

0909021/2&1 B.B.E.K.O

September 2021

ENGLISH
LANGUAGE 2 & 1

Essay and Objective

1 hour 45 minutes

2 & 1

Name.....

Index Number.....

**BEST BRAIN EXAMINATIONS KONSORTIUM
GHANA**

Special Private Mock Examinations For BECE Candidates

September 2021

ENGLISH LANGUAGE 2&1

1 hour 45 minutes

Essay and Objective

*Do **not** open this booklet until you are told to do so. While you are waiting, read and observe the following instructions carefully. Write your **name** and **index number** in **ink** in the spaces provided above.*

*This booklet consists of two papers. Answer Paper 2 which comes first, in your answer booklet and Paper 1 on your Objective Test answer sheet. Paper 2 will last 1 hour 10 minutes after which the answer booklet will be collected. Do **not** start Paper 1 until you are told to do so. Paper 1 will last 35 minutes.*

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PAPER 2

1 hour 10 minutes

ESSAY

*This Paper consists of three parts: A, B and C. Answer three questions in all; one question from Part A and all the questions in Part B and Part C. Answer all the questions in your answer booklet.
Credit will be given for clarity of expression and orderly presentation of material.*

PART A

ESSAY WRITING

[30 marks]

*Answer one question only from this part
Your composition should be about 250 words long.*

1. Write a letter to your uncle who stays abroad telling him of your career choice and giving two reasons why he should support your choice.
2. You are the main speaker in an inter-school debate competition on the motion: "Students should be permitted to use mobile phone in schools". Write your debate speech.
3. You witnessed a fight recently between two rival groups in your school. As the compound prefect, describe what you saw to the headmaster.

PART B

COMPREHENSION

[30 marks]

4. *Read the following passage carefully and answer all the questions which follow.*

Every married couple experiences joy when they are blessed with a baby. However, nurturing a child into adulthood is not the only responsibility of parents. To bring up a child that one would be proud of, discipline is very essential. Disciplining children is a difficult task that needs to be carried out with care. Before punishing a child for wrongdoing, a parent should make an effort to find out why something happened the way it did. This is *the right approach* if the disciplining process is to work effectively.

One of the serious mistakes which parents make is thinking that only one partner is solely responsible for disciplining the child. So the other partner looks on unconcerned even when the child is doing something wrong. If the disciplinary machinery is to work well, this should not be so. Discipline is a joint venture which both parents should handle together. If a parent does not allow the other partner to share control over the child, whatever disciplinary measures they apply would not be effective to make the exercise see the light of day.

When a husband and wife come from different backgrounds, they are likely to have different views and methods about discipline. At times, these differences can even cause real tension in a family. Parents may clash over how to train a child. Unresolved disagreements over the disciplinary procedure can become a wedge that drives a couple apart and create an opening for the child to play one parent off against the other.

Certainly, parents need to invest in the training of their children. This is the best foundation upon which to build discipline. To prevent children from going wayward, parents should regularly set aside some time to spend with their children. Admittedly, making such time is not always easy, but it is worth the effort. Probably, one of the most effective ways is to set noble and laudable patterns of behaviour for the children to follow.

In order to bring up children to be good adults, they should be made aware of the importance of discipline. Then they cannot turn round to kick against set standards. It is right for parents to present a united front in disciplining their children.

- (a) According to the passage, what are the **two** main roles of parents?
- (b) State **two** difficulties that parents face in disciplining children.
- (c) What **two** measures can parents take in disciplining children?
- (d) (i) What does the writer refer to as *the right approach*?
(ii) How will using the right approach help the disciplinary process?
- (e) What benefit can we get from disciplining children properly?
- (f) Explain, in your own words, the following expressions as used in the passage:
(i) see the light of day;
(ii) a wedge that drives a couple apart;
(iii) it is worth the effort;
(iv) turn round to kick against.
- (g) For **each** of the following words, give another word or phrase that means **the same** can fit into the passage:
(i) nurturing;
(ii) essential;
(iii) wrongdoing;
(iv) solely;
(v) venture;
(vi) real;
(vii) clash;
(viii) invest;

PART C
LITERATURE
[10 marks]

Answer all the questions in this part.

