A hand is holding a small, colorful globe of the world. In front of the globe, a white card is held, with the word 'English' written in cursive. The background is a plain, light color.

ORDINARY LEVEL ENGLISH NATIONAL EXAMINATIONS AND THEIR MARKING GUIDES

FROM 2011 TO 2022

COMPILED BY HUNGURIMANA Dieudonné and
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ENGLISHPIX BOOK

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Top 10 study tips

1. Have all your materials ready before you begin studying: pencils, pens, papers, calculators if necessary etc.
2. Be positive. Make sure your brain holds on to the information you are learning by reminding yourself how important it is to remember the work and get the marks.
3. Take a walk outside. A change of scenery will stimulate your learning. You'll be surprised at how much more you take in after being outside in the fresh air.
4. Break up your learning sections into manageable parts. Trying to learn too much at one time will only result in a tired, unfocused and anxious brain.
5. Keep your study sessions short but effective and reward yourself with short, constructive breaks.
6. Teach your concepts to anyone who will listen. It might feel strange at first, but it is definitely worth reading your revision notes aloud.
7. Your brain learns well with colours and pictures. Try to use them whenever you can.
8. Be confident with the learning areas you know well and focus your brain energy on the sections that you find more difficult to take in.
9. Repetition is the key to retaining information you have to learn. Keep going – don't give up!
10. Sleeping at least 8 hours every night, eating properly and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like strenuous exercise, so you must be physically prepared.

“If you can't explain it simply, you don't understand it well enough”.

Albert Einstein

On the day of the exam ...

1. Make sure you have all the necessary stationery for your exam, i.e. pens, pencils, eraser, protractor, compass, calculator (with new batteries). Make sure you bring your ID document and examination admission letter.
2. Arrive on time, at least one hour before the start of the exam.
3. Go to the toilet before entering the exam room. You don't want to waste valuable time going to the toilet during the exam.
4. Use the 10 minutes reading time to read the instructions carefully.
5. This helps to 'open' the information in your brain. Start with the question you think is the easiest to get the flow going.
6. Break the questions down to make sure you understand what is being asked. If you don't answer the question properly you won't get any marks for it. Look for the key words in the question to know how to answer it.

Try all the questions. Each question has some easy marks in it so make sure that you do all the questions in the exam.

7. Never panic, even if the question seems difficult at first. It will be linked with something you have covered. Find the connection.
8. Manage your time properly. Don't waste time on questions you are unsure of. Move on and come back if time allows.
9. Check weighting – how many marks have been allocated for your answer? Do not give more or less information than is required.
10. Write big and bold and clearly. You will get more marks if the marker can read your answer clearly.

Source: Alfie Bouwer, Sivalingam Chetty et al; 2014, *Mind the gap, Life sciences study guide grade 12*, Department of basic education, Pretoria, South Africa.

Note: Through the questions herein are fully answered, it is highly recommended that you first read and understand the question, make your trials and then compare with what is given in the solution. It is also advisable that you read through the book several times before the final examinations.

I am certain that if a student can answer all these questions in this document with ease, he/she should be able to pass with a distinction in the ordinary level national English examination.

The pdf file was and remains free for everybody to read, store and print for personal use, and to distribute electronically, but only in non-modifiable form and at no charge. Duplication of this material for student in-class use or for examination purposes is permitted without written approval.

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“ Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is stupid. ” Albert Einstein

“Student is not a container you have to fill but a torch you have to light up. ” Albert Einstein

“ Anyone who has never made a mistake has never tried anything new. ” Albert Einstein

“ Genius is 1% talent and 99% hard work. ” Albert Einstein

English I

003

08 Nov. 2011 13.30 pm – 16.30 pm

REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD (REB)
P.O.BOX 3817 KIGALI. TEL/FAX: 586871

ORDINARY LEVEL NATIONAL EXAMINATIONS 2011

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary.	(30 marks)
SECTION B: Grammar and Phonology.	(45 marks)
SECTION C: Summary.	(10 marks)
SECTION D: Composition.	(15 marks)

Answer questions as instructed in sections A, B and C.

Choose only ONE topic from Section D.

Read the text below and then answer the questions that follow it.

The wedding

The wedding was in December and so I could attend it. Some dates stick out. December fifth. A week before Kenya's independence. Two great ceremonies for the neighbourhood to look forward to.

I was not to be left out. I polished my pointed shoes and put on my best jeans. I put on a hat and a scarf. Always dressed to kill, that was me. My dream girl was being married to a fellow whose face I did not like, but there were other birds to kill.

I joined the crowd at their home. Tradition said that she must wait in the house with her pretty little maids until he came for her. She was in there now, surrounded by them and waiting. I heard someone say that the bridegroom and his party were an hour late. Someone else replied that the distance from Murang'a to Kangeni was not like that from the nose to the eye. We must be patient. He would come for her.

What if he didn't turn up, I thought. The neighbourhood would just laugh and then go home. And she would kill herself for shame. The goat with a broken leg.

'Are these people from Murang'a coming or not? An impatient woman cried. She was dressed in traditional goatskins, dressed for her part, which was to bargain with the bridegroom's people. For a child does not leave her home just like that. Those people from Murang'a would have to pay dearly for being late. Kangeni people were very particular about time and did not like to be kept waiting.

Peter Mboca, who was going to give away the bride, paced around and looked at his watch. He was a grey old man in a smart suit, and he was one of the richer uncles. He paced around, his lips moving. He was rehearsing the speech he would make later. How good Liz was...and how very obedient, how hard-working, how bright in school...

At last they came. They announced their coming with the aggressive blare of car-horns. Popoooooooo. Pipeeeeeee. We were not very impressed. Although we could not see over the hedge and the tall maize, we could tell from their sound that it was a small procession.

I hurried to see them arrive. A Peugeot, a Toyota, a Volkswagen. A woman spat into the grass. Three filthy cars. Not even decorated. It must have been raining in Murang'a, someone said.

True to custom the Peugeot with the bridegroom stayed outside the gate while the other two cars came in. The bridegroom waits in dignity while his best man gets the bride for him.

The cars stopped their blaring and out of the Toyota shot a young man. He wore a three-piece suit and had a red flower sticking out from his breast pocket. Smart but muddy, we thought. The rain must have been terrible at Murang'a. This must be the best man. Very young chap. Very smart, but very muddy. We could see that he had done his best to wipe out the mud off his new shoes.

Another fellow came out of the Volkswagen, leaving others inside. A murmur of astonishment passed through the crowd. This chap was so muddy he should have stayed in the car. He was short and solid-looking.

Our women close in and asked sarcastically what these muddy people wanted. The shy best man, trying to look as confident and as brave as a best man should, said they had come for the bride.

Two muddy brave warriors, come for the bride! So! "Is there no water where you come from?" Our women shot back. "Is our girl going to a place where there is no water?"

The short fellow said, "This is mud, not just soil, mother. It means Murang'a is not as dry as people say, but full of water.

Smart answer. Some women nodded and approved. Murang'a was full of water and water was good.

The slender best man began to explain how 'in fact...'

'Don't speak English to us. We are not Europeans.'

He coughed and smiled. He was quite a charming young fellow but this was obviously the first time he had got mixed up in these things. He started again. Without using English words like 'in fact' and 'actually' he explained that they had got stuck in the mud and had to pay tractor to drag the cars out of the mess.

SECTION A: COMPREHENSION AND VOCABULARY

1. Choose the best answer to these questions (10 marks)

- i. How did the writer feel about the marriage?
- a) He was upset because the girl he liked was getting married to someone else.
 - b) He was happy to be there.
 - c) He had mixed feelings: he was losing the girl he liked, but he was sure to find someone else.
 - d) He wasn't excited about it.

ii. How was the writer dressed?

- a) In modern, stylish clothes.
- b) In an elegant suit.
- c) In old clothes.
- d) In traditional clothes.

iii. How far did the bridegroom have to travel that day?

- a) A short distance
- b) Quite a long distance.
- c) We don't know
- d) Two miles in a car.

iv. Why would the women make the groom suffer when he arrived?

- a) It was traditional.
- b) Because they didn't like him.
- c) Because in their culture being late was not acceptable.
- d) Because he was dirty.

v. What was the bride's uncle going to do at the wedding?

- a) Pay for it.
- b) Make a speech.
- c) Give the bride away a speech.
- d) Take pictures.

vi. How did the bride's family know that the groom's party was a small one?

- a) Because of the sound made by cars.
- b) Because they couldn't see them over the hedge.
- c) Because they already knew they were small.
- d) Because they knew how many people were coming?

vii. Why did the bridegroom wait in the car?

- a) It was traditional for the best man to go and get the bride.
- b) He was feeling upset because of what had happened on the journey.
- c) He was afraid of women.
- d) He was tired.

viii. How did the women feel about the fact that the best man and his friend were covered in mud?

- a) They were very angry.
- b) It made a bad impression.
- c) They thought it was funny.
- d) They didn't care.

ix. What language did the best man speak when he started to explain why they were covered in mud?

- a) Their mother tongue.
- b) English.
- c) Their mother tongue with some English words.
- d) Kikuyu

x. According to you the style of the passage is

- a) serious b) humorous c) sad d) critical

2. Answer these questions in your own words. (10 marks)

1. What date and year was the wedding?

.....

2. How do you think the bride felt as she was waiting for the groom to arrive?

.....

3. Why did the women ask if there was no water in Murang'a?

.....

4. Do you think the two women were fair to the two men?

.....

5. Were the women happy with what the two men said?

.....

3. In the following paragraph, replace the underlined phrases with expressions taken from the text. (5 marks)

The boy was dressed in a way that draws attention (a) and was looking forward to meeting his ideal girl (b). He was sure that in case his friend was not present he wasn't going to feel rejected (c) since there would be other girls to attract (d). He did not need to take a taxi since the distance to the place was very short (e).

4. Choose the correct word in the box below to complete each sentence. (5 marks)

Ramps, trowel, sterilization, intrigue, paces, strategies

- i. Male or femaleis a form of contraception used by many couples.
- ii. I love reading this book! It is filled with secrets, lies and.....
- iii. There are several useful.....you should use when planning and writing essays.
- iv. The builder used a.....to smooth the cement over the wall.
- v. She always.....around the room when she is worried.

SECTION B: GRAMMAR AND PHONOLOGY (45 marks)

GRAMMAR (35 marks)

5. Choose the best answer to complete the sentence. (15 marks)

i. How tall is Yvonne?

“She is.....as I am.”

a) so tall b) the same height c) same height d) tall

ii. “Why are you buying all that food?”

“Because a lot of people.....over for dinner.”

a) coming b) are coming c) comes d) is coming

iii. The children's bedroom.....upstairs on the second floor.

a) is b) are c) there is d) it is

iv. "Do you like the colour of the new carpet?"

"Yes, it is definitely nicer.....the other we looked at."

- a) then b) as c) than d) that

v. "You and Peter seem to be getting along we."

"Yes, I.....him better than before."

- a) liking b) am liking c) like d) liked

vi. "I can't see the stage very well from here.

"....."

- a) Neither can I b) neither can't I c) neither I can d) I can't

vii. "Where were you yesterday?"

"It washot day that I went to the beach."

- a) such b) so c) such a d) a very

viii. "John and Jack both get good grades."

"Nonetheless, John is.....of the two."

- a) More talented b) the most talented c) most talented
d) the more talented

ix. "Can I help you?"

"Yes, do you know when.....?"

- a) comes the bus b) does the bus come c) the bus comes
d) will come the bus

x. "How are you feeling?"

"I have been feeling better since the doctor....."

- a) has come b) come c) comes d) came

xi. "Who ate the kid's food?"

"The cat"

- a) did b) has c) does d) ate

xii. Here is a map. Show me

- a) where you were being b) where you were c) where were you
d) where you been

xiii. Since I.....to him last him, I haven't seen him.

a) am speaking b) had been speaking c) had spoken d) spoke
xiv. He was looking very ill yesterday. I was glad he seemed.....today.

a) more well b) very better c) much better d) much well
xv. Not only....., but he also plays the guitar and writes his own songs.
a) does Paul sing b) Paul sings c) if Paul sings d) Paul singing

6. Use the correct tense of the verb in brackets. (10 marks)

i) The trees in the garden are very small. I (feel) happier if they (be) taller.
(2 marks)

.....

ii) The committee recommended that the company (invest) in new property.
(1 mark)

.....

iii) When he (place) his ear against the stick, he heard a strange noise.
(1 mark)

.....

iv) The valley would now be a desert if nothing (be) done.
(1 mark)

.....

v) Peter is not used to (fly) air planes.
(1 mark)

.....

vi) That part of the world was unknown in 1750 because no one (explore) it before then.
(1 mark)

.....

vii) After the man (be) brought in an ambulance, the doctor (operate) on him.
(2 marks)

.....

viii) He said that if he had any money he(buy) me a drink. **(1 mark)**

.....

