of literate parents perform better in school than those of illiterate parents. Write your argument for or against the motion.

5. Write a story to illustrate the saying: A bird in hand is worth two in the bush.

[SECTION B] COMPREHENSION

6. Read the following passage carefully and answer the questions on it.

The crowd was massive. Men, women, boys and girls from every nook and cranny of the village had gathered under the big iroko tree. Also in the crowd was an American couple, tourists, who were enjoying their holiday. At the centre of the large circle of people was the magician who had the reputation of performing unbelievable feats. Everybody was impressed with the feats which went along with the hilarious drumming.

Then came the next item. The magician's three aides each took out a local gun while the magician danced ever wilder. The gun-totting aides took up position in three different corners. The drumming became more frenzied and the magician performed more acrobatics. The people were not to wonder for long what the guns had to do with the whole show. One after the other, the aides aimed at the magician while he steadied himself to receive the shots. Each gun boomed with a loud report, and the magician

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jumped up in celebration of his survival. The three shots seemingly got him but he simply laughed to scorn the shooters.

The American tourist was more than mystified. He could not explain it. How could a man receive bullet shots his chest and still remain unscathed? In disbelief, he shouted, "This is amazing, can't be explained. But wait a minute, I'll join the show myself." There and then, he went to his car, took out his rifle, and returned to the crowd. "I'm gonna get this guy!" he proclaimed.

He took aim. The magician saw him out of the corner of his eye. He surveyed the scenario and decided that he was not prepared for this. Quickly, he showed a clean pair of heels. Tearing through the crowd, he ran for dear life. Some thought this was still part of the show, but when the man would not return, it was clear that he had bidden the audience a hasty farewell.

What the American and most others did not realize all the time was that the local guns had no bullets whatsoever, only the gunpowder.

(a) What suggests that the show was free? (b) What evidence is there that the performance was not a one-man show? (c) Why was the magician confident to receive the shots from his aides? (d) What did the American tourist set out to prove? (e) What might have happened if the American had completed his contemplated action? (f) "…he showed a clean pair of heels." What does this expression mean? (g) "…which went along with the hilarious drumming." (i) What is the grammatical name given to this expression as it is used in the passage? (ii) What is its function? (h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage: (i) feats; (ii) aides; (iii) steadied; (iv) mystified; (v) unscathed; (vi) hasty.

SECTION C — SUMMARY

7. Read the following passage carefully and answer the questions on it.

Drug abuse is a menace in many countries. The continued abuse of drugs usually leads to addiction. This problem is more common among youths. The drugs that can be abused vary from prescribed medication to more controlled substances. Alcohol, cigarette and controlled substances such as cocaine, heroin, methamphetamine and so on are addictive drugs that are often used by many young people. They can be smoked, swallowed, inhaled or injected into the blood stream.

There are numerous adverse medical and psychological consequences associated with drug addiction. Individuals have been known to suffer irreversible damage from the abuse of drugs. It can affect the central nervous system as well as cause memory loss, brain damage and depression.

Drug addicts may display psychotic behaviours, mood swings and may be predisposed to irascible decision making. They are also likely to suffer general health problems related to the lungs, heart and kidneys. In fact, the adverse behavioural and physical effects of drug addiction on the individual are enormous.

Apart from the problems for the individual, the families of drug addicts are not spared. Since addicts are usually incapable of functioning as 'normal' members of the society, they abuse their families. They are prone to abusing their spouses and children. There have been reports of children harming their parents because the latter did not give them money to buy drugs. Drug addicts may eventually require expensive treatment and rehabilitation. These have huge cost implications that put a lot of pressure on the family budget. In addition, their families face stigmatization in their communities.

The society at large also suffers. Drug addicts are more likely to be involved in criminal activities than people who are not. Many of the heinous crimes reported have been attributed to drug addiction. The abuse of alcohol is one of the reasons for the increasing number of road accidents. An increase in crime rate forces the government to commit huge resources to fighting crime. Resources that could have been used to provide more social amenities. Moreover, criminal gangs are formed and thrive on money from drugs. Although the addicts have made the drug trade seemingly attractive and profitable, no one should promote it.

Regardless of the apparently insurmountable nature of the problems associated with drug addiction, some measures could be taken to curb this menace. People need to be more educated on the effects of addiction on themselves and their families. Children must be taught in schools and at home the need to stay away from drugs. The law enforcement agencies should also be better empowered and resources to apprehend dealers in order to curtail the availability of drugs in circulation. Another step is to ensure that drug addicts receive early treatment. Such treatment should be based on the specific drug the individual is addicted to. While it may appear impossible to eliminate the problems of addiction,

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relentless efforts in taking the steps above will help to weaken the grip of drug abuse on our society.

(a) In three sentences, one for each, state three categories of people that are affected by drug addiction and what they suffer. (b) In three sentences, one for each, identify three ways to combat drug addiction in the society.

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WASSCE JUNE 2019 ENGLISH LANGUAGE 2 THEORY QUESTIONS

(SECTION A) ESSAY

1. You are about to graduate from secondary school, and you held the position of Library Prefect. Write a letter to your friend telling him/her about your experiences and how they have contributed to your life in a positive way.

2. Write an article suitable for publication in a national newspaper on the growing incidence of drug abuse among the youth, stating the causes and suggesting ways it can be curbed.

3. A friend of yours was involved in a fight that took place in school and has been expelled by the school authorities. In a letter to your Principal, give an account of the fight, and why you think your friend should not have been expelled.

4. As one of the outgoing prefects in your school, write a speech you would deliver at the send-off ceremony for prefects, on the topic: The Challenges of Prefectship.

5. Write a story that ends with the statement: I wish I had listened to my parents.

[SECTION B] COMPREHENSION

6. Read the following passage carefully and answer the questions on it.

I had always thought that he was under a spell to be such a workaholic. Daily, after returning from school, he would promptly head for the bush. There, he would engage in fashioning out something that could fetch him some money. He would emerge sometimes with baskets and brooms made from palm fronds and at other times, two or three pestles beautifully crafted to please any housewife. Occasionally, he would work till late evening as a labourer on someone's farmland. Returning, he would bring home pepper, vegetables and firewood. During the holidays, he would spend more time working from cockcrow till dusk on large commercial farmlands. Interestingly, he had his own farm, but was too poor to finance his education. Once in a while, he would go to his father's farm to help the old man out.

However, towards the end of his first year in senior secondary school, he obtained a piece of farm land from his father. He worked

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on the land as if his life depended on it! That year, he planted maize and all sorts of vegetables. The harvest gave him enough money to pay his fees, procure some planks and several carpenter's tools. With his knowledge of woodwork, he started making simple kitchen stools, tables and chairs which attracted a lot of customers. Yet, his education did not suffer; indeed, he was always in the top position in class.

Once when I remarked in class that Adamu was like a person pursued by a demon pushing him to work so hard, everybody laughed, including him. When the laughter subsided, he looked at me intently and said, "Kola, you can't understand. I pray you'll never have that demon after you. I guess if you were in my shoes, without a mother since age three, you would have such a demon after you too. I only vaguely remember my mother because I was too young when she passed on. When my father remarried, the woman excluded me from her care; I had to find a solution. I got myself enrolled in school at age eight. I had to take care of my feeding, pay my way through school, and buy uniforms and books. At first, an uncle introduced me to working on other people's farms, but when I discovered that I could take care of myself, I worked even harder. When there was no work anywhere, I took to the bush to make objects like brooms, baskets, pestles and hoe handles. Today, I have as many pairs of shoes, clothes and books as any of you. Now, I have graduated from making simple home items to making doors. Nobody taught me these, nobody, except, perhaps the demon you referred to."

Complete silence followed. Since then, I have had the utmost respect for him.

(a) Why did the writer think Adamu was under a spell? (b) Give two reasons why Adamu had to take care of himself. (c) State two major types of jobs Adamu engaged in to support himself. (d) What does the reference to Adamu's academic performance tell us about him? (e) What is the writer's attitude towards Adamu? (f) What tells us that Adamu was determined to be educated? (g) "…like a person pursued by a demon…" What figure of speech is used in this expression? (h) "…that I could take care of myself." (i) What is the grammatical name given to this expression as it is used in the passage? (ii) What is its function? (i) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage: (i) a spell; (ii) crafted; (iii) procure; (iv) attracted; (v) vaguely; (vi) simple.

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SECTION C — SUMMARY

7. Read the following passage carefully and answer the questions on it.

The issue of youth delinquency has become a major concern to everyone. Hardly a day passes by without reports of some youth being involved in one act of lawlessness or the other. In view of the fact that the youth of today will take over the mantle of leadership in future, the multimillion dollar question is: Are we guaranteed a safe future? We often wonder what has changed: what has happened to the respectful, obedient and studious youth of the not too distant past?