SACEY J.A and DARMANI L.(COMP.): *The Cockcrow*

5. Questions 5(a) and 5(b) are based on the abridged and simplified version of Ama Ataa Aidoo's *The Dilemma of a Ghost*.

AMA ATA AIDOO: *The Dilemma of a Ghost*

2ND WOMAN: One must sit down

If one wants to talk of her affairs.
They say that the young man gets
No penny to buy himself a shirt
But the strangest thing is that
She too works".

(Page 59)

- (a) The speaker has used the underlined line to show that the issues are
- (b) What problem is it that the speaker has identified?

Read the extract below and answer Questions 5(c) (i) and 5(c) (ii)

LADE WOSORNU: *Desert Rivers*

Roofed not by sky
But rocks that do not always hold."

(Page 15)

- (c) (i) The underlined expression is an example of a literary device called
- (ii) The message in the entire extract is about

Turn over

Read the following extract carefully and answer Question 5(d).

LAWRENCE DARMANI: *Scribbler's Dream*

"not by pacing carpets
but by mating quill and parchment."

(Page 98)

- (d) What activity does the underlined expression refer to?

Read the following extract carefully and answer Question 5(e).

ERNEST HEMINGWAY: *A Day's Wait*

"Oh yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two."

(Page 89)

- (e) The figures mentioned in the extract refer to

Read the following extract carefully and answer Questions 5(f)(i) and 5(f)(ii).

THERESA ENNIN: *Makola*

"He refused to be soothed and gives out a loud yell."

"Put him to the breast," one woman counsels.

(Page 159)

- (f) (i) Which character in the poem is the above extract about?
(ii) The underlined expression suggests

Read the following extract and answer Questions 5(g) and 5(h)

CHARLES DICKENS: *Oliver Twist*

"But Fagin thought about Nancy's behavior all the way home. It almost seemed-like she was tired of living with Sikes. The girl might have a new lover, even though Sikes saved her from the workhouse when she was a child. If that were so, he'd have to find out who the man was."

(Page 132)

- (g) What behaviour had Nancy shown?
(h) What activity was Fagin engaged in?

Read the following extract and answer Questions 5(i)(i) and 5(i)(ii)

"Is this the treatment that I should get from my father's oldest friend?
asked Monks."

(Page 135)

- (i) (i) Whom does the underlined expression in the extract refer to?
(ii) What is the mood of Monks in the extract above?

Read the following extract and answer Question 5(j)

AMA ATA AIDOO: *The Girl Who Can*

"And that, I think, is a very serious problem. This is because it is very difficult to decide whether to keep quite and not say any of the things that come into my head, or say them and get laughed at."

(Page 142)

- (j) What is Adjoa referring to by using the underlined expression?

END OF ESSAY TEST

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO

**YOU WILL BE PENALIZED SEVERELY IF YOU ARE
FOUND LOOKING AT THE NEXT PAGE BEFORE
YOU ARE TOLD TO DO SO**

PAPER 1 OBJECTIVE TEST

35 minutes

Answer all the questions on your Objective Test answer sheet

1. Use 2B pencil throughout.
2. On the pre-printed answer sheet, check that the following details are **correctly** printed: Your **surname** followed by your **other names**, the *Subject Name*, your *Index Number*, *Centre Number* and the *Paper Code*.
3. In the boxes marked *Candidate Number*, *Centre Number* and *Paper Code*, **reshade** each of the shaded spaces.
4. An example is given below. This is for a candidate whose name is Winner Seyram BABANAWO. Her *index number* is 772384188 and she is writing the examination at Centre Number 77234. She is offering *English Language 1* and the *Paper Code* is 4510.

BEST BRAIN EXAMINATION KONSORTIUM SPECIAL PRIVATE MOCK FOR BECE CANDIDATES OBJECTIVE ANSWER SHEET.