7. Correct the following sentences.

(10 marks)

i) On the way home I met a dog being dead.

.....

ii) Many people going to town this afternoon.

.....

iii) They were sing beautiful songs.

.....

iv) Why did they cried?

.....

v) She do go to school every day!

.....

vi) How Mary did travel to Kigali?

.....

vii) My uncle's cattle is very healthy.

.....

viii) The news I heard this morning are very bad.

.....

ix) Our teacher is absent today; he was sick since last Sunday.

.....

x) Mobutu has been president of the Congo from 1961 to 1998.

.....

PHONOLOGY (10 marks)

One of the following words is stressed differently from the three others. Indicate it by writing the letters a, b, c or d corresponding to it. (7 marks)

i) a) economy b) identity c) employment d) incident

ii) a) consider b) positive c) continue d) benefit

iii) a) necessary b) knowledge c) police d) benefit

iv) a) difference b) imagine c) convention d) performance

v) a) literacy c) purpose c) engine d) machine

vi) a) produce (noun) b) record(noun) c) present (noun) d) report (noun)

vii) a) profit (verb) b) promise (verb) c) import (noun) d) control (verb)

9. One of the four underlined sounds is pronounced differently from the three others. Write the letter corresponding to it. (3 marks)

i) a) cough b) thorough c) enough d) rough

ii) a) says b) days c) pays d) ways

iii) a) lose b) nose c) toes d) hoes

SECTION C: SUMMARY

10. Read the following passage very carefully, and then in no more than 50 words summarize what the author says about the feeding and drinking habits of elephants.

Malaria

Many of you know what a terrible disease malaria is. Some of you have had it or have seen people in your family with it. It has a huge impact on the world's health. It affects as many as 200-300 million people every year. About a million of those people die. It affects people of all ages but most victims by far are babies and young children. Malaria is found in 90 countries in the hot regions of the world. However, 90 per cent of cases are found in Africa, where it is a major cause of death.

There are ways of preventing and treating the disease using drugs. Many of these are made from quinine, which comes from the cinchona tree, which is found in South America. However, in many areas the disease has developed resistance to these drugs which means that they do not work.

Scientists have been trying to develop a vaccine which can be given to people living in areas affected by malaria. So far, none have yet been developed that work on humans, although there are some that work on animals.

At the moment, the best way of preventing the disease is to control the Anopheles mosquito. The population of mosquitoes in an area where humans live can be reduced if the places where they can breed are removed. Mosquitoes breed in still water, so the local community can help by covering open ditches, and repairing holes in the road where rain water collects. But ordinary people can do a lot, too. Around your own house you can clean your yard when it has rained to make sure there are no puddles or containers full of water.

The Anopheles mosquito is most active between sunrise and sunset so you must take special care at night. In the evenings make sure your arms and legs are covered with long sleeves and long trousers. Doors and windows can

be covered with nets. Members of the family can sleep under nets. These are particularly effective when they are soaked in insect repellent. For extra help bedrooms can be sprayed with mosquito killer before bedtime or a mosquito coil can be burnt next to the bed.

By taking these precautions we can prevent mosquitoes from breeding near our homes and prevent them from biting us while we sleep. This is the best way of reducing the risk of malaria.

D. COMPOSITION

11. Attempt only one of the following and write a composition of no more than 200 words.

1. The road in your area has seriously deteriorated, and there have been several accidents. Write an article to be published in a newspaper inviting authorities to deal with the issue.

2. A friend of yours who lives in England wants to come to visit Rwanda. Describe to him/her your country, its beauty and places he/ she should visit while in Rwanda.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2011

SECTION A: COMPREHENSION AND VOCABULARY

1. Choose the best answer to these questions (10 marks)

- i. C
- ii. A
- iii. B
- iv. C
- v. C
- vi. A
- vii. A
- viii. B
- ix. B
- x. D

2. Answer these questions in your own words. (10 marks)

1. The wedding was on December fifth, in the year of Kenya's independence.
2. The bride may have felt excited and nervous as she was waiting for the groom to arrive.
3. The woman asked if there was no water in Murang'a because people from Murang'a with their cars were so muddy and they did not wash them away.
4. The two women were not fair to the two men because they asked them sarcastically what those muddy people wanted, and they also asked one of them to speak in English,
5. The women were happy of what the two men said as they nodded and approved.

3. In the following paragraph, replace the underlined phrases with expressions taken from the text. (5 marks)

The boy was dressed to kill (a) and was looking forward to meeting his dream girl (b). He was sure that in case his friend was not present he wasn't going to be left out (c) since there would be other birds to kill (d). He did not need to take a taxi since the distance to the place was not like that from the nose to the eye. (e).

4. Choose the correct word in the box below to complete each sentence. (5 marks)

Ramps, trowel, sterilization, intrigue, paces, strategies

- i. Male or female **sterilization** is a form of contraception used by many couples.
- ii. I love reading this book! It is filled with secrets, lies and **intrigue**.
- iii. There are several useful **strategies** you should use when planning and writing essays.
- iv. The builder used a **trowel** to smooth the cement over the wall.
- v. She always **paces** around the room when she is worried.

SECTION B: GRAMMAR AND PHONOLOGY (45 marks)

GRAMMAR (35 marks)

5. Choose the best answer to complete the sentence. (15 marks)

- i. so tall
- ii. B. are coming.
- iii. A. is
- iv. C. than
- v. C. like
- vi. C. neither can I**
- vii. C. such a
- viii. B. the most talented
- ix. C. the bus comes

- x. d. came
- xi. A. did
- xii. B. where you were
- xiii. D. spoke
- xiv. C. Much better
- xv. A. does Paul sing.

6. Use the correct tense of the verb in brackets. (10 marks)

- i) I would feel happierif they were taller.
- ii)That the company invests in new property.
- iii) When he placed
- iv)if nothing was done.
- v) Peter is not used to flying.
- vi)because no one had explored it before then.....
- vii) The man had been brought.....the doctor operated.....
- viii) He would have bought me a drink.

7. Correct the following sentences. (10 marks)

- i) On the way home, I saw a dead dog.
- ii) Many people are going to the town this afternoon.
- iii) They were singing beautiful songs.
- iv) Why did they cry?
- v) She goes to school every day.
- vi) How does Mary travel to Kigali?
- vii) My uncle's cattle are very healthy.

- viii) The news I heard this morning is very bad.
- ix) Our teacher is absent today. He has been sick since last Sunday.
- x) Mobutu was the president of the Congo from 1961 to 1998.

PHONOLOGY (10 marks)

One of the following words is stressed differently from the three others. Indicate it by writing the letters a, b, c or d corresponding to it. **(7 marks)**

- i) d) incident
- ii) b) positive
- iii) c) police
- iv) a) difference
- v) d) machine
- vi) d) report (noun)
- vii) d) control (verb)

9. One of the four underlined sounds is pronounced differently from the three others. Write the letter corresponding to it. (3 marks)

- i) b) thorough
- ii) a) says
- iii) a) lose

SECTION C: SUMMARY

10. Read the following passage very carefully, and then in no more than 50 words summarize what the author says about the feeding and drinking habits of elephants.

Points to consider

Sentences should be concise and complete.

A summary should not include unnecessary information.

Should avoid repetition.

Should use connectors to join sentences.

Grammar skill should be upheld.

Number of words should be respected.

Should have a title.

Placing of candidates and award of marks:

A. The summary should have all the above characteristics of a good summary. **(A = 10 marks)**

B. Good ability; the summary should have many of the above characteristics of a good summary. **(B = 7 - 9 marks)**

C. Good ability in summarizing; the summary should be good but lacks many of the characteristics of a good summary. **(C = 5 - 6 marks)**

D. Fairly good in summarizing; a few characteristics of a good summary with some errors. **(D = 3 - 4 marks)**

E. Many mistakes; few characteristics of a summary. **(E = 1 - 2 marks)**

F. The writer known nothing about summary writing or didn't write anything. **(F = 0 mark)**

D. COMPOSITION

11. Attempt only one of the following and write a composition of no more than 200 words.

The composition should consist of:

1. Presentation:

Title

Margin

Legibility

Neatness

2. Contact and relevance

Introduction

Clarifying the context

Highlighting the most important points of your writing.

Give facts

Your personal opinion.

Length of the composition.

3. Language and coherence

Excellent /very good

Good

Acceptable

Poor

Award of marks

Introduction: **(2 marks)**

Body: **(8 marks)**

Conclusion: **(1 mark)**

Grammar: **(1 mark)**

Spelling: **(1 mark)**

Logic: **(2 marks)**

English I

003

23 Nov. 2012 08.30 am – 11.30 am

REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD (REB)
P.O.BOX 3817 KIGALI. TEL/FAX: 586871

ORDINARY LEVEL NATIONAL EXAMINATIONS, 2012

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary.	(30 marks)
SECTION B: Grammar and Phonology.	(45 marks)
SECTION C: Summary.	(10 marks)
SECTION D: Composition.	(15 marks)

Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

Read the passage below and then answer the questions that follow it.

A Viking Marriage

Among the Vikings people married quite young. A boy might well be a famous warrior by the time he was eighteen, and able to marry and keep a good home. Girls married a little younger, round about sixteen. It was usual for young people to drop a hint to their parents about when they would like to marry. Usually the young man would persuade an aunt to call on the girl's parents to ask if she would be free to marry him. If all seemed right, the heads of the two families would meet to discuss the whole business. They had to arrange what presents were to be exchanged between the families, and how many relatives on each side were to come to the wedding feast. A house and furniture had to be provided for the young couple. It was quite a business. But the girl always had the final word. She had the right to accept her future husband, or else to say she would have nothing to do with him. Her decision was the important thing. All the other arrangements depended on her choice.

There were two sides to the marriage; the social arrangement between the families, and the personal marriage before the gods. Long before the days when the Vikings accepted Christianity, they exchanged wedding rings as a pledge of faith between them. They promised to live together in peace and to share all their goods. The husband was expected to defend his wife with his sword, the wife to spin cloth for her husband's clothes from the wool on her distaff.

After the wedding there was great feasting, and many guests came, bringing gifts of fine jewellery and clothing. The bride and the bridegroom, for the first time in their lives, sat on the high seats at the head of the table. They were expected to have kind words for everyone and see that their guests ate and drank all they could. They were not to eat or drink very much themselves. People watched all the time for lucky or unlucky signs, so that they would guess how the marriage would go. But, since the bride and bridegroom were soon the only sober people at the party, they did not worry much. They were much more concerned to see that no quarrels broke out at the feast. When it was over, they made sure that the guests were comfortably wrapped up where they slept on the benches around the hall.

After the wedding the young couple settled down to the hard everyday tasks of their farm.

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

Part 1: Comprehension (20 marks)

1. Answer True or False after each statement (1 mark each)

- i. Among the Vikings only warriors could marry:
- ii. A boy's aunt played an important role in his marriage:
- iii. Vikings used wedding rings before Christianity:
- iv. Vikings' marriage was only religious:
- v. The bride and the groom were not allowed to drink at the party:

2. Answer the following questions according to the text (15 marks)

1. How can we tell from the passage that the Vikings were a warlike race? **(1 mark)**
2. Who had to approve before a marriage could begin to take place? **(1 mark)**
a) The boy's people b) his aunt c) the girl's people d) the girl herself
3. Who made the first move in the negotiations leading to the wedding? **(1 mark)**
a) the boy b) his aunt c) the head of the family d) the girl
4. Who provided a house and furniture for the young couple? **(1 mark)**
a) his family b) her family c) the two families jointly
d) the couple themselves
5. What was the duty of each married partner towards the other? **(2 marks)**
6. Among the Vikings the seats at the head of the table were regarded as **(1 mark)**
a) seats of honour b) seats of disgrace c) seats for guests at a wedding
d) seats for people getting married only.
7. What in the third paragraph shows that the Vikings were superstitious? **(1 mark)**
a) The wedding guests brought presents for the couple
b) They were expected to have kind words for their guests
c) Guests watched for omens to see how the marriage would go.
d) Guests at the feast drank too much.
8. Did the newly-married couple play the part of guests or hosts at the wedding feast? How do you know? **(2 marks)**
9. What shows that the party lasted many hours? **(2 marks)**
10. In some ways the Vikings' marriage is similar to the Rwandan marriage. Name three things to support this statement. **(3 marks)**

Part 2: VOCABULARY: 10 marks

Fill each space with one of the words in its right form:

Medicine; powerful; swollen; log; operate; heal; perform; breathe; roll; search (1 mark each space)

- a) These men can make boats by cutting hollows in.....
- b) When the soldier's wound had....he went back to the battlefield.
- c) Scientists make many experiments in theirfor truth.
- d) The ball....down the hill and fell into a hole.
- e) Which surgeon is going to....the operation?
- f) Oxygen is sometimes used to let sick people....more easily.
- g) The study ofis hard work, and it takes a long time to become a doctor.
- h)magnets lifted the bits of iron and carried them away.
- i) My leg isthis morning, and I must show it to a doctor. I hope he will not have to ...on it.