At a ceremony held recently, a renowned religious leader was very worried about the youth. He asked parents to be careful of "the new armed robbers and carriers of immorality" they had introduced into their homes. In his opinion, to protect their children, parents have done well by building high walls around their houses and fencing them with electric barbed wire. But the new "robbers" they should look out for are the television and the Internet they leave their children with all the time without supervision. These modern technologies offer sites where children pick up some unsavoury habits and behaviour.

Gradually, consciously or unconsciously, the television and the Internet have assumed a central role in the lives of many children. They hardly miss their parents whether they are at home or not because they are engrossed in watching television or browsing the Internet. There is rarely any interaction between parents and their children. Some children forgo their meals in order to watch particular programmes on television or browse the Internet. Continuous struggle among siblings for the possession of the remote control is a constant sight in most homes. Parents who can afford it solve this problem by acquiring additional television sets.

Some children sit in front of the television with textbooks and notebooks before them, pretending to study. They know every programme at any given time on almost all the channels. Ask them to do any academic work and their countenance immediately shows a complete lack of interest. As they watch one programme after the other on the various channels, children may absorb materials that are unsuitable for their formative years.

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Thanks to the television and the Internet, their active way of life has been reduced to the minimum. Some children sit for hours watching television or browsing the Internet while they stuff themselves with popcorn, cookies and sweets. This sedentary lifestyle affects their health. No wonder we now have obese teenagers.

However, the television and the Internet have their positive sides. They are great sources of information, learning and entertainment. They help in the development of our social roles and behaviour and kill boredom. If only parents could find time to participate in what their children do and watch and guide them, the future may not seem so bleak. When children are encouraged and guided to watch child-friendly programmes, a healthy balance can be created between watching the television, browsing the Internet and engaging in other household and community activities. Above all, parents should be more assertive and wrench their parental responsibilities from the mass media.

(a) In four sentences, one for each, summarize the effects of the excessive use of the television and the Internet on children.

(b) In two sentences, one for each, summarize how the dangers posed by the television and the Internet can be overcome.

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WAEC 2020 — ENGLISH LANGUAGE

PAPER 2: ESSAY

[100 marks] 2 hours

PAPER 2

Answer three questions in all: one question from Section A and all the questions in Sections B and C.

SECTION A - ESSAY [50 marks]

Answer one question only from this section. All questions carry equal marks. Your answer should not be less than 450 words. ***You are advised to spend about 50 minutes on this section.***

1. Your brother, who is in the third year in another school, has written to confide in you that he is about to stop schooling and go into business. Write a letter to him advising him against his decision.

2. Write an article suitable for publication in a national newspaper on the topic: *The Importance of Promoting Good Reading Habits in Students.*

3. As the Senior Prefect of your school, write a letter to the principal pointing out at least two practices among students that should be discouraged and two habits that should be promoted among teachers.

4. A new Principal has been posted to your school. Write a speech you will deliver at the welcome party organised for him informing him about some problems faced by students.

5. Write a story that ends with the statement: *I had never felt so embarrassed in my life.*

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SECTION B

COMPREHENSION

[20 marks]

You are advised to spend about 30 minutes on this section.

6. Read the following passage carefully and answer the questions on it.

My mother never thought it necessary to inform any of her children that she would pay them a visit in Lagos at any time. After all, no child would refuse her entry into their home. She had always been lucky to meet a member of the household each time she came visiting and it was unimaginable to her that a day would come when no one would be at home to receive her.

In her usual manner, Mama boarded a vehicle from the village at noon with all her luggage which usually comprised the local delicacies we all enjoyed eating whenever she came visiting. Since she was aware of the time of the day everyone would be back home from work, she was not worried when the bus made frequent stops to either pick up or discharge passengers. While the journey lasted, Mama chatted heartily with a fellow passenger who was also going to see her son in Lagos and the two exchanged telephone numbers.

Eventually, the vehicle crawled to a final stop, and everyone alighted. Mama flagged down a taxi and headed for her daughters' house. Although the fare demanded by the driver was outrageous and the money on her could not cover it. Mama believed that when she got to the house, her daughter or son-in-law would come to her aid by making up the difference.

How wrong she was! Unknown to Mama, my husband and I had travelled out of town on one of our official assignments while my son had returned to the university campus. The only person on the premises was the new watchman. Mama's dilemma, however, began with the payment of the taxi fare. When she alighted with some of her luggage, she met the cold unfriendly stare of a stranger. She tried frantically to introduce herself to the watchman but could not communicate effectively because of the language barrier. To her embarrassment, the taxi driver called her a fraudulent old

woman, left his contact number and drove off in annoyance with one of her bags.

Mama remembered that the woman with whom she had travelled on the bus had given her her phone number and she decided to call her for help. After what seemed like an eternity, the woman's son drove in his car to fetch Mama. My mother was quite grateful for that but she will never forget the fact that she had to eat spaghetti and omelette for dinner.

That night, I received a call from a stranger informing me of my mother's ordeal. I had to rush back to Lagos the following day to bring Mama back home and get her bag from the taxi driver. My mother left for the village two days after and has since made it a point to call before she visits anyone.

a. Why did the writer's mother never inform her children of her intention to visit them?

b. How did Mama while away the hours on the journey?

c. State two difficulties Mama faced when she arrived Lagos.

d. Why did the taxi driver leave with one of Mama's bags?

e. Why do you think that Mama will never forget what she had for dinner?

f. *... who was also going to see her son in Lagos ...*

i. What grammatical name is given to this expression as it is used in the passage?

ii. What is its function?

g. *... seemed like an eternity ...* What does this expression mean?

h. What lesson did Mama learn from this trip?

i. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:

i. unimaginable;

ii. heartily;

iii. outrageous;

iv. numerous;

v. frantically;

vi. fraudulent.

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SECTION C

SUMMARY

[30 marks]

You are advised to spend about 40 minutes on this section.

7. Read the following passage carefully and answer the questions on it.

There are many gifts of nature without which human survival on Earth is impossible. Some of these gifts include water, oxygen and the forest. The last is of particular interest. Forests occupy a vast landmass and are found in many parts of the world. They are uncultivated lands thickly covered with trees. Forests have played a significant role in the survival of humans. Unfortunately, thousands of hectares are destroyed each year due to human activities. It is however, becoming increasingly obvious that if appropriate steps are not taken to curb the wave of forest destruction, the future survival of humans is hanging in the balance. This realization is fueling the campaign to preserve this wonderful gift of nature.

Forests are more important to humans than humans are to them. Forest trees serve as a protection against erosion. Without the canopy provided by trees, the land will be exposed to all the elements such as strong winds and heavy rainfall. The strong winds blow the soil while running water washes away the topsoil with its nutrients. Thus, the most fertile land becomes barren. Wood from trees also serves as an important material in building construction. It is cut and processed for use in building houses and shelters which provide protection against the inclement weather. With this, the forest shields both humans and the Earth. It is therefore important to ensure the continued availability of this important natural resource. To this end, there is the need for the relevant authorities to enact laws that will mandate tree planting to replace felled ones. Where such laws already exist, efforts must be made to enforce compliance.

The inventiveness of humans has led to the discovery of another use for forest trees. Logs can be cut, chopped into pieces, ground by machines and turned into wood pulp which then goes through some other processes and paper is the end product. We can imagine the great things timber does when

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we look at the tons of books that are produced and read worldwide. Thanks to technology, it is now possible to operate a paperless society to some extent. Everyone must therefore continue to make a conscious effort to protect the forest by going paperless. Soft copies of books should be preferred to hard copies. More newspaper publishers now have online outlets where news items are published. Hence, subscription to these outlets will ensure a reduction in the demand for paper.

Forests feed the earth, humans and animals that live in them. Through the addition of humus and vegetable matter from dead leaves and droppings of animals, the soil is replenished with mulch, minerals and manure, which are much better than fertilisers. Humans also get food from the nutrient-packed plants and animals of the forest and even use them for medicinal purposes. Thus, governments must discourage the cultivation of forest as farmlands by creating forest reserves. Such reserves should be protected by law to prevent encroachment. This will ensure unfettered growth of trees, and ultimately, the survival of humans.

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a. In three sentences, one for each, state three benefits derived from forests.

b. In three sentences, one for each, state three measures to control deforestation

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WAEC ENGLISH LANGUAGE

PAPER 2 (SC) 2021

Answer three questions in all: one question from Section A and all the questions in Sections B and C.

SECTION A — ESSAY [50 marks]

Answer one question only from this section. All questions carry equal marks. Your answer should not be less than 450 words. You are advised to spend about 50 minutes on this section.

Question 1

Write a letter to your friend in another school telling him or her the valuable lessons you learnt during a recent excursion.