CANDIDATE NAME: BABANAWO WINNER SEYRAM	SUBJECT: ENGLISH LANGUAGE
--	-------------------------------------

1. Use HB Pencil Press firmly	First mark completely
2. Answer each question by choosing one letter and then, shade through the letter chosen like this [A] [B] [C] [D] [E]	4. If only four alternative answers are given for each question, ignore the letter E
3. If you want to change an answer, rub out your	5. Your question paper may have fewer than 60 Questions.

CANDIDATE NUMBER										CENTRE NUMBER					PAPER CODE			
7	7	2	3	8	4	1	8	8	7	7	2	3	4	4	5	1	0	
[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]		
[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]		
[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]		
[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]		
[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]		
[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]		
[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]		
[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]		
[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]		
[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]		

For
Supervisors
Only.

If
candidate
is absent
shade
this
space

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Answer **all** the questions.

Each question is followed by **four** options lettered **A** to **D**. Find the correct option for **each** question and shade **in pencil** on your answer sheet the space which bears the same letter as the option you have chosen. Give only **one** answer to **each** question. An example is given below.

From the list of words lettered A to D, choose the one that is **most nearly opposite** in meaning to the word underlined in the sentence.

By our constitution, it is obligatory to vote.

- A. allowed
- B. optional
- C. necessary
- D. right

The correct answer is optional, which is lettered **B** and therefore answer space **B** would be shaded.

☐ A ☒ B ☐ C ☐ D

Be sure you understand the instructions at the beginning of each section before you try to answer any of the questions that follow them. Do **not** spend too much time on a question. If you find a question difficult, leave it and go on and try it again later.

Use **pencil** throughout. If you wish to change an answer, erase your first answer completely and shade the appropriate space for the new answer.

Do all rough work on this question paper.

Now answer the following questions.

PART A LEXIS AND STRUCTURE

SECTION A

From the alternatives lettered A to D, choose the one which **most suitably completes** each sentence.

1. Each person at home wrote to relatives abroad.
 - A. their
 - B. her
 - C. him
 - D. them
2. The people afraid of losing their leader.
 - A. remains
 - B. remaining
 - C. remain
 - D. have remained
3. By was she taught the game?
 - A. who
 - B. what
 - C. which
 - D. whom
4. All living things in size.
 - A. grow
 - B. grows
 - C. grew
 - D. have grown
5. Samuel in the seat while waiting for his friend.
 - A. slept off
 - B. went into comma
 - C. dozed off
 - D. went off

6. They mentioned not to blame.
A. whom
B. who
C. which
D. that
7. If Kodzo went to hospital, he be sick.
A. should
B. has to
C. could
D. must
8. The thieves accused of revealing their secret to the police.
A. themselves
B. one another
C. each of them
D. the others
9. Talking to people well is careful.
A. been
B. to being
C. to be
D. being
10. The man couldn't do the work a support.
A. with
B. but for
C. without
D. until
11. The students understood why they were punished,?
A. weren't they
B. were they
C. did they
D. didn't they
12. The students haven't the pit yet.
A. dig
B. dag
C. dug
D. digged
13. The message is simple to forget.
A. very
B. too
C. quite
D. so
14. Not only did Jane come to school she participated in the lessons.
A. than
B. before
C. but
D. but also
15. The manager his secretary for her mistakes.
A. punished
B. praised
C. consoled
D. rewarded

SECTION B

Choose from the alternatives lettered A to D the one which is nearest in meaning to the underlined word in each sentence.

16. The man stopped speaking suddenly.
A. abruptly
B. immediately
C. quickly
D. accurately
17. Ghana had a severe drought in 1983.
A. total
B. hard
C. worrying
D. serious
18. The function we went to was interesting.
A. ceremony
B. role
C. moulding
D. session
19. The entire school gathered at assembly.
A. few
B. same
C. hole
D. whole
20. The sad news devastated the public.
A. broke down
B. confused
C. troubled
D. shocked

Turn over

SECTION C

From the list of words lettered A to D, choose the one that is **most nearly opposite in meaning** to the word underlined in each sentence.