SECTION B: GRAMMAR AND PHONOLOGY: 45 marks

Part 1: Grammar /35 marks

1. Choose the right answer to complete the sentence. (1 mark each)

- i) The train has just left; we've arrivedto catch it.
a) so late b) very late c) very much late d) too late
- ii) She said she would leave.....
a) next day b) after tomorrow c) tomorrow d) the following day
- iii) "How about going to the theater?"
"O.K., but I would rather.... a concert."
a) to attend b) attending c) attend d) have attended
- iv) I think.....at the bus station will surprise Aunt Maggie.
a) Your being b) you being c) You are d) you to be
- v) Sugar is getting very expensive these days, that's why you get.....for your money now.
a) so few b) so less c) so little d) so fewer
- vi) "Are you going to the movies tonight?"
'Yes, but I feel so tired that I reallygo to bed.' '
a) Must b) have to c) Should d) will
- vii) There was an accident on Kanombe road this morning andthere has been a severe congestion of traffic.
a) since then b) for which c) until then d) after that
- viii).....of the two football teams scored a goal, so the final result was a draw.

- a) No one b) Neither c) None d) Not any
- ix) He advised us that we.....better off if we told our parents.
a) are b) were c) be d) would be
- x). Here is a map. Show me.....
a) where you were being b) where you were c) where were you
d) where you been
- xi) I.....school if I failed my examinations.
a) will leave b) would leave c) left d) had left
- xii) These scissors will not cut. Will you pass me.....?
a) the other ones b) the other one c) the other d) another one
- xiii) He was looking very ill yesterday. I was glad he seemedtoday.
a) more well b) very better c) a little better d) much well
- xiv) He was making so much noise that I requested.....
a) him leave b) that he left c) that he leaves d) that he leave
- xv) Only in the last few years.....to use home computers.
a) have begun people b) when people began
c) have people begun d) people have begun

2. Use the correct tense of the verb in brackets (1 mark each)

- i) The trees in the garden are very small. I (feel) happier if they (be) taller.
ii) He said that the sound of thunder always (follow) the lightening flash and never comes before it.
iii) When he (place) his ear against the stick, he heard a strange noise.
iv) The valley would now be a desert if nothing (be) done. I
v) Peter is not used to (fly) air planes.
vi) That part of the world was unknown in 1990 because no one (explore) it before then.....
vii) After the man (be) brought in the boat, the doctor (operate) on him.
viii) Men (make) tools of bronze before iron was found.

3. Use the right prepositions to complete the sentences. (1 mark each preposition)

- i) The weight of a pound of sugar in space is not the same as its weightthe earth.
ii) Tom has provided himself....a new radio.
iii) The first flight....the Atlantic was made in 1919.

4. Rewrite the following sentences in the manner indicated. (1 mark each sentence)

- i) He walked slowly, for fear of alarming the cattle. (Rewrite using *in order that*)
- ii) Keep quiet so that the teacher doesn't hear us. (Rewrite using *in case*)
- iii) I hadn't any change, so I couldn't telephone you. (Rewrite using *if I'd*)
- iv) You shouldn't drive so fast in this wet weather. (Rewrite using *you ought to*)

5. Join the following sentences into one sentence. (3 marks)

- i) The Nile flows through many different countries. It is one of the most important rivers in the world.
- ii) Ebrahim is going to be captain of the first team. His brother won a gold medal in the competition...
- iii) The boy works very hard. You met him last week.

6. Change the following sentences into the passive form. (2 marks)

- i) Ali studied the results and recorded them.
- ii) A student has broken a window.

Part 2: Phonology / 10 marks

1. One in each set of the following words is stressed differently from the three others. Circle the letter (a, b, c or d) corresponding to it.

- i) a) porridge b) season c) begin d) risky
- ii) a) explain b) discover c) invention d) interest (noun)
- iii) a) accurate c) minister b) foreigner d) deliver

2. One of the following underlined sounds is pronounced differently from the three others. Circle the letter (a, b, c or d) corresponding to it.

- i) a) curtain b) company c) country d) come
- ii) a) taste b) sat c) send d) late
- iii) a) said b) beg c) send d) pan
- iv) a) mate b) weight c) height d) freight

3. One of the four has three syllables. Circle the letter (a, b, c, d) corresponding to it.

- i) a) interference b) appreciate c) advisable d) millionaire
- ii) a) companion b) manageable c) impossible d) unusable

4. In which sentence is the intonation rising at the end?

- a) How long did the meeting last?

- b) Are you coming on Saturday or Sunday?
- c) Did you enjoy your trip?
- d) What do you think of this examination?

SECTION C: SUMMARY / 10 marks

THE BEGINNING OF CHEMISTRY.

Chemistry is that art of science concerned with how things are made and how sometimes things change. Chemistry studies the structure of matter. When we use the word matter in chemistry, we mean the material of which something is made. In the history of man, there have been different ideas about matter.

Ancient civilization had knowledge of chemistry. They knew there were different metals, especially Lead, Tin and Copper. Also, they knew how to extract these metals from the ore in which they were buried. They also knew how to combine metals in order to make an alloy. These ancient people chiefly the Egyptians, Phoenicians, Greeks and Romans understood such thing as how to make glass, soap and different kinds of wine. So they had chemical knowledge even if it was only practical.

Until about four hundred years ago, in Europe at least, the science of chemistry was closely connected with false science of alchemy. The two chief aims of the alchemists were to change base metals such as lead into gold and to try to find a way to make human beings live longer. Although alchemy was connected with such things as witch craft, it led in time to the science of Chemistry as we know it today.

Ancient peoples believed that alchemy was a special kind of knowledge given only to priests and medicine men. It was godlike knowledge. But while such people studied alchemy, they often discovered medicines and other substances which were useful in many ways. For example, around 1500 AD, Paracelsus taught his followers that medicine knowledge should be allied to chemical knowledge, and Paracelsus was an alchemist. Later, many of his students turned away from the false search for the secrets of alchemy. In this way, knowledge of chemistry increased.

In not more than 60 words summarize the history of chemistry or how 1 Chemistry began. (10 marks)

SECTION D: COMPOSITION / 15 marks

Attempt only one of the following and write a composition of no more than 300 words.

1. Write a letter to a friend describing a recent football match that opposed two important teams in the country.
2. Describe an incident that happened to you one day.
3. "Equality between males and females is real in Rwanda". Write a short article on that to a newspaper.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2012

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

Part 1: Comprehension (20 marks)

1. Answer True or False after each statement (1 mark each)

- i. False
- ii. True
- iii. True
- iv. False
- v. False

2. Answer the following questions according to the text (15 marks)

1. Boys might be famous warriors by the time they were eighteen.
2. d) the girl herself
3. b) his aunt
4. c) the two families jointly
5. The husband was expected to defend his wife with his sword and the wife had to spin cloth for her husband from the wool on her behalf.
6. a) seats of honour
7. c) Guests watched for omens to see how the marriage would go.
8. Hosts, because they were to see that their guests ate and drank all they could.
9. When the party was over, they made sure that the guests were comfortably wrapped up when they slept on benches around the hall.
10. Great fasting after the wedding.
Many guests came with gifts
The bride and bridegroom sat for the first time on the high seats at the table.

Part 2: VOCABULARY: 10 marks

Fill each space with one of the words in its right form:

Medicine; powerful; swollen; log; operate; heal; perform; breathe; roll; search (1 mark each space)

- a) These men can make boats by cutting hollows in **logs**.
- b) When the soldier's wound had **healed** he went back to the battlefield.
- c) Scientists make many experiments in their **search** for truth.
- d) The ball **rolled** down the hill and fell into a hole.
- e) Which surgeon is going to **perform** the operation?
- f) Oxygen is sometimes used to let sick people **breathe** more easily.
- g) The study of **medicine** is hard work, and it takes a long time to become a doctor.
- h) **Powerful** magnets lifted the bits of iron and carried them away.
- i) My leg is **swollen** this morning, and I must show it to a doctor. I hope he will not have to **operate** on it.

SECTION B: GRAMMAR AND PHONOLOGY: 45 marks

Part 1: Grammar /35 marks

1. Choose the right answer to complete the sentence. (1 mark each)

- i) The train has just left; we've arrived **too late** to catch it.
- ii) She said she would leave **the following day**
- iii) "How about going to the theater?"
"O.K., but I would rather **attend** a concert."
- iv) I think **you being** at the bus station will surprise Aunt Maggie.
- v) Sugar is getting very expensive these days, that's why you get **so little** for your money now.
- vi) "Are you going to the movies tonight?"
"Yes, but I feel so tired that I really **have to** go to bed."
- vii) There was an accident on Kanombe road this morning and **since then** there has been a severe congestion of traffic.
- viii) **Neither** of the two football teams scored a goal, so the final result was a draw.
- ix) He advised us that we **were** better off if we told our parents.
- x) Here is a map. Show me **where you were**.

- xi) I **would leave** school if I failed my examinations.
- xii) These scissors will not cut. Will you pass me **the other ones**?
- xiii) He was looking very ill yesterday. I was glad he seemed **a little better** today.
- xiv) He was making so much noise that I requested **that he leaves**.
- xv) Only in the last few years **have people begun** to use home computers.

2. Use the correct tense of the verb in brackets (1 mark each)

- i) The trees in the garden are very small. I **would feel** happier if they **were** taller.
- ii) He said that the sound of thunder always **follows** the lightning flash and never comes before it.
- iii) When he **placed** his ear against the stick, he heard a strange noise.
- iv) The valley would now be a desert if nothing had been done.
- v) Peter is not used to **flying** air planes.
- vi) That part of the world was unknown in 1990 because no one **had explored** it before then.
- vii) After the man **was** brought in the boat, the doctor **operated** on him.
- viii) Men **had been making** tools of bronze before iron was found.

3. Use the right prepositions to complete the sentences. (1 mark each preposition)

- i) The weight of a pound of sugar in space is not the same as its weight **on** the earth.
- ii) Tom has provided himself **with** a new radio.
- iii) The first flight **over** the Atlantic was made in 1919.

4. Rewrite the following sentences in the manner indicated. (1 mark each sentence)

- i) He walked slowly in order not to alarm the cattle.
- ii) In case you don't keep quiet, the teacher will hear us.
- iii) I could have telephone you if I'd had any change.
- iv) You ought to drive slowly in this wet weather.

5. Join the following sentences into one sentence. (3 marks)

- i) The Nile which flows through many different countries is one of the most important rivers in the world.
- ii) Ebrahim whose brother won a gold medal in the competition is going to be captain of the first team.
- iii) The boy whom you met him last week works very hard.

6. Change the following sentences into the passive form. (2 marks)

- i) The results were studied and recorded by Ali.
- ii) A student was broken by a student.

Part 2: Phonology / 10 marks

1. One in each set of the following words is stressed differently from the three others. Circle the letter (a, b, c or d) corresponding to it.

- i) c) begin
- ii) d) interest
- iii) d) deliver

2. One of the following underlined sounds is pronounced differently from the three others. Circle the letter (a, b, c or d) corresponding to it.

- i) a) curtain
- ii) c) send
- iii) d) pan
- iv) c) height

3. One of the four has three syllables. Circle the letter (a, b, c, d) corresponding to it.

- i) c) advisable
- ii) d) unusable/manageable

4. In which sentence is the intonation rising at the end?

- c) Did you enjoy your trip?

SECTION C: SUMMARY / 10 marks

THE BEGINNING OF CHEMISTRY.

Summary marking

Title = **1 mark**

Body = **1 mark**

Ideas = **9 marks**

Coherence = **2 marks**

Length = **2 marks**

Length scale

20 to 99 words: 2 marks

100 to 110 words: 1 marks

111 and plus: 0 mark

SECTION D: COMPOSITION / 15 marks

English I

003

23 Nov. 2013

2 PM – 5 PM

REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD (REB)
P.O.BOX 3817 KIGALI. TEL/FAX: 586871

ORDINARY LEVEL NATIONAL EXAMINATIONS 2013

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary.	(30 marks)
SECTION B: Grammar and Phonology.	(45 marks)
SECTION C: Summary.	(10 marks)
SECTION D: Composition.	(15 marks)

Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

Section A: Comprehension and Vocabulary (30 marks)

Read the passage below and then answer the questions that follow

As we are aware, the HIV/AIDS pandemic is on the rampage; ravaging the youth and the old alike. It is time for people to decide for themselves that is good and what is not. And the earlier they do this the better.