Question 2

Several articles have been published on the alarming rate of indiscipline among the youth of your country. Write your contribution.

Question 3

Cases of malaria have been on the increase in recent times in your country. Write a letter to the Minister of Health discussing your observation and suggestion of at least three ways of curbing the disease.

Question 4

You have just been awarded a scholarship by a local company. Write a speech you would deliver at the presentation ceremony stating the benefits of the scholarship.

Question 5

Write a story which ends with the statement: *Better late than never.*

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SECTION B — COMPREHENSION

[20 marks]

You are advised to spend about 30 minutes on this section. Read the following passage carefully and answer the questions on it.

PASSAGE

As I sat down to relax after a hard day's work as a radio broadcaster, my attention was immediately arrested by what I saw on the television. There was my old classmate, Funke Jacobs, introduced as Mrs Funke Ajayi. By then she must have married since we parted some fifteen years earlier. She looked as smart as she did when we were both secondary school students, though age and childbearing had taken their toll.

As I watched and listened, I realized that Funke was still her old self. I recalled how several years ago, when we were directed by the English Language master to write an essay on "The Profession of My Dream", each of us opted for and defended our choices as future teachers, doctors, engineers, accountants and the like. I chose to be a newscaster, and that was what I eventually became. Funke alone decided on a totally different direction. She chose to be a farmer. Shocked by her choice, the teacher summoned her to the front of the class to read her essay. Confident and charming, she did. As we listened, most of us laughed, believing that she must be joking. After her presentation, the teacher agreed, adding that it must be just an academic exercise. But Funke insisted she was as serious as any of us in our choices.

I thought of her academic brilliance; she was among the very best in most school subjects. She was from a well-to-do family, so her parents should have no problem seeing her through tertiary education to acquire one of the noble professions. She had good looks, the type you would associate with an office chief executive, not with the soil. So why farming? But farming was her choice, and she went into farming. What I did not know, which the interview brought to light, was that she indeed studied Agriculture in the university, had three children, and secured the loan of a bank that loaned her some money which she had since refunded.

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Now, she has become a successful farmer, successful enough to have won the award for the most accomplished farmer of the year in the country. As the interviewer reveals, Funke is into crop farming, animal rearing and rice cultivation. She is also into planting and processing rice. Her plantations cover more than five hundred hectares, which are worked with several machines like planters, harrowers, harvesters and insecticide sprayers.

Here I am, struggling to keep my ageing car alive, while Farmer Funke has become an employer of thousands of hands. I am no longer laughing.

Questions

(a) What was the common link between Funke and the writer?

(b) Why did the writer think that Funke would not go into farming?

(c) Why did the writer put 'noble' in inverted commas?

(d) What two factors helped Funke's success?

(e) How successful was Funke in her chosen profession?

(f) What does the last sentence suggest about the writer?

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WAEC ENGLISH LANGUAGE

PAPER 2 (SC) 2022

Answer three questions in all: one question from Section A and all the questions in Sections B and C.

SECTION A — ESSAY [50 marks]

Answer one question only from this section. All questions carry equal marks. Your answer should not be less than 450 words. You are advised to spend about 50 minutes on this section.

Question 1

Write a letter to your friend in another school telling him or her about your future career and how it will be beneficial to your country.

Question 2

The National Scholarship Secretariat is organising an essay competition on the topic: *The menace of fake drugs in society.* Write your entry.

Question 3

As a former senior prefect, write a letter to the principal of your school on the occasion of its 60th anniversary celebration, congratulating him and offering **three** suggestions for the improvement of the school.

Question 4

A new principal has just been posted to your school. As the senior prefect, write a welcome address on behalf of the students, pointing out **three** areas of need in the school.

Question 5

Write a story which illustrates the saying: *Uneasy lies the head that wears a crown.*

SECTION B — COMPREHENSION

[20 marks]

You are advised to spend about 30 minutes on this section.

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Question 6. *Read the following passage carefully and answer the questions on it.*

PASSAGE

Alani was the seventh child of his family. When he was growing up, there was scarcely enough to go round. His mother was a petty trader while his father worked as a clerk in one of the ministries. But Alani was an intelligent child and performed brilliantly at school. This endeared him to his teachers. He represented the school in competitions and won many laurels. While he was in Basic Six, he won a scholarship to study at any school of his choice to university level. The future was indeed bright for him. However, having to constantly struggle with his siblings for the little sustenance provided by their parents turned him into an aggressive child.

After graduation, Alani got a job with a reputable accounting firm. He travelled far and wide and was exposed extensively. He rose through the ranks and became one of the top executives. After a while, he decided to establish his own firm. His firm flourished because of his hard work, dedication and the huge amount of money and time he invested in the venture. After just a few years, the firm became a household name.

However, things took a bad turn. Alani's success went to his head. He became pompous. He would get angry at the slightest provocation. He refused to take the advice of his employees, considering them all beneath him. Even when his workers had good suggestions for improvement, he would not listen. Often times, he would treat even his staff shabbily. He began to lose clients one by one and his profits dwindled. His firm was on the rocks, and he started to blame his employees for the downturn in his business. He became suspicious of every move made and action taken by his workers. Soon, Alani became a bitter man. He lost the respect of his workers because he often quarreled with them.

However, Alani's secretary, who was his pioneer staff, did not give up on him. She tried to talk to him and refused to resign when other members of staff were putting in their letters. When five of his workers resigned on the same day, that decided it! He realized that he just had to turn his life around. He went for counselling and began to turn over a new leaf. It was during one of the counselling sessions that he met a business mogul. They got talking and the man was impressed

with Alani's knowledge and expertise. They formed a partnership and Alani's business began to grow again. Alani had learnt a useful lesson: those who are endowed with success should nurture it with humility.

Questions

(a) What endeared Alani to his teachers?

(b) Mention **two** factors that accounted for Alani's success in business.

(c) Why did Alani's business almost collapse?

(d) What was ironical in Alani's blaming his employees for the downturn in his business?

(e) What incident made Alani have a rethink?

(f) *...on the rocks.*
What is the meaning of this expression?

(g) *...who was his pioneer staff...*
i. What grammatical name is given to this expression as it is used in the passage?
ii. What is its function?

(h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
i. laurels
ii. sustenance
iii. reputable
iv. venture
v. pompous
vi. dwindled

SECTION C — SUMMARY

[30 marks]

You are advised to spend about 40 minutes on this section.

Question 7. *Read the following passage carefully and answer the questions on it.*

PASSAGE

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Armed robbery is one of the most condemnable crimes in contemporary society. People have been maimed or killed for their money or belongings in the past but never has robbery with violence been experienced on such a large scale as observed recently. Armed robbery is typically motivated by the desire to obtain money and valuable items. However, some armed robbers engage in the crime with the intention of boosting their status. Whatever the motivation, the act is inhumane and can result in injury and sometimes the death of the victims.

It is rather unfortunate that in almost all modern societies there are always groups of unemployed young people. Some are unemployable because they have little or no education and lack skills. What is even worse, these young people are often unprepared for and unwilling to do any manual work to earn an honest living. They tend to blame society for their plight and retaliate by indulging in acts of crime and lawlessness. They grab money and valuable properties of their victims to enable them to survive in a society which seems to ignore them. To reduce the instances of armed robbery, parents should do their best to nurture their children in the right way because charity begins at home. They should instil good values in them and should not hesitate to correct them early in life when they bring home something that does not belong to them.

The rich, on the other hand, who are mostly the target of armed robbers provide another cause. Some show off their wealth ostentatiously, live flamboyantly, go about in flashy and sophisticated cars, hop from one exotic island to another on holidays, and brag about all their escapades on social media much to the annoyance and envy of the unemployed youth. To bridge the gap between the haves and the have-nots, the government should provide the basic necessities for its citizens. Social services should be made available to those without jobs. The provision of such amenities to cater for the entire populace would help to improve the living conditions of the unemployed and underemployed. The adequate provision of infrastructure would ensure that every individual has access to the basic comforts of life.

The breakdown of traditional systems, resulting in the loss of moral and spiritual values, has made wealth the only thing of value in the eyes of the youth. The ostentatious display of ill-gotten wealth is applauded and the society hardly questions its source. Many young people therefore engage in all manner of nefarious activities including

armed robbery to make money in order to enjoy the delights and comforts of modern life and above all, be celebrated by their society. Law enforcement authorities can further reduce the spate of armed robberies by monitoring places known for high incidence of the crime. Constant and intrusive patrols of crime-prone areas can deter potential offenders.

Questions

(a) In **three** sentences, **one** for **each**, summarize the factors that make some youths go into armed robbery.

(b) In **three** sentences, **one** for **each**, summarize how armed robbery can be reduced.