- | | |
|--|---|
| <p>21. The man spoke <u>harshly</u> to his brother.</p> <p>A. excessively
B. poorly
C. lightly
D. politely</p> <p>22. Water <u>ceased</u> flowing through the pipe.</p> <p>A. continued
B. stopped
C. started
D. followed</p> <p>23. They saw <u>breakages</u> on plates.</p> <p>A. successes
B. cracks
C. repairs
D. damage</p> | <p>24. Food <u>shortage</u> hit some parts of Ghana some time ago.</p> <p>A. surplus
B. in abundance
C. rationing
D. scarcity</p> <p>25. The manager took <u>irreversible</u> decisions.</p> <p>A. serious
B. permanent
C. temporary
D. harsh</p> |
|--|---|

SECTION D

In **each** of the following sentences a group of words has been underlined. Choose from the alternatives lettered A to D, the one that **best explains** the underlined group of words.

26. The team's performance put their supporters on their feet. This means that
- A. the supporters cannot sit down.
B. the supporters are so angry.
C. the supporters are so happy.
D. the supporters became alert.
27. The player put away the penalty kick. This means the player
- A. did not score.
B. refused to kick.
C. kicked the ball far away from the goalpost.
D. did score.
28. The headmaster would rather not crack the whip. This means that
- A. the headmaster would not give punishment.
B. the headmaster will give punishment.
C. the headmaster did not give punishment.
D. the headmaster could not give punishment.
29. The man lowered the bar in his argument. This means that
- A. the man reduced the height of the pole.
B. the man gave a weak argument.
C. the man gave a strong argument.
D. the man is not honest in his argument.
30. The prefect's father clouded his presence at the meeting. This means
- A. the prefect dominated his father.
B. the father dominated the prefect.
C. the father frustrated the prefect.
D. the father cause confusion.

END OF PAPER

BEST BRAIN EXAMINATIONS KONSORTIUM
SPECIAL PRIVATE MOCK EXAMINATIONS FOR BECE CANDIDATES – SEPTEMBER 2021
MARKING SCHEME – ENGLISH LANGUAGE

PAPER 2 [70 MARKS]

PART A – COMPOSITION [30 MARKS]

GENERAL PREAMBLE

1. **There are three parts- A, B and C.** Candidates are expected to answer **three** questions in all, **ONE** question from PART A and all the questions in PARTS B and C. If a candidate attempts more than one question from PART A, mark **BOTH** and choose the better of the two.
2. The required length of each composition is **250 words**.
3. **Mark Allocation:** Each composition is to be marked out of a total of 30 marks distributed as follows:
 - (a) **CONTENT** **10 MARKS**
Ensure that the candidate presents a set of relevant points or details that are central to the theme or essay topic.
 - (b) **ORGANIZATION** **5 MARKS**
The writing must be judged as whatever it is intended to be: an article, a speech, a letter, a debate, etc. The qualities to look for are suitable layout, suitable opening, adequate development, good paragraph, balance, coherence and a suitable conclusion.
 - (c) **EXPRESSION** **10 MARKS**
Look out for correct usage of language, clarity and general appropriateness of style, variation of sentence structure and type, judicious use of figurative language, and skillful use of punctuation. In arriving at the mark for expression, the examiner must not be unduly influenced by mechanical errors.
 - (d) **MECHANICAL ACCURACY** **5 MARKS**
Look out for undeniable errors in grammar, punctuation and spelling and capitalization.
4. If a candidate writes on a topic other than the one set, award zero (0) for Content and mark Expression out of 5. The mark allocations for organization and Mechanical Accuracy remain unchanged.
5. Each ring should attract a deduction of half a mark ($\frac{1}{2}$). Formal features of letters should have two rings only counted against Mechanical Accuracy. Subsequent errors in the formal features should be underlined only.
6. In general, the principle of positive marking should be applied, i.e., give credit for what the candidate has done right and then penalize for errors. These penalties are not, in all cases, numerical deductions but often the reward of a lower mark than would have been earned if there were no blemishes.
7. The candidate is expected to know the simple mechanics of the English Language. These include spelling, punctuation, subject-verb concord, noun-pronoun agreement and the use of the capital letter. He or she should also be able to control the use of determiners, quantifiers, prepositions, etc.
8. **Penalize**
 - (i) **Each Grammar Error:** These include
the omission of an essential sentence element (eg. Subject, predicate, complement);
 - wrong tense;
 - misuse or omission of the article;
 - misuse of modal operators eg. (may/might, can/could, etc)
 - confusion or ambiguity in the use of pronouns;
 - misuse of countable and uncountable nouns;
 - wrong prepositions;
 - misuse of relatives, subordinators and conjunctions;
 - errors in concord;
 - intransitive verbs for the transitive and vice versa;
 - active for passive and vice versa;
 - faulty construction.
 - (ii) **The wrong amalgamation or breaking up of words e.g.**
"inspite" for in spite
"infront" for in front
"every where" for everywhere
"to day" for today
"every body" for everybody
"ofcourse" for of course
"infact" for in fact
"never the less" for nevertheless
"how ever" for however
"more over" for moreover
"now a days" for nowadays, etc.
 - (iii) **Wrong Spelling** – the wrong spelling of the same word should be penalized only once. American spelling, if consistent, should be accepted.

