GRADE 7 ENGLISH PAPER 2

MARKING SCHEME & TEACHER'S GUIDE

2026 | 50 MARKS

MARK DISTRIBUTION

Section	Task	Focus	Maximum Marks
A	Task 1	Composition	15
B	Task 2	Oral Literature	11
B	Task 3	Poetry	13
B	Task 4	Novella	11
TOTAL			50

TASK 1: COMPOSITION — 15 MARKS

Prompt: Write a speech on the importance of keeping the school environment clean.

Criterion	Marks	Guide
Content and relevance	6	Addresses the topic directly; clear reasons/benefits; relevant examples or suggestions; suitable speech purpose.
Organisation and coherence	3	Clear opening, logically ordered ideas and suitable conclusion; effective paragraphing/linking.
Language and vocabulary	3	Appropriate vocabulary, sentence variety and clear expression for Grade 7 level.
Grammar, spelling and punctuation	3	Correct sentence construction, spelling, punctuation and capitalization with only minor errors.

Teacher note: Reward originality and relevance. Do not require identical wording to a model answer.

TASK 2: ORAL LITERATURE — 11 MARKS

a. 2 marks: 1 mark: identifies that Anansi was tired of toiling/working under the hot sun. 1 mark: explains that he wanted to avoid working for his share and sought an easier way to obtain crops.

b. 2 marks: 1 mark: Tortoise noticed the silken thread from Anansi's leg. 1 mark: he advised Nyame to search Anansi's home, where the stolen crops were found.

c. 3 marks: Any three well-supported traits, 1 mark each: observant, wise, calm, truthful, courageous, cautious or intelligent. A trait must be linked to an action/evidence.

d. 1 mark: 'Decreed' means ordered, commanded or officially decided.

e. 2 marks: Any two: Anansi's stolen crops were discovered; Nyame caught his trick; Anansi was punished/forbidden to taste the harvest; his deception failed. 1 mark each.

TASK 3: POETRY — 13 MARKS

a. 2 marks: The proverb remained strongly in the speaker's memory / had a lasting influence. Award 1 mark for the idea of lasting memory and 1 for explaining the comparison.

b. 3 marks: 1 mark: the speaker has carried the lesson for a long time. 1 mark: it has become part of the speaker's thinking/experience. 1 mark: explains the 'shoe' comparison as something continually carried or worn.

c. 2 marks: 1 mark: the mother is the person the speaker trusts for guidance. 1 mark: the speaker asks the mother to teach/provide wisdom and protection from the harsh lessons of the world.

d. 1 mark: The persona is a young learner/child speaking about lessons, proverbs and a mother's teaching.

e. 3 marks: Any two supported feelings plus evidence, with up to 1.5 marks each: fear/anxiety ('I cringe with fear'); distrust/concern about harsh lessons ('meanest of teachers'); desire for guidance ('Teach me, mother').

f. 2 marks: 1 mark for a valid feature such as simile, repetition, imagery, personification or rhetorical effect; 1 mark for explaining its effect. Example: 'like glue' is a simile showing how firmly the proverb stays with the speaker.

TASK 4: NOVELLA — 11 MARKS

a. 2 marks: The narrator expects punishment/trouble after disappearing from the group and being swept away by the high tide. Award 1 mark for expecting trouble and 1 for linking it to the incident.

b. 2 marks: Any two: she may not have taken proper care of them; she may not have given proper instructions; the narrator suspects she could be the one in trouble. 1 mark each.

c. 1 mark: It means the time had come when the narrator would finally discover what Ms Kanse intended to say/do.

d. 2 marks: The narrator and Chao are brother and sister; the teacher has just discovered this and identifies the narrator as the elder sibling. 1 mark for relationship, 1 mark for supporting inference.

e. 2 marks: The narrator cannot tell whether the smile is warm/reassuring or a sign that a severe reprimand is coming. Award 1 mark for ambiguity and 1 for the contrasting possibilities.

f. 2 marks: 1 mark for a valid stylistic feature, e.g. imagery, simile, internal thought, dialogue or personification; 1 mark for explaining its effect. Example: 'words ... as tough as nails' is a simile emphasising the expected harshness of the teacher's words.

GENERAL MARKING GUIDANCE

• Accept grammatically different answers where the meaning is correct and supported by the source text.

• For questions requiring explanation, do not award full marks for a bare quotation unless the quotation demonstrates the required point.

• For character traits and stylistic features, evidence/explanation should be relevant to the named trait or feature.

• Where a question asks for two or three points, award marks point-by-point up to the stated maximum.

• Spelling errors should not automatically lose a mark where the intended literary or comprehension point is clearly communicated, unless the error changes the meaning.

• Do not penalise a learner for using an alternative but defensible interpretation that is supported by the supplied passage/extract.

SOURCE-PARITY AND VISUAL CENSUS

The uploaded source is a seven-page Grade 7 English Paper 2. Page 1 establishes two sections and a 50-mark distribution: Task 1 = 15 marks, Task 2 = 11 marks, Task 3 = 13 marks and Task 4 = 11 marks. Pages 2–3 contain the composition task; page 4 contains Oral Literature; pages 5–6 contain Poetry and the beginning of the Novella; page 7 completes the Novella questions. The source contains no assessment question requiring a diagram, chart, map, geometric figure or apparatus setup. The parallel paper therefore has zero visual items.