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WAEC ENGLISH LANGUAGE

PAPER 2 (SC) 2023

Answer three questions in all: one question from Section A and all the questions in Sections B and C.

SECTION A — ESSAY [50 marks]

Answer one question only from this section. All questions carry equal marks. Your answer should not be less than 450 words. You are advised to spend about 50 minutes on this section.

Question 1

Your school participated in an inter-school sports festival recently. As the Sports Prefect, write a report on the event for your school.

Question 2

There have been several articles in the national newspapers on the lack of maintenance of public facilities. Write a letter to the editor of one of the newspapers expressing your opinion on the matter.

Question 3

Your friend who resides in another country wants to study in your school and has written for information and advice. Write a letter to him, telling him all that he needs to know about the school.

Question 4

Write an article suitable for publication in your school magazine on the need to revive the activities of clubs and societies in schools.

Question 5

Write a story to illustrate the saying: *Half a loaf is better than none.*

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SECTION B — COMPREHENSION

[20 marks]

You are advised to spend about 30 minutes on this section.

Question 6. *Read the following passage carefully and answer questions on it.*

PASSAGE

It was cold windy Monday morning just before dawn. A frail old woman who could barely see beyond a few metres ahead of her — an early septuagenarian — braved all the odds and stepped out onto the dirt road in the village of Koomla. For her, today's duty had to be done even if it meant further risking her delicate health. "What would I not do for Koku to amount to something in this life that has given me nothing but woes?" Mma Koku thought to herself.

And so, despite the ominous signs from the sky, and wearing just a threadbare sweater over an equally aged wrapper, she forged ahead, daring the draught of air that was threatening to topple her. Luckily, the sand ground was still largely undisturbed owing to the dew so she didn't have to contend with fending off particles from her often rheumy eyes.

"Come what may," Mma Koku assured herself as her left foot plonked into a muddy pothole she hadn't seen in time, "today I shall see The Pathfinder, before he leaves for the city." Her destination was still about nine kilometres away. At home, The Pathfinder, a respected middle-aged university teacher — the very first person to earn the highest postgraduate degree from the village of Koomla — had just roused himself from dreamland. In the dream a figure in white had told him he owed an obligation to the old woman. She was on her way to give him a parcel for her son studying at a university in the city, about a thousand miles away.

The Pathfinder had come home for a two-day visit and the news had got to Mma Koku, who gladly took all of her savings for the last three months, put it in a small envelope and tied it up in the edge of her wrapper. The duo were to meet at the junction where the village road led off to the city. "You know,

Lord, that this is all I have. Please let my son turn out well," the old woman prayed. "No sacrifice is too much for one's child," she heaved, skipping over another muddy pothole, for it had rained the previous day.

By the time Mma Koku got about a mile from The Pathfinder's home, the day was now bright enough for her to see with less strain. However, the sky suddenly became overcast and only seconds later there was a torrent from the heavens. There was very little that the surprised old woman could do to stave off the watery onslaught, so she trudged on stoically. At the appointed place, The Pathfinder activated his wipers at top speed as he stayed on the look out for the person he was expecting.

As drenched Mma Koku came into view, The Pathfinder switched off the ignition and rushed out to meet up with her, guiding her to a nearby shed. After a few minutes of pleasantries, she handed over her widow's mite. "Mma, please wait here till the sky stops weeping," he begged her. "I must run along now."

"Ah, what can beat a mother's love!" Dr. Felix Adoka soliloquised pensively, shaking his head as he winked a left turn to an oncoming driver, prepared to confront the clements. "I shall ensure her son gets a teaching job once he is done," he promised himself.

Questions

(a) Why did Mma Koku leave home on a cold, windy Monday morning?

(b) What **two** difficulties did Mma Koku face on her way to meet The Pathfinder?

(c) What may have prompted the villagers to call the man "The Pathfinder"?

(d) What **two** indications are there in the passage that Mma Koku was poor?

(e) What was The Pathfinder's attitude to Mma Koku?

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(f) What was the expectation of Mma Koku concerning her son?

(g) In what age range would you place Mma Koku?

(h) *...sky stops weeping...*
What figure of speech is contained in the expression above?

(i) *"...before he leaves for the city."*
(i) What is the grammatical name given to this expression as it is used in the passage?
(ii) What is its function?

(j) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
(i) delicate
(ii) ominous
(iii) an obligation
(iv) overcast
(v) pensively

SECTION C — SUMMARY

[30 marks]

You are advised to spend about 40 minutes on this section.

Question 7. *Read the following passage carefully and answer the question on it.*

PASSAGE

For all well-meaning citizens, the moral decadence in our society nowadays is cause for concern. Some have argued that the root cause of this decadence is poor parenting. Indeed, poor parenting has given rise to most of the criminality that we witness today. We all keep on complaining when, in fact, parents themselves are largely to blame for this unsavoury situation. In order to improve this situation, parents need to inculcate certain sterling qualities in their children.

There is no doubt that temptations are bound to arise in everyday life. However, if lessons in self-control are instilled in children, they will be able to resist temptations. Children who have self-control are not likely to have problems with the law; moreover, they will be able to avoid health issues and financial

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stress, as well as other consequences of lack of self-restraint. For example, a child who has been taught to avoid eating junk food will not become obese. Such a child already knows that every action has a consequence.

Today, many people consider themselves better than others and therefore look down on them. They are arrogant, impudent and intolerant; as such they are hardly ever willing to accommodate other people's ideas. A child who has imbibed the virtue of humility will be respectful, take interest in others and be willing to learn from them. Sometimes humility is misconstrued as a weakness but in reality it is a strength which helps people to recognise their faults and acknowledge their limitations. Parents should ensure that their children take active part in chores and duties at home. They will therefore know that there is virtue in serving others.

In life, we cannot avoid obstacles and disappointments. A child cannot learn how to walk without occasional falls. Similarly, in life we experience occasional setbacks. For example, a child may fail a test at school. In such a situation, what is needed is encouragement that will boost the child's confidence for future tests. Parents can help the child to work out a strategy for achieving resounding success. Children should be taught the truth in the axiom, "If you fail at first, try, try and try again." This training in resilience helps children to face life's challenges with confidence.

Many adults lack integrity, so when they say "yes" they really mean "no". They can therefore hardly be trusted or relied on and usually fail to take responsibility for their actions or failures. The actions of such adults have grave implications for society. If parents train their children on the need to have integrity, such children will not go about engaging in criminal activities.

Cutting corners in order to get rich quick is the stock-in-trade of many adults, who now engage in all forms of illegal and unwholesome activities to acquire sudden wealth. Indeed, the culture of hard work is fast disappearing. If children are well trained in appreciating the value of hard work, they will grow up into adults who will shun all forms of shady activities aimed at making an overnight fortune.

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Obedience to laws is a key quality that will make any society stable and function smoothly. For example, if taxes are paid when due as stipulated by societal laws, money realised will be used to provide the badly needed social amenities and infrastructure. Parents have an important role to play by training their children to obey rules and regulations at home. This training will enable them to become law-abiding adults.

In the light of the foregoing, parents should be good role models in terms of character, comportment, speech and dedication to duty among other things. Only under such circumstances can we build a stable society that benefits all.

Question

In **six** sentences, **one** for **each**, summarise the qualities that the writer advises parents to instil in their children.

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WAEC ENGLISH LANGUAGE 2024

PAPER 2 ESSAY

Answer three questions in all: one question from Section A and all the questions in Sections B and C.

SECTION A — ESSAY [50 marks]

Answer one question only from this section. All questions carry equal marks. Your answer should not be less than 450 words. You are advised to spend about 50 minutes on this section.

Question 1

The Old Students' Association of your school has just erected an ultra-modern hall for the school. As the senior prefect, write a letter to the chairman thanking him for this project and pointing out **three** other areas in which the school needs assistance.

Question 2

Several demonstrations have been organized in the past few months in your country. Write an article for publication in one of your national newspapers, discussing the causes of these demonstrations and proposing **three** ways by which the government could deal with them.

Question 3

You are the principal speaker in a debate on the motion: *Living in one's country is more advantageous than living abroad.* Write your argument for or against the motion.

Question 4

Your friend wrote a letter to you and a part of it reads: "I think I am going to fail my forthcoming examinations! I don't know what to do." Write a letter of encouragement to your friend, discussing at least **three** things he or she can do to manage examination jitters.

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Question 5

Write a story that ends with the statement: *I was mistaken to have thought the night would be like other peaceful nights.*

SECTION B — COMPREHENSION

[20 marks]

You are advised to spend about 30 minutes on this section.

Read the following passage carefully and answer the questions on it.