The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for the remnant to remain by abstaining from premarital sex. And how will they abstain if everywhere they look images of sex stare at them, beckoning alluringly?

The thing to remember is that it is their responsibility to censor the stuff that gets into their minds because this will definitely affect the kind of decisions and lifestyles they adopt. Before reading a pornographic book or magazine, they should pause and ask themselves, "Do I hope to become better after reading this?" The same consideration should be made before watching certain movies and listening to offensive music. Guarding one's mind against trash requires laying down very clear principles. Discipline is imperative.

For young people, it is important to choose friends wisely. They should determine what they will be doing together. If a friend is not building them up, or is causing them undue pressure, they then shun him or her. This pressure often takes the form of making those who choose to abstain from premarital or illicit sex feel inadequate.

Avoiding idleness is equally important. The wise say that idle mind is the devil's workshop. The solution is to get busy with constructive activities be they are academic, economic, physical or spiritual. Trying out new hobbies such as gardening, playing football, swimming, basket weaving, baking and volunteer work is a step in the right direction.

Parents must also take the full responsibility of bringing up their children. They are the first counsellors of their children especially in the formative stages. Unless they do something in good time, they will cry alone when the disaster of teenage pregnancies, abortion and HIV/AIDS happens right under their own roofs. The onus is upon them to freely discuss issues of sexuality with their children.

Teachers too have a very crucial role to play in the lives of their students. The youth spend a bigger percentage of their waking moments with their teachers. The teachers not only equip them with academic knowledge but also with the right attitudes and behaviour. And it is a good thing that sex education has been introduced in the school curriculum.

Moreover, places of worship must pitch in with their contribution. They are an excellent position of imparting the correct moral values to their adherents.

Besides, they can provide social and religious activities that will build the youth up spiritually and mentally.

Finally, it is incumbent upon the government to put in place legislation governing what the citizens, especially the youth, are exposed to in the form of print or electronic media.

In conclusion, the future generation is keenly watching us to see if we will wreck or salvage the boat of their survival. Every member of society has a part to play in enhancing morality. It is only by doing this that we can hope to check the onslaught of HIV/AIDS.

PART ONE: COMPREHENSION QUESTIONS (20 marks)

1. What is the role of teachers in the lives of their students? **(2 marks)**
2. According to the passage how can one avoid an idle mind? **(5 marks)**
3. Re-write the following sentence in the past: The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for a remnant to remain by just abstaining from premarital sex. **(1 mark)**
4. Which words does the author use to show displeasure with some kinds of films and music? **(2 marks)**
5. What sort of friends does the author appear to recommend? **(2 marks)**
6. Re-write the following sentence in indirect speech: They should pause and ask themselves, “Do I hope to become better after reading this?” **(1 mark)**
7. What consequences may parents face if they don’t take responsibility? **(2 marks)**
8. Explain the meaning of the following words and expressions **(5 marks)**
 - a) Crucial
 - b) Offensive
 - c) Equip
 - d) Remnant
 - e) Censor

PART TWO: VOCABULARY (10 marks)

Fill each space with one of the words in the box below. (1 mark for each)

Varying, late, reserved, consequences, vowed, amidst, eligible, clear, reply, useful.

1. The instructions on the computer are very.....
2. Martha is a very.....girl who never speaks much.
3. The editor wondered whether John was.....for the job.

4. There will be.....for your actions.
5. Jessica.....never to help her brother again.
6. The shoes come in.....sizes.
7. We have a spy.....us.
8. Fruits are very.....to our bodies.
9. You will be.....for school.
10. I applied two months ago but haven't received ayet.

SECTION B: GRAMMAR AND PHONOLOGY (45 MARKS)

PART ONE: GRAMMAR

Sub-section B.1: Choose the right answers by writing the letter of the correct choice on the answer sheet. (20 marks: 1 each)

- 1) She was very particular.....earning she wore.
A. at B. for C. about D. of
- 2) He damaged his neighbour's fence regardless.....what the consequences might be.
A. from B. of C. for D. about
- 3) Parents' connivance.....their children's faults may cause serious problems.
A. about B. C. with D. at
- 4) In compliance.....the teacher's instructions the pupil did the sum.
A. with B. of C. on D. to
- 5) She stood by the door hoping he would notice her, but he intentionally.....her.
A. dismissed B. abandoned C. forget D. ignored.
- 6) Our teacher.....us a test when the headmistress entered the classroom.
A. has given B. gives C. was giving D. will give
- 7) Little.....know the consequences of our actions.
A. did we B. we did C. we didn't D. didn't we
- 8) Unless you.....hard, I shall not support you anymore.
A. will work B. could work C. work D. worked

- 9) She asked him.....
- how she could improve her English.
 - how could she improve her English.
 - How she is to improve her English/
 - how she was improving her English.
- 10) We'll.....outside your house at midday.
- picked you
 - pick you up
 - lift you
 - lift you up
- 11) The building collapsed as its.....was weak.
- bottom
 - base
 - floor
 - foundation
- 12) The water was very.....and we couldn't swim easily.
- shallow
 - sparse
 - deep
 - infectious
- 13) "I don't understand it," he said. "I don't....." I replied.
- don't I?
 - too
 - either
 - neither
- 14) It was not clear.....he was referring to.
- the one
 - which one
 - the one which
 - as to that
- 15) I wanted to learn Arabic but I was.....by the appearance of the script.
- run down
 - put off
 - cut off
 - carried away
- 16) The students agreed that they.....wear green shirts than red ones.
- might
 - had to
 - could
 - would rather
- 17) Realizing that his days were....., the condemned prisoner turned to God.
- counted
 - numbered
 - going
 - running
- 18) Of the two beverages, tea and coffee, the.....is my favorite.
- latter
 - later
 - latest
 - last
- 19) They do speak French and.....their sister.
- even does
 - neither does
 - so does
 - so do
- 20) The judge gave him a.....of the doubt and set him free.
- gain
 - chance
 - benefit
 - point

Sub-section B.2: Re-write the following sentences as instructed in the brackets. (4 marks: 1 mark for each)

- You will miss the train if you don't hurry. (Begin: Unless.....)
- Possibly they are children of good character. (Begin: It is

3. The examination was very simple. It was also tricky. (Re-write as one using.....though.....)

4. "Maxwell must be over eighteen years old since he is at the university," the judge told the court. (Change into reported Speech beginning: The judge.....)

Sub-section B.3: The following sentences are wrong grammatically. Re-write them correctly. (1 mark each)

- 1) She asked me how much did it cost.
- 2) The news don't interest me.
- 3) Always you come to school late.
- 4) How is like. I not remember David.
- 5) Why you didn't you come to the meeting?
- 6) What's it say here?

Sub-section B.4: Re-write the following sentences as one using the relative pronouns: *who, which, that and where.* (1 mark each)

1. The book is on the table. It has a red cover.
2. Here is a photograph of the hotel. We stayed there for a long weekend.
3. The film is about a man. He loses his memory.
4. Ann lost the money. It belonged to his uncle.
5. I know the girl. She is going to marry my cousin.

PART 2: PHONOLOGY / 10 MARKS

1. In the following sentences identify words that are pronounced in the same way and underline them. (1 mark each)

- a) The heir of the rich man refused to comb his hair and air his bedding.
- b) Is it a sin to be seen at the scene of the crime?
- c) We managed to haul the whole tree without falling into the gasping hole.

2. In each case, give another word that is pronounced the same as the one given (1 mark each)

- a) Knew
- b) Passed
- c) Bear

3. Identify the intonation that is used in the following sentences and state whether it is rising or falling intonation. (1 mark each)

- a) I told her to go home.
- b) Did you see your mother?
- c) Where is your English teacher?
- d) How old is your friend?

SECTION C: SUMMARY / 10 marks

Read the following passage and then, in not more than 80 words summarize the problems that make it difficult for developing countries to achieve healthy living conditions. (10 MARKS)

People living in developed countries take good health and sanitation for granted. It is easy enough to forget how much it costs to develop and maintain that security. The requirements for a healthy life sound simple but they can be very difficult to achieve. A balanced diet is essential. This ensures healthy growth in children and provides resistance to infection. Pure water supplies are needed to avoid the dangers of water borne diseases. Good quality housing protects people from the harmful effects of climate and provides hygienic living conditions. A healthy service should be available for the treatment of illnesses and to educate people in hygiene and preventive medicine, while refuse disposal and sewage systems are necessary to remove waste safely and efficiently.

Nowadays virtually every one in developed countries enjoys living standards that meet these conditions. Yet the developed world has only been able to achieve this through investment of public money.

The developing countries on the other hand are only just beginning to make progress towards a healthy society. They face many extra problems that make the task even harder. Economic difficulties mean that little money is available for improved medical services. Rapid population growth makes it difficult to provide good quality housing and hygienic living conditions. The result of this is inability to provide a balanced diet. The high temperatures encourage

disease. Finally, long distance and poor communication in many regions lead to sever difficulties in supplying medical help or spreading health education.

SECTION D: COMPOSITION / 15 marks

Choose one topic from the following topics and write a composition of not more than 300 words.

1. Someone has offered you one of the following as a gift:

a) A house

b) A car

Which would you choose? Write a composition explaining your choice.

2. “The next president of Rwanda should be a woman.” Do you agree or not? Give reasons for your answer.

3. Imagine you are a leader of your village. What changes would you make to improve the conditions in your village?

4. Describe the person you admire most and why.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2013

Section A: Comprehension and Vocabulary (30 marks)

1. The role of teachers in the lives of their students is to equip them with academic knowledge as well as the right attitudes and behaviours in connection with sex education.
2. One can get busy with constructive activities which are academic, economic, physical or Spiritual. Trying out new hobbies such as gardening, playing football, swimming, basket weaving, baking and volunteer work.
3. The youth could for instance have risen up with the message of hope and assured everybody that it was possible for a remnant to have remained by just abstaining from premarital sex.
4. "Do I hope to become better after reading this?"
5. Friends who are constructive, working together, friends who won't lure them into peer pressure for the wrong reasons.
6. They should pause and ask themselves whether they hoped to become better after they had read that.
7. They will cry alone when the disaster of teenage pregnancies, abortion and HIV/AIDS happens right under their own roofs.
8. a) Crucial: Very important
b) Offensive: Causing someone to feel resentful, upset or annoyed
c) Equip: Supply with the necessary items
d) Remnant: A part or quantity that is left after the greater part had been used.
e) Censor: To examine books, films, news and other media before it is read by the public.

PART TWO: VOCABULARY (10 marks)

Fill each space with one of the words in the box below. (1 mark for each)

Varying, late, reserved, consequences, vowed, amidst, eligible, clear, reply, useful.

1. The instructions on the computer are very **clear**.
2. Martha is a very **reserved** girl who never speaks much.
3. The editor wondered whether John was **eligible** for the job.
4. There will be **consequences** for your actions.
5. Jessica **vowed** never to help her brother again.
6. The shoes come in **varying** sizes.
7. We have a spy **amidst** us.
8. Fruits are very **useful** to our bodies.
9. You will be **late** for school.
10. I applied two months ago but haven't received a **reply** yet.

SECTION B: GRAMMAR AND PHONOLOGY (45 MARKS)

PART ONE: GRAMMAR

Sub-section B.1: Choose the right answers by writing the letter of the correct choice on the answer sheet. (20 marks: 1 each)

- 1) She was very particular **about** earning she wore.
- 2) He damaged his neighbour's fence regardless **of** what the consequences might be.
- 3) Parents' connivance **of** their children's faults may cause serious problems.
- 4) In compliance **with** the teacher's instructions the pupil did the sum.
- 5) She stood by the door hoping he would notice her, but he intentionally **ignored** her.
- 6) Our teacher **was giving** us a test when the headmistress entered the classroom.
- 7) Little **did we** know the consequences of our actions.
- 8) Unless you **work** hard, I shall not support you anymore.
- 9) She asked him **how she could improve her English**.

- 10) We'll **pick you up** outside your house at midday.
- 11) The building collapsed as its **foundation** was weak.
- 12) The water was very **shallow** and we couldn't swim easily.
- 13) "I don't understand it," he said. "I don't **either**" I replied.
- 14) It was not clear **which one** he was referring to.
- 15) I wanted to learn Arabic but I was **put off** by the appearance of the script.
- 16) The students agreed that they **would rather** wear green shirts than red ones.
- 17) Realizing that his days were **numbered**, the condemned prisoner turned to God.
- 18) Of the two beverages, tea and coffee, the **latter** is my favorite.
- 19) They do speak French and **so does** their sister.
- 20) The judge gave him a **benefit** of the doubt and set him free.