(iv) **Punctuation Error and the Wrong Use of the Capital Letter**

- Each full stop, question mark or exclamation mark omitted or wrongly used; the misuse or omission of quotation marks. Both single and double quotation marks are accepted, but consistency is to be demanded.
 - The insertion of a comma between subject and verb, subject and object, verb and complement, in simple structures only, i.e., where phrases or clauses do not intervene.
 - The insertion of comma between adjective and noun, or verb and adverb; the omission of a comma used to separate items in a list of words, phrases or clauses.
 - The use of a small letter for the pronoun 'I'; the use of a small letter at the beginning of a proper noun or sentence.
 - Where a proper noun consists of more than one element, each of which is expected to begin with a capital letter, eg. Electricity Company of Ghana, there should be only one penalty for the group.
 - Initials in abbreviations with or without full stop should be accepted, eg G.C.B or GCB, W.A.E.C or WAEC.
 - First and last letters: both forms should be accepted, eg. Dr and Dr.; Mrs and Mrs.
- NB: This list is not exhaustive. It is merely to indicate the type of undeniable errors to be penalized.]

ASSESSMENT GUIDE

	Excellent	Very Good	Good	Average	Below Average	Illiterate
Content	9 - 10	7 - 8	6	5	3 - 4	0 - 2½
Organization	5	4 - 4½	3 - 3½	1½ - 2	1 - 1½	0 - 1
Expression	9 - 10	7 - 8	6	5	3 - 4	0 - 2½

Number of words

5 words on a line	=	50 lines
6 words on a line	=	42 lines
7 words on a line	=	36 lines
8 words on a line	=	31 lines
9 words on a line	=	28 lines
10 words on a line	=	25 lines
11 words on a line	=	23 lines
12 words on a line	=	21 lines
13 words on a line	=	19 lines

Number of Words

250 words	=	5
225 words	=	4½
200 words	=	4
175 words	=	3½
150 words	=	3
100 words	=	2
75 words	=	1½
50 words	=	1
25 words	=	½

Mechanical Accuracy

QUESTION 1

CONTENT (10 marks)

The candidate is expected to his/her uncle who stays abroad the career chosen and two reasons why he should support the choice. Examples of career are teaching, medicine, nursing, and engineering. The question has two parts: career choice (for 4 marks) and reasons for the choice (for 6 marks). A candidate who gives only one point should score a mark out of three (3) marks only, only two points should score a mark out of six (6) marks only. A candidate who explains all the three points **fully** should score a good mark of six (6) or above.

ORGANISATION (5 marks)

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

1. Address of writer (without name)
2. Date
3. Salutation
4. Subscription -- Yours sincerely, friend, etc.
5. First name of writer

There should be coherent and well-developed paragraphs.

EXPRESSION (10 marks)

The language should be chatty to show intimacy. Contracted forms and familiar vocabulary could be used. The candidate is expected to vary sentence pattern and masterfully use punctuations.