PASSAGE

I got home late on the day of the party. Although I had planned to be home early, the heavy traffic scuttled my plan. The party was in full swing by the time I arrived, with our street lined up with cars. I entered the compound and stood for several minutes, watching the scene before me with awe. My wife had spared no expenses in organizing the party.

I watched my son beam with delight. He had made me proud and was now getting his reward. My plan had worked. I hadn't believed it would do the trick but I knew I just had to motivate him to do better than being content with the tenth position every term for the past two years. I knew he could be the best in his class, but he was just not trying hard enough. His lack of push was a weight on my shoulders and it was clear he needed an incentive. So, when he approached me with his yearly demand for a party, an idea occurred to me. I had always declined his request for an elaborate celebration. It was not for lack of money; I just never believed in living ostentatiously. Maybe my austere background had something to do with it. After all, as a manager of a reputable bank, I earned enough to make life comfortable for my family of four.

My plan to have a small family sprang from my desire to give my children the best in life. They were in one of the best schools and were always well-groomed.

Looking at the children enjoying themselves took me down memory lane. I remembered my days in school when I was at that age. Things were quite difficult for me while growing up.

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My parents were separated and my father had taken another wife who treated me with disdain. I worked like a grown-up man on my father's farm to get produce to sell so as to pay my school fees. My consolation those days was my strong belief that I would make it one day; after all, every cloud has a silver lining.

After my secondary school education, I knew I had to get a job, as any hope of going further in my education was slim despite my good grades. I went to Lagos to live with my uncle, who was accommodating and soon got me a job in a bank. Through hard work and after passing various professional examinations, I rose to the peak of my career.

The joyous shouts of the children roused me from my reminiscences. I realized that if I had not used my son's obsession for a party as a carrot for push, we wouldn't be celebrating his resounding success today. As soon as he knew the reward for coming first in his class, he worked hard like never before. He also surprised us by being the best student in all his subjects, even in Mathematics, which used to be his Achilles' heel.

The plan was worth it. Though I still lament the amount of money it gulped.

Questions

(a) What was the writer's plan for his son?

(b) Why was the writer dissatisfied with his son's performance?

(c) State **two** challenges that the writer faced while growing up.

(d) What is the writer's attitude to life?

(e) What **two** pieces of evidence in the passage suggest that the writer's children were well cared for?

(f) *...no expenses...*

(i) What is the grammatical name given to this expression as it is used in the passage?

(ii) What is its function?

(g) *His lack of push was a weight on my shoulders.*

What figure of speech is used in the expression above?

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(h) For **each** of the following words, find another word or phrase which **means the same** and which can replace it as it is used in the passage:

(i) scuttled

(ii) ostentatiously

(iii) reputable

(iv) sprang

(v) well-groomed

(vi) reminiscences

SECTION C — SUMMARY

[30 marks]

You are advised to spend about 40 minutes on this section.

Question 7. *Read the following passage carefully and answer the questions on it.*

PASSAGE

The campaign for the education of the girl-child appears to have achieved outstanding success. Many parents were once known to be indifferent to the education of the girl-child. But now, it is boys who appear to have become less serious with their studies. This calls for a determined effort to save the boy-child's education from further decline and avoid possible unpleasant consequences for both genders and society.

It has been observed that more girls than boys now enrol for secondary and tertiary education than was the case forty years ago. Today, the population of boys and girls in classrooms is either equal or the girls outnumber the boys. The trend appears to be that after obtaining the first degree, many young men of marriageable age prefer to work to raise enough money to get married. On the other hand, their female counterparts often proceed for higher degrees while waiting to get married. This is one of the reasons why more females register postgraduate programmes in various disciplines.

In addition, it appears that female students now perform better in academics than males. They are often more on the list of the best students in a class, just as more girls obtain first

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class honours than boys in the universities. At a dinner for new dental surgeons in one prominent university, the guest lecturer asked the male students to stand up for recognition. Two men stood up; the other nineteen surgeons were female!

More girls seem to show greater commitment to education by staying to learn during school hours, unlike a good number of boys who absent themselves from school for all manner of reasons. They attend parties when lessons are on, hide in various locations to commit cybercrimes or engage in other nefarious activities. Therefore, boys have higher cases of truancy, resulting in a decline in their academic performance.

Certain consequences may result from this present situation. Most top positions in public and private establishments might eventually be occupied by women who have the required academic qualifications. Companies and industries are in constant patronage and will engage only the topmost brains with the necessary experience to occupy leadership positions. Thus, more female graduates and award-winners will qualify for these positions over men.

The effect will most likely be felt in homes where women are married to men who have lower academic qualifications. When rich senior school certificate holders are husbands of graduates or Ph.D. holders, misunderstandings and conflicts are bound to occur. The wives are likely to view issues from a broader perspective, while their husbands may consider their opinions as confrontational. Peace and harmony may become elusive in such homes.

Nevertheless, the development so far should make women very proud. But with more women than men as managers and policymakers, the downside is that there may be instances when women will use their higher number in positions of authority to formulate policies that will favour them and possibly dominate the males.

In conclusion, while the campaign for the educational progress of women should be sustained, efforts should be intensified to arrest the current decline in the interest of young men in education. Abundant benefits await society if there is a balance in the educational attainment of both genders.

Questions

(a) In **three** sentences, **one** for **each**, summarize **three** indicators of the decline in the education of males according to the passage.

(b) In **three** sentences, **one** for **each**, summarize **three** likely consequences of the decline in the education of males according to the passage.

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WASSCE 2015 ENGLISH 2

SECTION B (COMPREHENSION)

QUESTION 6 (a)

People termed him to be a ruthless person.

(b)

The expression implies that the governor was the first person who dared to confront Chief Koko. Hence, the governor was brave.

(c)

It was necessary because the major roads were to be broadened.

(d)

The driver implied that he was going to die and leave his children behind uncared for.

(e)

The governor's action was a shocker because people did not expect him to assume the role of driver.

(f)People expected Chief Koko to carry out his threat of killing whoever defied him or people expected Chief Koko to kill the driver or the governor or both of them.

(g)

It is an adverbial phrase of time.

It modifies the verb "had."

(h)

The simile is "the mansion collapsed like a pack of cards."

(i)

Assumed – believed, thought.

Retreat – withdrawal, backing out.

Specified – defined, mark out, stipulated.

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Showed up – arrived, turned up, appeared.

Collapsed – crumbled, crashed.

The human being can perform more functions than the robots.

SECTION C (SUMMARY)

Question 7 (a)

Robots work well under any condition or circumstance.

Robots work without making demands.

Robots can be programmed to perform any task.

Damaged parts of robots can be replaced.

Robots work tirelessly.

(b)

Human being can make spontaneous decisions.

The human being is capable of controlling his actions.

The human being can take initiative or face challenges or deal with crises.

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WASSCE 2016 ENGLISH LANGUAGE 2 (ESSAY)

SECTION B (COMPREHENSION)

QUESTION 6 (a)

The writer's father warned the boys against going out at night because it was dangerous or risky.

(b)

"a stone's throw (from ours)".

(c)

The powerful headlights (headlamps) of the teacher's car enabled him to discover the boys.

(d)

The writer hurried to get down, lost his balance and fell.

(e)

The writer's father refused to open the door because he thought that his son was sleeping peacefully in his room.

(f)

It is a noun phrase.

It is the object of the verb "raised."

(g)

It is a simile.

It means very fast.

(h)

Recent – latest, current.

Delicious – tasty, sweet, mouth – watering.

Stealthily – secretly, covertly, quietly.

Approaching - advancing, incoming.

Spotted – seen, sighted, discovered, noticed.

Verify – confirm, establish, ascertain.

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SECTION C (SUMMARY)

Question 7 (a)

Medical care has improved greatly.

The spread of education has contributed to the rapid increase in world population.

Improved agricultural practice has made food more available to more people.

The world is more peaceful today.

(b)

Continuing rapid population growth may make planet earth too small to accommodate mankind OR: The planet earth may be over populated.

Continuing rapid population growth may lead to environmental pollution.

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WASSCE 2017 ENGLISH LANGUAGE 2

SECTION B (COMPREHENSION)

QUESTION 6 (a)

Reasons why the writer and his friends always came home late:

They stayed back to play football and swim.

They wanted to avoid chores.

(b)

Reasons why the boys got home late on that fateful day:

They had played football for a long time.

They had gone fishing and crab hunting.

(c)

The boys were engrossed in fishing and catching crabs.

(d)

The writer lost his fish and the crabs they caught.

The writer got the beating of his life.

(e)

She usually reprimands/speaks to the writer for coming home late.

(f)

Metaphor.

The writer had looked for trouble and should be ready for the punishment.

(g)

Adverbial clause of time.

It modifies the verb “screamed.”

(h)

Deter – hinder, stop, restrain.