Sub-section B.2: Re-write the following sentences as instructed in the brackets. (4 marks: 1 mark for each)

1. Unless you hurry, you will miss the train.
2. It is possible they are children of good character.
3. The examination was very simple though it was tricky.
4. The judge told the court that Maxwell must be over eighteen years old since he is at the university.

Sub-section B.3: The following sentences are wrong grammatically. Re-write them correctly. (1 mark each)

- 1) She asked me how much it costs.
- 2) The news doesn't interest me.
- 3) You always come to school late.
- 4) I don't remember David, how is he like?
- 5) Why didn't you come to the meeting?

6) What is it saying here?

Sub-section B.4: Re-write the following sentences as one using the relative pronouns: *who, which, that and where.* (1 mark each)

1. The book which is on the table has a red cover.
2. Here is a photograph of the hotel where we stayed there for a long weekend.
3. The film is about a man who loses his memory.
4. Ann lost the money that belonged to his uncle.
5. I know the girl who is going to marry my cousin.

PART 2: PHONOLOGY / 10 MARKS

1. In the following sentences identify words that are pronounced in the same way and underline them. (1 mark each)

- a) heir, air
- b) scene, seen
- c) whole, hole

2. In each case, give another word that is pronounced the same as the one given (1 mark each)

- a) new
- b) Past
- c) Bare

3. Identify the intonation that is used in the following sentences and state whether it is rising or falling intonation. (1 mark each)

- a) Falling
- b) Rising
- c) Falling
- d) Falling

SECTION C: SUMMARY / 10 marks

Title: 1 mark
Body: 1 mark
Ideas: 6 marks
Coherence: 1 mark
Length: 1 mark

SECTION D: COMPOSITION / 15 marks

1. Content: 8 marks
Ideas: 6 marks
Coherence: 1 mark

Length: 0 – 100 words: 0 mark
101 – 200 words: 0.5 mark
201 – 300 words: 1 mark
301 – 310 words: 0.5 mark
311 and above: 0 marks

Possible ideas

A house	A car
Available asset	Appropriate means of transport
The best investment	Provides prestige/self-respect
Mortgage able	Luxurious
Appreciable	Time keeping
Wealth	Security to obtain a loan
Collateral security	Source of income
Heritage for children	Attracts people
Shelter	Source of dignity
Durable asset	Provides employment

2. A female president

Yes side

Consolation mandate
Women emancipation and empowerment
Peace lovers and makers
Less corrupt

No side:

Most women are not risk takers.
Most women are weak decision makers.
Lack of confidence (inferiority complex)

Physically weak.

3. If I were a leader of my village:

Language use: 2 marks

0 – 20 mistakes: 2 marks

21- 30 mistakes: 1 mark

31 – 50 mistakes: 0.5 marks

51 mistakes and above: 0 mark

Possible titles: developing my village, the qualities of a village leader, my responsibilities as a village leader, how to improve the conditions of my village, if I were a leader of my village.

My plans as a village leader, changing my village, improving the conditions in my village.

Possible ideas:

Justice (gender balance, conflict resolution, fair distribution of resources etc...)

Security (enforcement of night patrols, register all people coming in, report Strangers)

Education (build more nursery, primary and secondary schools, mass education, establish public libraries)

Sports and culture (promote games like football, encourage drama performance and poem recitation etc...)

Economy and infrastructure (promoting and marketing off local products, build and repair roads, encouraging people to build modern houses, environmental protection.

Health (health insurance, mosquito net distribution, family planning, balanced diet, cleanliness, fighting HIV/AIDS, immunization programme.

Social: solidarity, community work, Agaciro development fund, sensitizing people to pray.

4. The person I admire most:

- The name of the person e.g. Nelson Mandela

His Excellency

- My teacher/parent/wife/girlfriend

- My pastor/bishop/reverend/sheikh

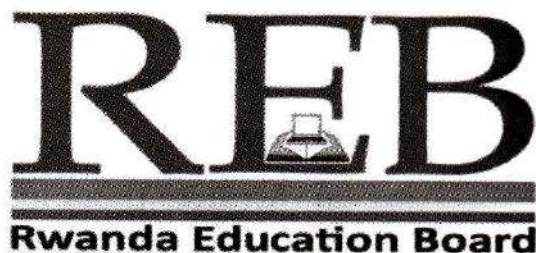
Ideas: wealth, health, moral conduct, physical complexion, mental capacity, background, fame, achievements, education, elegance, beauty, eloquence, dignity, employment, generosity, honesty, wisdom, talent, Courage, age, intelligence, diligence, impartiality, religion, anointment.

ENGLISH I

003

01/11/2014

2 PM – 5 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2014

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary. **(30 marks)**

SECTION B: Grammar and Phonology. **(45 marks)**

SECTION C: Summary. **(10 marks)**

SECTION D: Composition. **(15 marks)**

4. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

5. Use a blue or black pen.

SECTION A: COMPREHENSION AND VOCABULARY (30 MARKS)

Read the passage below and answer the questions that follow:

Many insects are known to play a big part in transmitting diseases. Mosquitoes transmit malaria and yellow fever, tsetse flies carry sleeping sickness and fleas harbour bubonic plague. Animals which carry organisms which can cause diseases in other animals or plants are called vectors.

Malaria is caused by a microscopic, single celled parasite which enters and eventually destroys a large number of red blood cells. The parasites are transmitted from person to person by female mosquitoes of the genus *Anopheles*. They pierce the skin with their sharp mouth parts and feed on blood which they suck from the skin capillaries. If the blood so taken contains malaria parasites, these undergo a complicated series of changes within the mosquito, including extensive reproduction and eventually accumulate in large numbers in the salivary glands. If the mosquito now bites a healthy person, saliva containing hundreds of parasites is injected into his/her blood stream and he/she may develop malaria.

If mosquitoes could be prevented from biting people, the disease could not be transmitted. Thus methods of controlling the disease, apart from drugs which kill the malaria parasite in the blood, concentrate largely on eliminating the mosquito. The species of mosquitoes which normally rest in dwellings can be attacked by sprays containing DDT or BHC. The spray remains effective on the walls of dwellings for several months and will kill any insects which settle on sprayed surface. It is known that, although the adult mosquito spends its life on land, the larvae and pupae live in water. The female mosquito lays its eggs in the static water of lakes, ponds, ditches or even water collected in puddles, drinking troughs or cans. The eggs soon hatch to larvae which breathe air at the surface through a trachea tube and feed on microscopic algae in water. The larva eventually pupates and through the pupa doesn't feed, it still breathes air. Finally, the pupa skin splits open, the imago emerges and flies away. Knowledge of this cycle leads to methods of mosquito eradication directed to the larval and pupa stages. By draining swamps and turning sluggish rivers into swifter streams, the breeding grounds of the mosquitoes are destroyed.

In towns and villages, water must not be allowed to collect in any container, e.g. tanks, pots or tins, accessible to mosquito. Spraying stagnant water with oil and insecticides suffocates or poisons the larvae and pupae. Such spraying must include not only lakes and ponds but any accumulation of fresh water which mosquitoes can reach, e.g. drains, gutters and the receptacles mentioned above.

As a result of a world-wide programme of malaria eradication, sponsored by the World Health organization, malaria has been virtually eliminated by the methods outlined above in fourteen countries, and eradication is well

advanced in another twenty four. In fifty-four more countries, eradication is beginning or is planned.

PART ONE: COMPREHENSION QUESTIONS (20 MARKS)

1. With reference to the passage, briefly explain how malaria is transmitted. **(2 marks)**
2. Using information from the passage, say how malaria can be prevented. **(2 marks)**
3. What do you understand by the term receptacles? **(1 mark)**
4. Name the receptacles that have been “mentioned above.” **(1 mark)**
5. What does “malaria has been virtually eliminated mean?” **(1 mark)**
6. What other plans does World health Organization have to fight malaria? **(1 mark)**
7. Many insects are known to play a big part in transmitting disease.
The underlined word means: **(1 mark)**
 - a. Injecting disease
 - b. Passing on disease
 - c. Curing disease
 - d. Harboring disease
8. There are many ways of preventing malaria, two of which are
and. (b)..... **(2 marks)**
9. Spraying must include (a)and(b)... and also.....(c)..... **(2 marks)**
10. The breeding ground of the mosquito can be destroyed by... **(1 mark)**
11. The pupa doesn't feed but..... **(1 mark)**
12. What are the meanings of the following words as used in the passage? **(5 marks)**
 - a. Vector
 - b. Malaria
 - c. Anopheles
 - d. Malaria parasites
 - e. Species.

PART TWO: VOCABULARY QUESTIONS (11 MARKS)

Re-write this text and punctuate it. Use capitalization, full stops and commas where appropriate

when someone has lost a lot of blood after a road accident he or she may be given a blood transfusion for this purpose blood is obtained from people called blood donors the person receiving the blood is called the receipt doctors have been interested in the idea of blood transfusion for a hundred of years but it was not done successfully until early in the twentieth century in transfusion the problem is that the blood from one person may damage the blood cells of another when this happens the blood of two people is said to be incompatible the reason for this was discovered by an austrian scientist karl landsteiner

who showed that different people have different types of blood he discovered that there are four main types or groups and called them O A B and AB with this discovery successful blood transfusion began to be given

SECTION B: GRAMMAR AND PHONOLOGY (45 MARKS)

I. Rewrite the following sentences as instructed in the brackets. (10 marks)

1. Delphine answered the question. (Change the sentence to passive voice)
2. The house will be built by the construction crew in live months. (Change the sentence to active voice)
3. Many people know how to plant a flower, but not many people know, how to make it grow. (Re-write this sentence using.....very few.....)
4. You might obtain your goal if you put forth some effort. (Re-write using..... a little.....)
5. She told me that her father was ill. (Re-write using **of** instead of ...**that**....)
6. Jane is beautiful. Chantal is not so beautiful. (Re-write as one sentence beginning: Chantal.....)
7. You will miss the bus if you don't hurry. (Begin: Unless.....)
8. Possibly, they are children of good character. (Begin: It is.....)
9. "Have you ever been told that scorpions are poisonous" asked the teacher. (Rewrite this sentence in reported speech)
10. Hakizimana asked Maurice why he had gone to town the previous day. (Re-write this sentence in direct speech)

II. For the following questions, choose the right letter from the choices given. (20 marks)

1. Soldiers have been sent in to try to restorein the area.
A. *Harmony* B. *Organization* C. *Order* D. *Regulation*
2. I think that the problem Henry raised is a major.....for our society today.
A. *Theme* B. *Issue* C. *Point* D. *Subject*
3. James found it difficult to sleep because ofcoming from his neighbor's house.
A. *Much noise* B. *Loud noise* C. *All the noise* D. *Many noise*

4. Phillip liked.....that Angela made for his birthday.
A. *Cake* B. *The cake* C. *A cake* D. *An cake*
5. Fiona is very angry.....her Manager's decision to sack several members of staff.
A. *About* B. *For* C. *Against* D. *By*
6. The teacher asked if..... to bring our textbooks to class.
A. *All we had remembered* B. *Had we all remembered*
C. *We had all remembered* D. *Had all we remembered*
7. When Eugene was a small child, he..... spend hours every day playing with stones in the garden.
A. *Would* B. *Was* C. *Should* D. *Used*
8. Please don't forget to ring me when you.....home.
A. *Get* B. *Are going home* C. *Will get* D. *got*
9. What.....if you had been in my position?
A. *Should I have done* B. *Would you have done*
C. *Could you do* D. *Had you done*
10. I won't be going to Gisenyi with you tomorrow.I feel a lot better.
A. *If not* B. *As if* C. *Unless* D. *As though*
11. Wea lovely three weeks in the south of Spain last year.
A. *will have spent* B. *Took* C. *Did.* D. *spent*
12. Umutesi usually gets good marks at school.....she doesn't spend much time studying.
A. *Although* B. *unless* C. *Because* D. *Even*
13. Have you been back to the house.....you grew up?
A. *Who* B. *Which* C. *When* D. *Where.*
14. Mary went out without.goodbye.
A. *Have said* B. *Having said* C. *Said* D. *To say*
15. To.....of my knowledge, there are no adequate books in the subject.
A. *The better* B. *The best* C. *The most* D. *The good.*
16. If he continues drinking..... he will lose his job.
A. *Less and less* B. *More and more* C. *Less or more* D. *Sooner or later*
17. Because of the mud the cars couldn't move,.....the buses.
A. *Also* B. *So* C. *Nor* D. *Either not*
18. Do you mind.....I open the windows?
A. *That* B. *Whether* C. *Because* D. *If*

19. Rwanda is a country... ..a long history.
A. In B. With C. for D. By
20. It is already nine O'clock, come on..... !
A. Don't get up B. you get up C. Get up you D. Get up.