MECHANICAL ACCURACY (5 marks)

The candidate must get the spellings of all used words, and all punctuations used right. The candidate must avoid grammatical mistakes and use capitalization accurately. The candidate is expected to avoid other mistakes such as wrong breaking of and amalgamation of words, dangling pronouns and sentences, inconsistency in punctuating initials or abbreviations.

QUESTION 2

CONTENT (10 marks)

The candidate is to write a debate speech on the motion: "Students should be permitted to use mobile phone on school compound". Any candidate who fails to clearly declare a stand either for or against the motion should not score a mark more than six (6) under CONTENT. Whatever stance a candidate take should be definite either in

support of or in opposing the motion. The candidate is expected to give three (3) cogent point that is consistent with the specific stand taken. A good presentation of three such points should score not less than 6 marks. Two points should not score more than 6 marks. One point should not score more than 3 points.

ORGANISATION (5 marks)

This is a debate (to a gathering at inter-school level). The candidate should show these main features: Introduction, Main Content, and Conclusion. The introduction should include the official and appropriate vocatives only which are The Chair, Panel of Judges, Accurate Time-Keeper, Co-debaters/Fellow Debaters, Ladies and Gentlemen. The introduction and conclusion should be suitable. Each paragraph should be well-developed. Paragraphs should be linked properly. Speech techniques such as attention getters (eg. occasional referring to audience) and sustainers (eg. rhetorical questions), inclusive terms (ie. you and I, all of us, and none of us), must be present.

EXPRESSION (10 marks)

The language should be formal. Diction should be appropriate. The candidate is expected to use appropriate register and idioms or figurative expressions. Other techniques that must be present include imagery, symbolism, occasional referring to audience, persuasive terms, exaggeration and hyperbole, repetition, rhetorical question, and picturesque words. The candidate should vary sentence pattern and masterfully use punctuations.

MECHANICAL ACCURACY (5 marks)

As in Question 1

QUESTION 3

CONTENT (10 marks)

The candidate is to give a vivid description of a fight that broke out between two rival groups in their school so that the reader can have a clear mental picture of the said experiences. The candidate is expected to present the events or activities in chronological order as they had happened since, for such experiences, the events or activities tend to follow some order. A good such description should score a good mark of 6 or more.

ORGANISATION (5 marks)

This is a descriptive essay. The following formal features must be present: Heading / Title; Introduction; Main content; Conclusion

The candidate should show a good introduction and a good conclusion. Each paragraph should be internally-developed properly. Paragraphs should be linked properly.

EXPRESSION (10 marks)

The language essentially should be descriptive. The use of literary and linguistic techniques that describe such as simile, metaphor, personification, imagery, symbolism, picturesque words, and onomatopoeic words is expected. He or she is expected to use register and idioms appropriately. The candidate should vary sentence pattern and masterfully use punctuations.

MECHANICAL ACCURACY (5 marks)

As in Question 1

PART B – COMPREHENSION

PENALTIES FOR QUESTION 4

- Deduct half a mark for any grammatical/expression error(s) at each scoring point.
- 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.
- Where words /expressions are expected to be given to replace words /expressions in the passage, they must fit in perfectly. Otherwise, award zero.
- Answers need not be written in sentences, unless otherwise stipulated.
- An answer, taken as a whole, must make sense before any part of it may be accepted for scoring.

QUESTION 4

COMPREHENSION [30 MARKS]

- Nurturing their children [2 marks]
 - Disciplining their children [2 marks]
- Only one parent taking responsibility for discipline
 - Different backgrounds of parents/views and methods of discipline
 - Unresolved disagreements over disciplinary procedure [Any 2 correct x 2 = 4 marks]
- Investing in the training of their children
 - Being good examples
 - Making children aware of the importance of discipline [Any 2 correct x 2 = 4 marks]
- Finding out why something happened the way it did/a child misbehaved [2 marks]
 - It will make the disciplinary process work effectively. [2 marks]
- Children will become good adults. [2 marks]