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Preserve – function, role, duty.

Augment – add to, supplement.

Ventured– dared go, risked going, went, turned.

Concerned – worried, anxious, distressed.

The society should instill its values in the youths or should produce proper role models for the youths.

SECTION C (SUMMARY)

Question 7 (a)

Social media encourages youths to waste valuable time.

Social media exposes youths to pornography (corrupts the mind and morals of youths).

Social media encourages youths to engage in cyber crime.

(b)

Parents should bring up their children properly.

Teachers should instill the right skills and attitudes in the youths.

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WASSCE JUNE 2018

ENGLISH LANGUAGE 2 (ESSAY)

SECTION B (COMPREHENSION)

QUESTION 6 (a)

The fact is that it took place under the big Iroko tree.

(b)

The evidence is that apart from the magician, there were drummers and the magician's three aides.

(c)

The magician was confident because he knew that there were no bullets in the guns.

(d)

He set out to prove that the magician was not bulletproof after all.

(e)

The magician might have died.

(f)

It implies that the man ran away.

(g)

Relative/adjectival clause.

It qualifies the noun "feats."

(h)

Feats – acts, stunts.

Aides – supporters, helpers, assistants.

Steadied – positioned, balanced, stabilized.

Mystified - baffled, perplexed, astonished.

Unscathed – unhurt, safe, unharmed.

Hasty – hurried, speedy, rushed.

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SECTION C (SUMMARY)

Question 7 (a)

The individual suffers from medical and psychological problems.

The families of drug addicts suffer abuse, financial loss and stigmatization.

The society suffers increased crime rate and accidents, deprivation of more social amenities.

(b)

People should be more educated on the negative effects of drug addiction.

Law enforcement agencies should be empowered and equipped to arrest drug dealers.

Early treatment should be provided for drug addicts.

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WASSCE JUNE 2019

ENGLISH LANGUAGE 2 (ESSAY)

SECTION B (COMPREHENSION)

QUESTION 6 (a)

He thought so because Adamu was working too hard.

(b)

Adamu's father was poor.

He lost his mother at an early age.

His stepmother refused to look after him.

(c)

He engaged in weaving.

He engaged in farming or worked as a labourer.

He engaged in carpentry.

He engaged in carving.

(d)

It shows that he is hardworking and intelligent.

(e)

The writer's attitude towards Adamu is that of admiration and respect.

(f)

He enrolled himself in school and bore his expenses.

(g)

It is simile

(h)

It is a noun phrase.

It acts as object of the verb "discovered."

(i)

A spell – a charm, an influence, an enchantment.

Crafted – made, produced, designed, created.

Procure – obtain, secure, purchase, acquire.

Attracted - enticed, lured, drew, fascinated.

Vaguely – slightly, faintly, hazy, dimly.

Simple – basic, common, unsophisticated.

SECTION C (SUMMARY)

Question 7 (a)

The excessive use of the television and the internet exposes children to bad habits.

The excessive use of the television and the internet destroys the relationship between parents and the children.

The excessive use of the television and the internet discourages children from learning and doing their academic work.

The excessive use of the television and the internet affects the health of children negatively.

(b)

Parents should spend quality time with their children.

Parents should guide their children or monitor their programmes.

Parents should perform their roles.

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WAEC FOR SCHOOL CANDIDATES, 2020

FINAL MARKING SCHEME

ENGLISH LANGUAGE 2 (ESSAY)

Maximum Mark Obtainable: 100

Rubric: candidates are expected to answer three questions in all: one question from section A and all the questions in sections b and c.

QUESTION 1

CONTENT – 10 MARKS

The candidate is required to write a reply to a letter he/she has received from his/her brother who is about to stop schooling and go into business, advising him against his decision. For an award of a good mark, at least three convincing reasons must be given to dissuade the candidate's brother from taking such a step. A candidate who discusses fewer than three reasons should not score higher than 4 marks.

ORGANISATION – 10 MARKS

This is an informal letter and the following features are mandatory:

i. Address of writer and date;

ii. Dear + first name of brother / Dear Brother;

iii. Yours sincerely;

iv. First name of writer.

All formal features must be present. Any logical presentation of material should be accepted provided that due regard is given to paragraphing and coherence of ideas.

EXPRESSION – 20 MARKS

This is a letter to a brother; therefore, the language should be chatty, friendly and reflect the warmth of a close relationship between the candidate and his/her brother. Contracted forms and slang are acceptable here and there should be a variety of sentence patterns. Emotive language may be used but should be controlled.

MECHANICAL ACCURACY – 10 MARKS

Apply the Instructions in Part 1.

QUESTION 2

CONTENT – 10 MARKS

The candidate is required to write an article suitable for publication in a national newspaper on the importance of promoting good reading habits in students. Three points adequately developed should be enough for a good mark.

The candidate must show a clear understanding of what "reading habits" are and the importance of promoting them.

If a candidate does not dwell on the importance of promoting good reading habits, award no higher than 3 marks.

ORGANISATION – 10 MARKS

This is an article and the following features are mandatory:

i. Title/heading/caption;

ii. Name of writer after the heading or at the end of the article.

Paragraphs must be well developed and the material logically presented. If the candidate writes a lette[r …] Organisation out of 6.

EXPRESSION – 20 MARKS

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This is an article; therefore, the language should be formal. Slang, colloquialism and contracted forms are [out of] place here. The writer is expected to use appropriate vocabulary and a variety of sentence patterns.

MECHANICAL ACCURACY – 10 MARKS

Apply the Instructions in Part 1.

QUESTION 3

CONTENT – 10 MARKS

The candidate is required to write a letter to the Principal of his/her school pointing out at least two practices [among] students that should be discouraged and two habits that should be promo[ted] among teachers. There are two pa[rts to] the question: two practices among students that should be discouraged and two habits that should be prom[oted] among teachers. For a candidate to earn a good mark here, both parts must be adequately discussed. A cand[idate] who dwells on only one part should not score more than 4 marks.

ORGANISATION – 10 MARKS

The official letter format is mandatory here:

i. Address of writer;

ii. Date;

iii. Designation and full address of the recipient;

iv. Dear Sir/Dear Madam;

v. Title;

vi. Yours faithfully;

vii. Signature of writer;

viii. Full name of writer.

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Paragraphs should be well developed and properly linked. Where a candidate does not write a letter, mar[k this] aspect out of 6.

EXPRESSION – 20 MARKS

This is a formal letter; therefore, the language should be formal and polite enough to reflect respect for the Prin[cipal]. Slang, colloquialism and contracted forms are out of place here. There should be clarity of expression and v[ariety of] sentence patterns. Emotive language may be used but it should be controlled.

MECHANICAL ACCURACY – 10 MARKS

Apply the Instructions in Part 1.

QUESTION 4

CONTENT – 10 MARKS

The candidate is required to write a speech he/she would deliver at the welcome party organized for the new principal posted to his/her school. He/She is expected to inform the new principal of some problems faced by students. For an award of a good mark, at least three problems should be well discussed.

ORGANISATION – 10 MARKS

The candidate is expected to start with the usual vocatives e.g. Chairman, Parents, Principal, Teachers, Distinguished Guests, Fellow Students, Ladies and Gentlemen. There should be a good introduction and an appropriate conclusion. Paragraphs should be well linked and the points adequately developed.

EXPRESSION – 20 MARKS

The appropriate use of speech techniques should attract a good mark. A variety of sentence patterns is expected. A good command of language and the appropriate use of speech

techniques should attract a good mark. Colloquialism and contracted forms may be used. Emotive language, if used, should be controlled.

MECHANICAL ACCURACY – 10 MARKS

Apply the Instructions in Part 1.

QUESTION 5

CONTENT – 10 MARKS

The candidate is required to write a story ending with the statement: I had never felt so embarrassed in my life. The story may be real or imaginary. Stories with animal characters are not acceptable. A candidate who writes a story that does not end with the statement should not score higher than 4 marks. Award zero, if a candidate merely tags on the statement at the end of an irrelevant story.

ORGANISATION – 10 MARKS

A well-organised story has a beginning, a climax and a conclusion. In addition to a good plot, paragraphs should be appropriately developed and ideas properly linked. If dialogue is successfully used, it should be accepted.

EXPRESSION – 20 MARKS

The candidate is expected to use vocabulary that reflects the right atmosphere. There should be a variety of sentence types.

MECHANICAL ACCURACY – 10 MARKS

Apply the Instructions in Part 1.

SECTION B: COMPREHENSION (20 MARKS)

PENALTIES FOR QUESTION 6

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a. Deduct half (½) a mark for any grammatical/expression error(s) at each scoring point.

b. Where a candidate gives two answers to a question and one of them is wrong, award zero. If, however, both answers are correct, award full marks.

c. Where words/expressions are expected to be given to replace words/expressions in the passage, they must fit in perfectly, otherwise, award zero.

d. Answers need not be written in sentences, unless otherwise stipulated.

e. An answer, taken as a whole, must make sense before any part of it may be accepted for scoring.