PART 2: PHONOLOGY / 15 MARKS

III. In the following sentences find the word that has the same sound as the underlined word in the sentence (5 marks)

1. There is a lot of light in the building.
A. Get B. Sight C. Pick D. Time
2. He bought a bag of rice yesterday.
A. Hot B. Note C. Broke D. Boat
3. I think she went to Karongi yesterday.
A. Three B. There C. These D. Sink
4. Please tie up your shoe laces.
A. Buy B. Sit C. Pot D. See
5. That metal has rust on it.
A. Rude B. Move. C. Cute D. burst

IV. In the following sentences choose the correct word to complete the sentence. (5 marks)

1. The school..... (principle, principal) spoke to a group of parent.
2. This is my favourite..... (pare, pair, pear) of shoes.
3. Alex is going to..... (ware, wear) his uniform today.
4. I..... (scent, cent, sent) a letter to my aunt in Nyagatare.
5. The teacher walked down the.....(aisle, isle) between the rows of desks.

In the following sentences choose the answer that best defines the word in capital letters.

1. EAGER

- A. Wanting to do something very much B. Not able to be used fully
C. Being relaxed or happy D. Having the ability to soar of fly

2. DEMONSTRATE

- A. To stop temporarily B. To take something from someone
C. To show an example C. To discover something new

3. ROUTINE

- A. Something done carefully B. Something done repeatedly
C. Something done for school D. Something done by mistake

4. TIDY

- A. Harmful and dangerous B. Jealous and mean
C. Clean and neat D. Broken and dangerous

5. ACCURATE

- A. Deadly or dangerous B. Delicious or tasty
C. Nervous or anxious D. Exact or precise

SECTION C: SUMMARY WRITING

Summarize the following passage in not more than 120 words.
(10 Marks)

Communicative methods practiced by animal in the wild.

Communication is part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals too, communicate, much to our surprise. Just like us, interaction among animals can be either be verbal or non-verbal.

Singing is one way in which animals can interact with one another. Male blackbirds often use their melodious songs to catch the attention of females. These songs are usually rich in notes variation, encoding various kinds of messages. Songs are also used to warn and keep off other blackbirds from their territory, usually a place where they dwell and reproduce.

Large mammals in the oceans sing too, according, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several hundred kilometers away.

Besides singing, body language also forms a large part of animals' communication tactics. Dominant hyenas exhibit their power by raising the fur hackles on their necks and shoulders, while the submissive ones normally "surrender" to the powerful parties by crouching their heads low and curling their lips a little, revealing their teeth in friendly smiles.

Colors, which are most **conspicuously** found on animals are also important means of interaction among animals. Male birds of paradise, which have the gaudiest colored feathers often hang themselves upside down from branches, among huffing plumes, displaying proudly their feathers, attracting the opposite sex.

The alternating black and white striped coats of zebras have their roles to play too. Each zebra is born with a unique set of stripes which enables its mates to recognize them. When grazing safely, their stripes are all lined up neatly so that none of them loses track of their friends. However, when danger such as a hungry lion approaches, the zebras would dart out in various directions making it difficult for the lion to choose his target.

Insects such as the wasps, armed with poisonous bites or stings, normally have brightly painted bodies to remind other predators of their power. Hoverflies and other harmless insects also make use of this fact and colored their bodies brightly in attempts to fool their predators into thinking that they are dangerous and harmful as the wasps too.

SECTION D: COMPOSITION (15 MARKS)

Choose one topic from the following topics and write a composition of not more than 300 words.

1. What are some of the most appropriate ways in which the Government of Rwanda can fight poverty?
2. Explain the dangers of pre-marital sex.
3. Write a composition explaining the advantages and disadvantages of being a school prefect.
4. Write a letter to your parent/guardian and in your letter include the following:
 - a) Thanking him/her for having been able to pay your school fees for the past three years.
 - b) Promising him/her that you will get good grades.
 - c) Tell him/what you want to be in future and why.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2014

PART ONE: COMPREHENSION QUESTIONS (20 MARKS)

1. The female anopheles mosquito pierces the skin of a person infected with malaria with their sharp mouth parts and feed on blood. The malaria parasites multiply in the mosquito's body. If the mosquito bites a health person, it injects saliva containing malaria parasites to the body, causing malaria.
2. Spraying DDT or BHC, insecticide spray, draining swamps etc.
3. Receptacles are containers in which water is kept.
4. Tanks, pots, tins, ponds, lakes, ditches, drains, gutters, troughs, swamps, rivers etc.
5. Almost/nearly/ approximately/not completely eliminated.
6. Providing mosquito nets, vaccination, sensitization, and eradication is being planned.
7. Passing on the disease.
8. Spraying DDT or BHC, insecticide spray, draining swamps etc.
9. Lakes, ponds, drains, gutters, ditches and tanks and any receptacles.
10. Draining swamps, turning sluggish rivers into swifter streams.
11. Breathes air
12. a) Vector: carriers of diseases/animal, insects or plants carrying disease.
b) Malaria: A disease caused by a mosquito bite.
c) Anopheles: A female mosquito that causes malaria.
d) Malaria parasites: They are microscopic single-celled organisms which cause malaria.
e) Species: types of mosquitoes/animals of the same kind/type.

PART TWO: VOCABULARY QUESTIONS (11 MARKS)

Re-write this text and punctuate it. Use capitalization, full stops and commas where appropriate

When someone has lost a lot of blood after a road **accident**, he or she may be given a blood **transfusion**. For this purpose, blood is obtained from people called blood **donors**. **The** person receiving the blood is called the **recipient**.

Doctors have been interested in the idea of blood transfusion for a hundred of **years**, but it was not done successfully until early in the twentieth **century**.

In transfusion, the problem is that the blood from one person may damage the blood cells of **another**. **When** this **happens**, the blood of two people is said to be **incompatible**. **The** reason for this was discovered by an **Austrian** scientist **Karl Landsteiner** who showed that different people have different types **of blood**. **He** discovered that there are four main types or groups and called them **O, A, B and AB**. **With** this **discovery**, successful blood transfusion began to be **given**.

SECTION B: GRAMMAR AND PHONOLOGY (45 MARKS)

I. Rewrite the following sentences as instructed in the brackets.
(10 marks)

1. The question was answered by Delphine.
2. The construction crew will build the house in five in months.
3. Many people know how to plant a flower, but very few people know how to make it grow.
4. You might obtain your goal if you put forth a little more effort.
5. She told me of her father's illness.
6. Chantal is not as beautiful as Jane.
7. Unless you hurry, you will miss the bus.
8. It is possible that they are children of good character.
9. The teacher asked them if they had ever been told that scorpions are poisonous.
10. "Why did you go to town yesterday"? Hakizimana asked Maurice.

II. For the following questions, choose the right letter from the choices given. (20 marks)

1. Soldiers have been sent in to try to restore **harmony** in the area.
2. I think that the problem Henry raised is a major **issue** for our society today.
3. James found it difficult to sleep because of **much noise** coming from his neighbor's house.
4. Phillip liked **the cake** that Angela made for his birthday.
5. Fiona is very angry **about** her Manager's decision to sack several members of staff.
6. The teacher asked if **we had all remembered** to bring our textbooks to class.
7. When Eugene was a small child, he **would** spend hours every day playing with stones in the garden.
8. Please don't forget to ring me when you **get** home.
9. What **would you have done** if you had been in my position?
10. I won't be going to Gisenyi with you tomorrow **unless** I feel a lot better.
11. We **spent** a lovely three weeks in the south of Spain last year.
12. Umutesi usually gets good marks at school **although** she doesn't spend much time studying.
13. Have you been back to the house **where** you grew up?
14. Mary went out without **having said** goodbye.
15. To **the best** of my knowledge, there are no adequate books in the subject.
16. If he continues drinking **sooner or later** he will lose his job.
17. Because of the mud the cars couldn't move, **nor** the buses.
18. Do you mind **if** I open the windows?
19. Rwanda is a country **with** a long history.
20. It is already nine O'clock, come on **get up!**

PART 2: PHONOLOGY / 15 MARKS

III. In the following sentences find the word that has the same sound as the underlined word in the sentence (5 marks)

1. B. Sight
2. D. Boat
3. D. Sink
4. A. Buy
5. D. burst

IV. In the following sentences choose the correct word to complete the sentence. (5 marks)

1. The school **principal** spoke to a group of parent.
2. This is my favourite **pair** of shoes.
3. Alex is going to **wear** his uniform today.
4. I **sent** a letter to my aunt in Nyagatare.
5. The teacher walked down the **aisle** between the rows of desks.

In the following sentences choose the answer that best defines the word in capital letters.

1. **EAGER:** Wanting to do something very much
2. **DEMONSTRATE:** To show an example
3. **ROUTINE:** Something done repeatedly
4. **TIDY:** Clean and neat
5. **ACCURATE:** Exact or precise

SECTION C: SUMMARY WRITING

1. **Format:** 2 marks)
2. **Content:** 6 marks (ideas: 6 marks)

3. Coherence:

- 0 - 50 words: 0 marks
- 51 - 70 words: 0.5 marks
- 71 - 120 words: 1 mark
- 121 and above: 0 marks

4. Possible titles

Animals' communication in the wild.
The way animals communicate
Communication methods practiced by
Animals in the wild
Animals' interaction
Animals' communication

SECTION D: COMPOSITION (15 MARKS)

Topics 1, and 3

1. Format: 4 marks (Title: 1 mark, introduction: 1 mark, body: 1 mark, conclusion: 1 mark)

2. Content: 9 marks

3. Coherence: (2 marks)

4. Length: 1 mark

- 0 - 100 words: 0 marks
- 101 - 200 words: 0.5 marks
- 201 - 300 words: 1 mark
- 301 - 320 words: 0 marks

5. Language use: 2 marks

Topic 1 titles:

Fighting poverty in Rwanda, poverty eradication in Rwanda, how to overcome poverty in Rwanda, Rwanda can reduce poverty etc.

Possible ideas:

Infrastructure, communication: e.g -ICT, agriculture, education, health, gender balance, Agaciro Development, banking, mining, tourism, commerce, energy etc.

Topic 2:

Possible titles:

Consequences/dangers/disadvantages of pre-marital sex etc.

Possible ideas:

Love affairs show a bad example to the youth, HIV contamination, abortions, Miscarriages, frustration/trauma, fistula, dropouts etc.

TOPIC 3: Possible title

Advantages and disadvantages of being a school prefect

- Being a school prefect is good or bad
- Good and bad aspects of being a school prefect
- The good and the bad of being a school prefect etc.

Possible ideas:

Advantages:

- Gaining benefits, experience, honour, prizes/awards, development of leadership skills, and exemption from some tasks.

- Disadvantages:

Limited time for revision, no time for studying, no enough time to rest, being a scape goat (being responsible for any wrong things happening at school even if innocent, hated by fellow students, arrogancce towards fellow students and teachers, authority abuse e.g. bullying his fellow students.

TOPIC 4:

Format: 4 marks (Sender's address = 0.5 mark; Date = 0.5 mark; Salvation: 1 mark; body: 1 mark; closing/ending = 0.5 mark; signature/name = 0.5 mark)

Possible ideas:

- Thanking the guardian/parent
- Promise to get good grades
- Future plans/students' vision

ENGLISH I

003

13/11/2015

2 PM – 5 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2015

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional answer sheets of paper if provided.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary. **(30 marks)**
SECTION B: Grammar and Phonology. **(45 marks)**
SECTION C: Summary. **(10 marks)**
SECTION D: Composition. **(15 marks)**

4. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

5. Use a blue or black pen.

SECTION A: COMPREHENSION AND VOCABULARY (30 MARKS)

Read the passage below and answer the questions that follow:

When scientists began to realize that careless, wasteful methods of farming and industry were changing the natural environment too rapidly and were destroying our resources, they went to work to renew our soil, our forests and grasslands and our wildlife. The work of managing these and our mineral resources wisely is called “conservation”. People who help conservation are called “conservationist”. Everyone can and should be a conservationist. A boy or a girl who plants a needed tree, puts out bird houses, or saves a useful plant or animal is a conservationist.