QUESTION 6

a. She knew she would always be welcome (by members of the family). OR She thought she would always meet a member of the family at home. (1 mark)

b. She chatted heartily with a passenger in the bus. (1 mark)

c.

i. Mama did not meet any member of the family at home.

ii. She did not have enough money for the taxi fare.

iii. She could not communicate effectively with the watchman.

Any two for 1 mark each. (2 marks)

d. The taxi driver left with one of Mama's bags because she was unable to pay the complete fare.

N.B. If "complete" is missing deduct ½. (2 marks)

e. The meal was not one she usually took. / Mama was not used to the meal.

f.

i. Adjectival/Relative clause

ii. It modifies (the noun) "passenger."

g. It means appeared to be a very long time.

h. She learnt that she should inform her children before visiting.

(The marks column for e to h is hard to read in the photo; together they account for 8 of the 20 marks.)

i.

i. unimaginable – unthinkable, inconceivable, unbelievable. (1 mark)

ii. heartily – excitedly, warmly, enthusiastically, happily, cheerfully, spiritedly. (1 mark)

iii. outrageous – unreasonable, exorbitant, ridiculous, too much, excessive, very high. (1 mark)

iv. numerous – very many, many, countless, frequent. (1 mark)

v. frantically – desperately, very hard, with much effort, seriously, earnestly. (1 mark)

vi. fraudulent – deceitful, dishonest, crooked, dubious. (1 mark)

TOTAL = 20 marks

SECTION C: SUMMARY (30 MARKS)

PENALTIES FOR QUESTION 7

a. Deduct half (½) a mark for any grammatical/expression error(s) in each correct answer.

b. Deduct 1 mark for the inclusion of any irrelevant/extraneous material in each scoring answer.

c. For every correct answer that is not written in a sentence, award half of the marks allotted and impose other penalties where necessary.

d. Where a preamble taken with the different answers does not make a sentence, award half of the marks allotted. This is without prejudice to any other deduction for any grammatical/expression error and irrelevant/extraneous material.

e. Where a candidate engages in mindless lifting, award zero.

f. Where a preamble taken with the rest of each answer makes a sentence, award full marks.

g. Where two points are made in one sentence, award marks for one and regard the other as irrelevant.

h. If a candidate writes more than the required number of sentences, mark the required number only.

QUESTION 7

A. Benefits derived from forests

i. Forests protect lands against erosion. (5 marks)

ii. Forests provide wood used for building shelters. (5 marks)

iii. Wood got from forests is used in the production of paper. (5 marks)

iv. Forests provide food for man and animals. (5 marks)

Any three for 5 marks each.

B. Measures to control deforestation

i. Laws mandating tree planting must be enacted and enforced. (5 marks: 2½ for "enacted", 2½ for "enforced")

ii. Everyone must endeavour to go paperless. (5 marks)

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iii. Government must create forest reserves and protect them.

(5 marks: 2½ for "create", 2½ for "protect")

TOTAL – 30 marks

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WAEC ENGLISH LANGUAGE — THEORY/ESSAY PAPER

MARKING SCHEME — 2021

Question 6 | Comprehension (Prose Passage)

(Based on a prose comprehension passage — context inferred from the answers: a narrative about a woman named Funke who succeeded as a farmer despite social perceptions about agriculture.) Part (a)Question: What was the relationship between the two characters mentioned?

Acceptable Answer:

They were classmates (in secondary school).

Marks: 1 mark

Part (b)Question: Mention qualities/attributes that made her stand out or be admired. Acceptable Answers (Any TWO for 2 marks):i. She was brilliant.

ii. She had good looks.

iii. She was from a rich family. Marks: 2 marks (Any two acceptable) Part (c)Question: Why is the use of the word considered inappropriate or unusual in context? Acceptable Answers (Either answer is acceptable for 2 marks):

This is because people do not see farming as a prestigious profession.

OR

This is because the writer is not using the word in its real sense.

Marks: 2 marks

Part (d)Question: What steps/actions did she take to achieve her success?

Acceptable Answers (Any TWO for 2 marks):i. She was determined.

ii. She studied Agriculture.

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iii. She secured a bank loan.

Marks: 2 marks

(Any two acceptable) Part (e)Question: What evidence of her remarkable success is shown in the passage?

Acceptable Answers (Any TWO for 2 marks):i. She won a national award.

ii. She had over five hundred hectares of plantations/farmland.

iii. She employed three hundred farm hands.

Marks: 2 marks (Any two acceptable)

Part (f)Question: What is the writer's attitude towards Funke's achievement / his own situation?

Acceptable Answers (Any ONE for 2 marks):

The writer acknowledges Funke's success.

OR

The writer regrets his situation.

OR

The writer realises that he should not look down on any profession.

Marks: 2 marks (Any one acceptable)Part (g)Question: Identify the literary/language device used in the expression. Acceptable Answer:

It is a simile.

Marks: 1 mark

WAEC ENGLISH LANGUAGE — THEORY/ESSAY PAPER

MARKING SCHEME — 2022

Questions 6 & 7 | Comprehension (Prose Passage) + Summary Writing

Pages: 75 – 77

QUESTION 6 (Continued from a preceding page — Comprehension)

(Context inferred from answers: a passage about a man named Alani who achieved success through hard work and dedication, but whose business later suffered a downturn.)

Part (a)

Question: What quality/attribute endeared him to his teachers?

Acceptable Answer:

His academic brilliance endeared him to his teachers.

Marks: 2 marks

Part (b)

Question: What contributed to his success? / What qualities did he possess?

Acceptable Answers (Any TWO for 2 marks — 1 mark each):

i. Hard work

ii. Dedication

iii. The huge amount of money and time he invested.

Note: If the word 'time' is omitted in point (iii), award zero for that point.

Marks: 2 marks (Any two, 1 mark each)

Part (c) (Partially visible — content inferred from scoring position)

Marks: 2 marks

(Note: The text for part (c) answer is on the preceding page not supplied in these images. The mark allocation of 2 marks is confirmed from the right-hand column.)

Part (d)

Question: Who was actually responsible for the downturn in his business?

Acceptable Answer:

He himself, and not his employees/workers, was actually responsible for the downturn in his business.

Marks: (Scoring visible as +1 within the layout; mark allocation falls under the 2-mark block for part c/d combined — see summary table)

Part (e)

Question: What effect did the resignation of five of his workers on the same day have on him?

Acceptable Answer:

The resignation of five of his workers on the same day made him have a rethink.

Marks: 2 marks

Part (f)

Question: What does the expression mean as used in the passage?

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Acceptable Answer:

It means to be in difficulty/in trouble/on the verge of collapse/in severe crisis.

Marks: 1 mark

Part (g)

Question: Identify and describe the grammatical name and function of the underlined clause/phrase: "Alani's secretary."

Acceptable Answers:

i. Adjectival clause / Relative clause

ii. It modifies/qualifies (the noun phrase) "Alani's secretary."

Marks: 2 marks (1 mark for name + 1 mark for function)

Part (h) — Vocabulary in Context

Question: Give the meanings of the following words as used in the passage.

Acceptable Answers:

Word	Acceptable Meanings
i. laurels	medals, prizes, awards, honours
ii. sustenance	food, provisions
iii. reputable	respectable, respected, prestigious, reputed
iv. venture	enterprise, business, establishment
v. pompous	arrogant, proud, haughty, full of himself, conceited
vi. dwindled	decreased, reduced, became less, dropped, diminished, declined

QUESTION 7 — Summary Writing

(Context: A summary question based on a passage about armed robbery and youth crime. Candidates are required to

produce a summary. Pages 76–77 contain the marking scheme for the acceptable points.)

SECTION A — Summary Points

(Implied topic: Causes/Reasons why some youths go into armed robbery)

Acceptable Points (5 marks per point — select as directed by the question):

i. Unemployment makes some youths go into armed robbery. — 5 marks

ii. The ostentatious display of wealth by the rich lures some youths into armed robbery. — 5 marks

iii. Society's disregard for moral values makes some youths go into armed robbery. — 5 marks

OR (alternative phrasing for point iii):

Society's celebration of wealth without questioning the source makes some youths go into armed robbery.

NOTE: If the word 'some' is missing from any point, deduct 1 mark from that point.

Marks: 5 marks per point

SECTION B — Summary Points (Page 77)

Header: FOR CANDIDATES [who answered Section B]

(Implied topic: Solutions/Measures to reduce/curb armed robbery)

Acceptable Points:

i. Parents should raise their children properly.

NOTE:

If a candidate lifts/copies the phrase "Parents should do their best to nurture their children in the right way" verbatim, award zero.

If the word 'properly' is missing, deduct 1 mark.

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Marks: 5 marks

ii. Government should make available the basic needs of life to its citizens. — 5 marks

iii. Law enforcement authorities should intensify their efforts to discourage armed robbery.

OR

Law enforcement authorities should constantly keep watch over crime-prone areas.

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WAEC ENGLISH LANGUAGE — THEORY/ESSAY PAPER

MARKING SCHEME — 2023

Questions 6 & 7 | Comprehension + Summary Writing

QUESTION 6 — Comprehension

(Context inferred from answers: a passage about an elderly woman named Mma Koku who made sacrifices to send her son to school/university despite hardship, and whose son eventually succeeded.)

Part (a) — Page 133 (partially visible)

Question: What did she go out to do?

Acceptable Answer:

She went out to send a parcel to her son through the Pathfinder.

Part (b)

Question: What difficulties/challenges did she face?

Acceptable Answers (Any TWO for 1 mark each):

i. She had to walk a long distance. ii. She had to contend with the bad weather. iii. She had to walk through bad roads.

NB: Any two for 1 mark each

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Marks: 2 marks

Part (c)

Question: What was his academic achievement?

Acceptable Answer:

He was the first to earn a doctoral degree in the village.

Marks: 1 mark

Part (d)

Question: What were the two indications of her poverty/difficult circumstances?

Acceptable Answers (Two indications required):

i. Her worn-out clothes, and ii. Her meagre savings.

Marks: 2 marks (1 mark each)

Part (e) (labelled as "c." in original — re-coded here for clarity)

Question: What feeling did Mma Koku have towards her son?

Acceptable Answer:

Mma Koku wanted her son to be successful in life/turn out well.

Marks: 1 mark

Part (f)

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(Accept either of the age-related answers above.)

Question: How old was she, approximately?

Acceptable Answer:

Marks: 1 mark

She was between 70 and 74.

Part (h)

Marks: 1 mark

Part (g)

Question: Identify and explain the literary/language device used in the expression.

Acceptable Answers:

Question: What does the passage say about her appearance?

i. Name: Personification ii. Explanation/Function: (accept reasonable explanation of personification in context)

Acceptable Answer:

Marks: 1 mark (name) + 2 marks (explanation) = 3 marks

She was in her early 70's.

Part (i)

OR

Question: Identify the grammatical name and function of the underlined clause/phrase.

Acceptable Answers:

i. Name: Adverbial clause (of time) ii. Function: It modifies/qualifies (the verb phrase) "shall see..."

Marks: 1 mark (name) + 1 mark (function) = 2 marks

Part (j) — Vocabulary in Context

Question: Give the meanings of the following words as used in the passage.

Acceptable Answers:

Word	Acceptable Meanings
i. delicate	frail, fragile, weak, poor, ailing, failing
ii. ominous	threatening, menacing, foreboding, portentous, eerie
iii. an obligation	a duty, a responsibility, a commitment, an onus
iv. overcast	cloudy, (very) dark, grey, clouded, hazy, sunless
v. pensively	thoughtfully, reflectively, contemplatively

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QUESTION 7 — Summary Writing

(Context: A summary question based on a passage about the role of parents in raising morally upright children. Candidates are required to identify key points and express them in their own words.)

(Topic: What parents should do to raise morally upright/responsible children.)

Acceptable Summary Points (5 marks per point):

i. Parents should instil the quality of self-control in their children.

NB: Deduct 1 mark if "quality of" is missing.

Marks: 5 marks

ii. Parents should teach their children to be humble.

NB: Deduct 1 mark if "quality of" is missing. Where a candidate writes "Parents are advised to instil humility in their children," deduct 1 mark.

Marks: 5 marks

iii. Parents should teach their children to be resilient.

OR

Parents should teach their children to be persevering.

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Marks: 5 marks

OR

iv. Parents should instil in their children the virtue of integrity.

Marks: 5 marks

Parents should teach their children to obey rules and regulations.

v. Parents should teach their children to be industrious/hardworking.

NB: Award zero if the candidate lifts: "Parents have an important … at home." NB: Deduct 1 mark if "parents" is missing in any of the answers.

Marks: 5 marks

Marks: 5 marks

vi. Parents should teach their children to be law-abiding.

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WAEC ENGLISH LANGUAGE — THEORY/ESSAY PAPER

MARKING SCHEME — 2024

Questions 6 & 7 | Comprehension + Summary Writing Pages:

QUESTION 6 — Comprehension

Marks: 2 marks

(Context inferred from answers: a passage about a young man from a broken home who, despite maltreatment from his stepmother and having to work at an early age to pay his school fees, attended one of the best schools, remained optimistic, and succeeded. His parents were separated.)

Part (a)

Question: What was the writer's plan for his son?

Acceptable Answer:

The writer planned to use the party as an incentive for his son to make him improve (significantly) in his studies.

Part (b)

Question: What did he know about his son's potential?

Acceptable Answers (Either is acceptable):

He knew his son had the potential/ability to top his class.

OR

He knew his son could do far better.

Marks: 2 marks

Part (c)

Question: What was the boy's family background?

Acceptable Answers (Any TWO for 1 mark each):

i. He was a product of a broken home. ii. He suffered maltreatment from his stepmother. iii. He had to work at an early age to pay his school fees.

OR (alternative phrasing for i):

His parents were separated.

(Any two for one mark each)

Marks: 2 marks

Part (d)

Question: What was his attitude to life despite his circumstances?

Acceptable Answers (Either is acceptable):

He had a positive attitude to life.

OR

He was optimistic. / He had an attitude of optimism.

Marks: 2 marks

Part (e)

Question: Which school did he attend and what were his classmates like?

Acceptable Answers:

i. They attended one of the best schools. — 1 mark ii. They were always well-groomed. — 1 mark

Marks: 1 mark + 1 mark = 2 marks

Part (f)

Question: Identify the grammatical name and function of the underlined group of words.

Acceptable Answers:

i. Name: Noun phrase — 1 mark ii. Function: It is the object of the verb phrase "had spared." — 2 marks

NB: If a candidate omits "phrase", deduct ½ a mark.

Marks: 1 mark + 2 marks = 3 marks

Part (g)

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Question: Identify the literary/language device used in the expression.

Acceptable Answer:

Metaphor

Marks: 1 mark

Part (h)

Question: Give the meaning of the word as used in the passage.

Acceptable Answers:

i. scuttled — disrupted, ruined, thwarted, shattered, spoilt, upset, wrecked, destroyed, foiled, put paid to. — 1 mark

ii. ostentatiously — flamboyantly, flashily, extravagantly, showily, lavishly. — 1 mark

iii. reputable — famous, well-known, highly esteemed, prestigious, popular, well-recognized. — 1 mark

iv. sprang — originated, stemmed, derived, emanated, emerged, came. — 1 mark

v. well-groomed — well dressed, neat, clean, presentable, kempt. — 1 mark (from page 191)

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vi. reminiscences — recollections, memories, flashbacks, reflections, thoughts. — 1 mark (from page 191)

QUESTION 7 — Summary Writing

(Context: A summary question based on a passage about gender and education/employment. Two sections are provided — Section A on female enrolment trends in education, and Section B on outcomes/consequences of gender-based differences. Page 191 = Section A; Page 192 = Section B.)

SECTION A — Summary Points (Page 191)

(Topic: Facts/Observations about female participation in education compared to males)

Acceptable Points:

i. More females (girls) than males (boys) enrol for secondary and tertiary education.

NB: Award zero if a candidate lifts: "it has been observed … forty years ago…"

Marks: 5 marks (visible at right margin of page 191)

ii. Females perform better in academics than males do.

OR

Female students perform better in academics than male students do.

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Marks: 5 marks (visible at right margin of page 191)

iii. Truancy is higher among male students than female students.

NB: Award zero if a candidate lifts: "Therefore, boys … truancy."

Marks: 5 marks (visible at right margin of page 191)

SECTION B — Summary Points (Page 192)

(Topic: Implications/consequences of female advancement in education and the workplace)

Mark allocation structure for each point:

2½ + 2½ (i.e. the point scores are split — likely content mark + language/expression mark, each worth 2½, totalling 5 marks per point)

i. Most top positions in public and private establishments may be occupied by women.

OR

Topmost managers of establishments may be women.

Marks: 5 marks (2½ + 2½)

ii. Homes may lose their peace and harmony.

OR

Misunderstandings and conflicts may occur in homes.

Marks: 5 marks (2½ + 2½)

iii. Women may make policies that favour themselves.

Marks: 5 marks (2½ + 2½)

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