There are, however, conservation specialists who are trying to find out just what each natural environment is best suited for. They have learnt that in some regions of scanty rainfall and thin soil, like parts of Western United States, it is wise to leave the land grass as food for the right number of beef cattle rather than to plough up the grass and plant grain. They know also that a marsh is not necessarily waste land simply because corn and wheat will not grow on it. A marsh can be a valuable soil-builder and water holder, important to the country’s water supply.

A conservationist can help farmers in a way like this: He takes sample of soil from various parts of a farm and sends them to a laboratory. The experts find out what soil chemicals the sample contain. Then the conservation specialist makes a sketch of the whole farm, showing the different kinds of slopes, hills flatlands, and soil, together he and the farmer make a “land use map” and decide what the various parts of the farm are suited for and how they should be used.

Then the farmer goes to work. Some fields are suited only for fallow. These, the farmer leaves in grass. Others, he cultivates in special ways to protect the land and also to restore valuable chemicals to the worn-out soil. This is done by rotating crops – is, by planting crops like clover or soy beans which restore nitrogen to the soil, then ploughing them under planting grain which needs the nitrogen.

In this cornfield, the conservationist advises the farmer to plough his furrows across the slope instead of down it. This ploughing to follow the natural curves of “contours” of the land makes each furrow into a little dam which holds back the water and keeps it from washing away the rich soil. On some slopes the farmer makes terraces to hold the water. On others, he leaves strips of soil between the ploughed sections. Where deep gullies have been worn, he builds little dams, and in the smaller ditches he plants grass. The conservationist advises planting trees and shrubs along muddy creek banks and in fence rows, he suggests hedges as homes for insect-eating birds and game animals.

After a while the farmer has nature working with him on his farm. He has helped control floods. His study of conservation has paid off in better crops and valuable wildlife.

QUESTIONS:

- 1) (a) Explain what is meant by “conservation”. **(2 marks)**
(b) How can everyone be a conservationist? **(3 marks)**
- 2) What have conservation specialists found out about:
(a) Regions of scanty rain and this soil? **(2 marks)**
(b) The marsh? **(2 marks)**
- 3) (a) What does a land use map show? **(2 marks)**
(b) How can it help the farmers? **(3 marks)**
- 4) (a) How can valuable chemicals be restored to the worn-out soil? **(3 marks)**
(b) Give one example of crop rotation. **(4 marks)**
- 5) (a) How are contours created in the cornfield? **(3 marks)**
(b) What is the importance of contours in the field? **(2 marks)**
- 6) What do the following words and phrases mean? **(4 marks)**
(a) Wasteful methods of farming?
(b) Regions of scanty rainfall?
(c) Plough?
(d) Fence rows?

SECTION: GRAMMAR AND PHONOLOGY (45 MARKS)

Choose the correct alternative. (1 mark for each)

- 1) Who.....Mr. Sanchez to the airport yesterday?
(a) take (b) took (c) taken
- 2) Where in Singapore.....you live?
(a) are (b) have (c) did
- 3) They first met when they.....for a big company in Madrid.
(a) was working (b) have worked (c) were working
- 4) Sandra told me she really.....the party last week.
(a) enjoys (b) enjoyed (c) enjoying
- 5) What.....the weather like on your holiday?
(a) was (b) were (c) was being
- 6) I rang home as the rain.....into the station.
(a) get (b) has got (c) was being

- 7)Peter go skiing with you last year.
(a) Was (b) Has (c) Did
- 8) I didn't.....to the swimming pool yesterday.
(a) go (b) went (c) going
- 9) When I was at school, I.....in the choir.
(a) sing (b) sang (c) sung
- 10) Was John waiting for you when you got to the station?
(a) Yes, I was (b) No, he didn't (c) Yes, he was.
- 11) This is the young man.....won the promotion recently.
(a) whose (b) which (c) who (d) whom
- 12) If you.....this way madam, the waiter will show you to your table.
(a) would just come (b) had just come (c) have just come (d) coming
- 13) If you.....me earlier.
(a) would tell (b) told (c) telling (d) had told.
- 14) What kind of factory will they build on that.....?
(a) place (b) site (c) scene (d) area
- 15) Ask the bus conductor.....
(a) what the bus to Rusizi leave what time?
(b) what time leaves the us to Rusizi
(c) what time the bus to Rusizi leaves
(d) that what time the bus to Rusizi leaves

Re-write the following sentences so that they do not change the meaning of the original sentences. (1 mark each)

- 1) I can't come because I have to look after my neighbor's children.
(Begin: If I.....)
- 2) It's nearly twenty years since my father saw his brother.
(Start with: My father.....)
- 3) He gave a lift to the station and I didn't miss the train.
(Change into an if clause....)
- 4) "When was the East African Community first formed?" Mary asked.
(Rewrite in reported speech).
- 5) Kagabo will get over his illness. Then his work will be improved.
(Begin: once.....)

- 6) She read this letter and burst into tears.
(Rewrite beginning: As soon as.....)
- 7) I started working for the company three years ago and now I'm still working here. **(Use:for.....)**
- 8) She won the tournament, so I congratulated her.
(Begin: I congratulated her.....)
- 9) The last time I played tennis was in 2008.
(Use: I haven'tsince....)
- 10) The man cut the grass in our school compound with a machine.
(Rewrite in passive form)
- 11) The play won the competition. It was put on by a Rwanda School.
(Combine the sentences using.....that.....)
- 12) That bag is very heavy. The young girl cannot carry it.
(Combine the sentences usingtoo.....to.....)
- 13) The old man had entered his house when the storm started.
(Begin: No sooner.....)
- 14) Some students are not aware that their indiscipline can make them expelled from school. **(Rewrite ending.....indiscipline)**
- 15) The mayor spent time at school. He learnt to speak English. **(Join this sentence as one usingenough.....)**
- 16) My enemy's watch looks very expensive. **(Rewrite the sentence by using the opposite of the underlined word)**
- 17) Emma had done the housework before the guests arrived. **(Change into passive voice)**
- 18) Jonathan said, "I've returned the dictionary to the library." **(Rewrite in indirect speech)**
- 19) One day I would like to be rich. Then I will buy a car. **(Begin: If I were.....)**
- 20) I sent a letter to Munyana. It was written by Jean Claude. **(Join the two sentences using:which.....)**

PHONOLOGY (10 MARKS)

- 1) Underline the syllable which is stressed in the following words.
(a) Individual (b) Politician (c) Certificate (d) Production
- 2) In the following words, underline the syllable which is stressed and write if the word is a noun or a verb.
(a) Record (c) present (e) desert
(b) Record (d) present (f) desert

SECTION C: SUMMARY (10 MARKS)

Summarize the following article about the reasons for child abuse in not more than 100 words.

The childhood years are supposed to be the best times of one's life; playing and having fun. Yet there are many children who are deprived of this childhood. They are tortured and verbally and physically abused.

There is no reason or excuse for child abuse. Abusers claim that they do it because of stress of work. Child-abusing housewives feel harassed by a crying child and are unable to curb their own fury, especially if no support is received from anyone. This is not surprising since support is extended to a victim of a child abuse more readily than to the perpetrator.

Occasionally, parents may vent their frustration on their child if they fight and quarrel with each other. In cases like these, it is the children who are victims.

In this modern age where both parents are usually holding jobs, children are left with babysitters and nurseries. Abuse by these careers may occur when there are too many children to be minded. The disappearance of the extended family system is partly to be blamed for these incidents.

Crowded homes and financial problems can also lead to child abuse. When there are too many mouths to feed, parents feel the pressure and vent their anger on a child.

Substance abuse is factors which increases the incidents of child abuse. Under the influence of alcohol or drugs, a parent may not know what he or she may be doing. Or, rather, knows what he or she is doing but is not bothered at all. A drug addict may experience mood swings and is easily being savagely tortured and dumped elsewhere, like garbage.

Psychologists believe that child abusers may have been victims of abuse themselves. Thus, in anger and hatred, they repeat the vicious cycle of abuse. Some have no love for children they abuse. Some have been brought up to believe that children should be beaten in order to maintain control. These are troubled people who need help.

A home is supposed to be haven where a child ought to feel safe and secure. Unfortunately, more often than not, the home is also where a child is abused.

Whatever the reasons for the abuse, something must be done to stop the cruelty and help these parents who simply cannot cope with parenting. Parents-to-be should be counselled and inculcated with parenting skills. The Child Protection Act which was passed in Parliament in 1991 does not effectively prevent child abuse. Stricter enforcement is necessary. Thus, it requires a commitment from each individual to help families and troubled parents, the perpetrators.

SECTION D: COMPOSITION (15 MARKS)

Choose one topic from the ones given and write a composition about 300 -500 words.

- 1) Should parents tolerate their children's friends of the opposite sex? Why do you think so?
- 2) During a study trip to another part of the country, you visited a beautiful spot that you think everyone should see. Describe it to a friend, persuading her to find time to visit you.
- 3) Write a letter to a very good friend of yours, telling him/her about your dreams for the future.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2015

SECTION A: COMPREHENSION AND VOCABULARY

- 1) (a) Conservation is the work of managing our natural resources including renewing or rehabilitating resources that are depleting.
(b) By growing a plant or being involved in conserving natural resources.
- 2) (a) Are best suited for grassland and grazing.
(b) The marsh can be a valuable soil builder and water-holder important to the country's water supply.
- 3) (a) A land use map shows how a piece of land with different soil and terrain is being used for various crops.
(b) To grow crops on soils suited for them.
- 4) (a) By practicing crop rotation.
(b) The growing of soy bean or clover which returns nitrogen to the soil, much needed for growing grains.
- 5) (a) Contours are created in the cornfield by following the contours of the slope which makes each furrow into a little dam that holds back the water.
(b) To keep the rich top soil from being washed away, thereby reducing soil erosion.
- 6) (a) **Wasteful methods of farming:** farming that is not controlled; poor, bad, destructive old fashioned methods of farming.
(b) **Regions of scanty rainfall:** regions of little/not enough rainfall.
(c) **Plough:** cultivating/digging/farming too or machine turning over the soil.
(d) **Fence rows:** lines of trees, metals or flowers to protect the field or land.

SECTION: GRAMMAR AND PHONOLOGY (45 MARKS)

Choose the correct alternative. (1 mark for each)

- 1) Who **took** Mr. Sanchez to the airport yesterday?
- 2) Where in Singapore **did** you live?
- 3) They first met when they **were working** for a big company in Madrid.
- 4) Sandra told me she really **enjoyed** the party last week.
- 5) What **was** the weather like on your holiday?

- 6) I rang home as the rain **was being** into the station.
- 7) **Did** Peter go skiing with you last year?
- 8) I didn't **go** to the swimming pool yesterday.
- 9) When I was at school, I **sang** in the choir.
- 10) Was John waiting for you when you got to the station? **Yes, he was.**
- 11) This is the young man **who** won the promotion recently.
- 12) If you **have just come** this way madam, the waiter will show you to your table.
- 13) If you **had told** me earlier.
- 14) What kind of factory will they build on that **site**?
- 15) Ask the bus conductor **what time the bus to Rusizi leaves.**

Re-write the following sentences so that they do not change the meaning of the original sentences. (1 mark each)

- 1) If I didn't have to look after my neighbor's children, I would come.
- 2) My father hasn't seen his brother for nearly twenty years.
- 3) If he hadn't given me a lift to the station, I would have missed the train.
- 4) Mary asked when the East African Community was first formed.
- 5) Once Kagabo gets over his illness, his work will be improved.
- 6) As soon as she read this letter, she burst into tears.
- 7) I have been working for the company for three years.
- 8) I congratulated her on winning the tournament.
- 9) I haven't played tennis since 2008.
- 10) The grass in our school compound was cut by the man with a machine.
- 11) The play that won the competition was put on by a Rwanda School.
- 12) That bag is too heavy for the young girl to carry.
- 13) No sooner had the old man entered his house than the storm started.

- 14) Some students are not aware that they can be expelled from school due to their indiscipline.
- 15) The mayor spent enough time at school so that he could learn to speak English.
- 16) My **friend's** watch looks very expensive.
- 17) The house work had been done by Emma before the guests arrived.
- 18) Jonathan said that he had returned the dictionary to the library.
- 19) If I were rich I would buy a car.
- 20) I sent Munyana a letter which was written by Jean Claude.
I sent a letter, which was written by Jean Claude to Munyana.

PHONOLOGY (10 MARKS)

- 1) Underline the syllable which is stressed in the following words.
- (a) Individual
 (b) Politician
 (c) Certificate
 (d) Production
- 2) In the following words, underline the syllable which is stressed and write if the word is a noun or a verb.
- (a) Record (noun) (c) Present (noun) (e) Desert (noun)
 (b) Record (verb) (d) Present (verb) (f) Desert (verb)

SECTION C: SUMMARY (10 MARKS)

Possible titles: The reasons for child abuse
 Child abuse
 Factors for child abuse
 Child abuse sources

Possible ideas: stress of work, parents lack enough time to care for their children, family conflicts, crowded homes and financial problems and alcohol/drugs.

FORMAT: 2 marks

Title: 1 mark

Body: 1 mark

CONTENT: 8 marks

LENGTH: 1 mark

0 – 50 words: 0 mark

51 – 70 words: 0.5 mark

71 – 100 words: 1 mark

101 – 110 words: 0.5 mark

111 and above: 0 mark

SECTION D: COMPOSITION

TOPIC 1

a) **FORMAT:** 4 marks

Title: 1 mark

Introduction: 1 mark

Body: 1 mark

Conclusion: 1 mark

Content (ideas): 6 marks

b) Coherence: 2 marks

c) Language use: 2 marks

Possible title: Parents should tolerate their children's of the opposite sex, parents should not tolerate their children's friends of the opposite sex.

Possible ideas (for): a sign of trust, develops children's responsibility, helps to solve problems in case they arise.

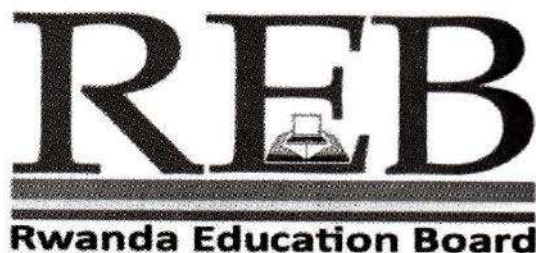
Possible ideas (against): children can misinterpret the friendship for relationship approval, it's the parent's responsibility to protect the child from possible danger.

English I

003

11 Nov. 2016

2 PM – 5 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2016

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary. **(30 marks)**

SECTION B: Grammar and Phonology. **(45 marks)**

SECTION C: Summary. **(10 marks)**

SECTION D: Composition. **(15 marks)**

4. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

5. Use **only a blue or black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (30 MARKS)

Read the passage below and answer the questions that follow:

Unemployment is one of the most formidable problems faced by developing countries. Ironically the reason for this seems to be education.

For centuries the hoe has supported an ever increasing population in Africa. A peasant population with the help of modern agricultural techniques could easily continue to support peasants. It is simply a matter of each family producing a little more from its ancestral plot. What it cannot do is to produce food that is penniless town dwellers can afford.

To an aspiring African, a paper qualification is a passport to the good things in life: after all. Isn't that how others got their solidly built bungalows with electricity, piped water supply, comfortable furniture, cars and transistor radios? And were better to acquire education and be within reach of these attractions than in towns? It is very human recipe for disaster. In country after country in which the economy is based 80 or 90 percent on agriculture almost every young person is filled with ambition of getting away from the land.

Perhaps in twenty finds a satisfactory job, which is not surprising when one knows that in Kenya for example, there are fewer than 1 million jobs for the population of 10 million qualified people. Bu the next crop of youngsters notices only those who have made good, not the rest who have drifted into slums-cauldron of unrest which from time to time bubble over violence.

The straight forward way out of such dilemma would seem to be widening of the economy and by industrialization to create more jobs in factories. This is not always easy in developing countries. Their capital resources are limited. Their products would have to compete in the world markets with those from wealthier nations. And to do this successfully, they would have to employ modern industrial techniques which are designed to save labor and to create extra jobs! For example, a West African country secured a contract for supplying confectionary groundnuts to Holland. Soon a hundred or so women were finding welcome employment in sorting the groundnuts. Now some one has invented an electric device which does the job quicker. The women will soon be out of New York again.

Cottage industries, i.e. small workshops run by a few individual craftsmen, are often encouraged in these countries but they operate on such a small scale that no appreciable results have yet been achieved.

There are remains agriculture. Politicians are coming to the unwelcome conclusion that in countries in which it is the major industry, it will still be so in the next twenty or thirty years. Providing an agricultural education or an agricultural bias to a general education has been widely tried but it is not very successful. One country set up an agricultural training college to provide a three year course for youth who signed a document stating they would work

on the land in their villages. Parents had to agree to provide the land. In the last term some were asked if they were going to work on the land. "Oh yes," they agree cheerfully, 'but not just yet.' First we have to go to the town to get a job to repay our parents for our education, you see, we have young brothers to educate too.

A high ranking official in the same country explained that once a boy is admitted to school of college where agriculture is taught as a subject with an examination at the end, he is lost to the land forever. Agriculture for him becomes just another academic subject in which he can obtain a certificate or degree which will entitle him to a white collar job in town.

The hard fact is that if those boys are lucky enough to get jobs as dock laborers for two months a year, they earn more than their brothers who work on the farm all year. Work on the other hand is considered drudgery with a hoe. The smart lads are those who escape; the ones who remain are the failures. Nothing will change until this set of values is reversed.

PART I: Comprehension (5 marks)

Answer **TRUE** or **FALSE** after each statement as used in the passage

- 1) Boys who work as dock laborers earn more than those who work on the farm.
- 2) Providing an agricultural education has been very successful.
- 3) Employment is the most formidable problem facing developing countries.
- 4) In Kenya there are enough jobs for the population of qualified people.
- 5) For many year the hoe has supported the increasing population of Africa.

PART II: Answer the following questions according to the text.

(15 MARKS)

- 1) Why is it difficult for developing countries to:
 - a) Widen the economy. **(1 mark)**
 - b) Establish industries and create more jobs in factories. **(1 mark)**
- 2) Give two disadvantages of cottage industries. **(2 marks)**
- 3) Mention three possible solutions to the problem of unemployment as discussed in the passage. **(3 marks)**
- 4) Explain why boys don't like working on the land. **(2 marks)**

- 5) In the sentence, 'It is a very human recipe for disaster' what does it refer to? **(2 marks)**
- 6) According to the passage, what does the following mean?
 i) "... Those who have made good" (4th paragraph). **(1 mark)**
 ii) "the straight forward way out of such a dilemma" What is the dilemma? **(1 mark)**
- 7) Why is a paper qualification considered a passport to good things by an aspiring African? **(2 marks)**

PART III: VOCABULARY (10 marks)

Fill each space with one of the words in the text below:

varying, late, reserved, consequences, vowed, amidst, eligible, clear, reply, useful.

- 1) The instructions on the computer are very.....
- 2) Martha is a very.....girl who never speaks much.
- 3) The editor wondered whether John was.....for the job.
- 4) There will be.....for your actions.
- 5) Jessica.....never to help her brother again.
- 6) The shoes come in.....sizes.
- 7) We have a spy.....us.
- 8) Fruits are very.....to our bodies.
- 9) You will be.....for school.
- 10) I applied two months ago but haven't received a.....yet.

SECTION B: GRAMMAR AND PHONOLOGY (45 MARKS)

PART I: Complete the sentences with the most suitable answer among the given alternatives. Write only the letter that stands for the correct alternative.

- 1) Our teacher.....us a test when the headmaster entered the classroom.
 a) has given b) gives c) was giving d) will give

- 2) Little.....know the consequences of our actions.
a) did we b) we did c) we didn't d) didn't we
- 3) Unless you.....hard, I shall not support you anymore.
a) will work b) could work c) work d) worked
- 4) She asked him.....
a) how she could improve her English.
b) how could she improve her English.
c) How she is for improve her English/
d) how she was improving her English.
- 5) We'll.....outside your house at midday.
a) picked you b) pick you up c) lift you d) lift you up
- 6) He is a disgrace.....the whole community.
a) for b) of c) on d) to
- 7)his laziness, James still managed to get the work done.
a) despite b) in spite c) but for d) for all
- 8) Kabirigi threw the stone.....than anyone else.
a) much further b) much more far c) more further d) much more further
- 9) It was.....difficult question that we did it till last.
a) such very b) so very c) such a very d) so a very
- 10) He.....the house.
a) stole b) steals c) robbed d) had stolen
- 11) She.....very well.
a) puts on b) wearing up c) dresses d) had stolen
- 12) The minister of Education.....the foundation stone of our library.
a) lain b) lay c) laid d) lied
- 13) She removed her clothes and.....them up on the nail.
a) hunged b) hang c) hung d) hanged
- 14) You.....come to my house for the book. My sister will bring it to school.
a) needn't b) had to c) wouldn't d) didn't need to
- 15) The students agreed that they.....wear green shirts than red ones.
a) might b) had to c) could d) would rather
- 16) Realizing that his days were.....the condemned prisoner turned to God.
a) counted b) numbered c) going d) running
- 17) Of the two beverages, tea and coffee, the.....is my favorite.

- a) latter b) later c) latest d) last

18) They do speak French and.....their sister.

- a) even does b) neither does c) so does d) so do

19) The judge gave him a.....of the doubt and set him free.

- a) gain b) chance c) benefit d) point

20) They don't see my point clearly, but of course.....they will understand it.

- a) on time b) at times c) in time d) over time

PART II: Complete the story below with an appropriate tense of the verbs given in the brackets. Write only the answer against the letter indicated in the blank space (10 marks)

Everybody.....(a)..... (be, surprised) to hear that Kamana was leaving school at the end of the term. There was plenty of talk about what he was going to do. "If he (b)..... (leave) at the end of this term, the whole of this term's work will be wasted." Said John. "I think he is sensible to leave as soon as he can." Said Mukama. If he.....(c).... (wait) until the end of the year, he would waste the whole year than just a term. If only he.....(d)..... (have start) work when he left primary school" exclaimed Mark. "If he had done that, he.....(e)..... (may become) a successful farmer by now," said John. "Still he's.....(f)..... (learn) a lot at this school," interposed Michael. He told me he is probably going to become an apprentice metal worker. "I(g).... (will not) do that if I were him!" said Mark. I don't know about that said Michael. Personally I think if he.....(h)..... (go) in for that kind of job he will do well. He told me that unless he(i)..... (earn) a reasonable income, his family(j)..... (knows) how well he has been doing at this school, I don't think they would be so anxious for him to leave.

PART III: Re-write the following sentences as instructed in the brackets (10 marks)

- 1) Unless you hurry, you will miss the train.
- 2) It is possible they are children of good character.
- 3) The examination was very simple though tricky.
- 4) The judge told the court that Mateso must be over eighteen years old since he is at the university.
- 5) Mariya asked Juma why he had gone to town the previous day. (Change into Direct Speech)

- 6) My mother is short tempered. She beat up my little sister for breaking the plates. (Rewrite as one sentence using: Owing to.....)
- 7) The clock stopped because Bob didn't wind it. (Change to the passive voice)
- 8) He is heavier than I. (Begin I.....)
- 9) He is very fat. He cannot run fast. (Rewrite as one using.....too.....to)
- 10) She is a loving person. (Replace 'loving' with lovely)

PART IV: PHONOLOGY (5 marks)

In the following words, which one has a different sound from others?

- | | | | |
|-------------|---------|-----------|----------|
| 1) a) loud | b) book | c) should | d) tooth |
| 2) a) Toes | b) nose | c) lose | d) hoes |
| 3) a) money | b) some | c) love | d) shoe |
| 4) a) plain | b) mail | c) man | d) plane |
| 5) a) snow | b) call | c) go | d) girl |

SECTION C: SUMMARY

Read the following passage and then, in not more than 80 words summarize the problems that make it difficult for developing countries to achieve healthy living condition. (10 marks)

People living in developed countries take good health and sanitation for granted. It is easy enough to forget how much it costs to develop and maintain that security.

The requirements for a healthy life sound simple but they can be very difficult to achieve. A balanced diet is essential. This ensures healthy growth in children and provides resistance to infection. Pure water supplies are needed to avoid the dangers of water borne diseases. Good quality housing protects people from the harmful effects of climate and provides hygienic living conditions. A healthy service should be available for the treatment of illnesses and to educate people in hygiene and preventive medicine, while refuse disposal and sewage systems are necessary to remove waste safely and efficiently.

Nowadays virtually every one in developed countries enjoys living standards that meet these conditions. Yet the developed world has only been able to achieve this through investment of public money.

The developing countries on the other hand are only just beginning to make progress towards a healthy society. They face many extra problems that make the task even harder. Economic difficulties mean that little money is available for improved medical services. Rapid population growth makes it difficult to provide good quality housing and hygienic living conditions. The result of this is inability to provide a balanced diet. The high temperatures encourage disease. Finally, long distance and poor communication in many regions lead to server difficulties in supplying medical help or spreading health education.

SECTION D: COMPREHENSION (15 MARKS)

Choose one topic from the following topics and write a composition of not more than 300 words.

Note: You must not write your real names in any of the stories.

- 1) Write about your favorite subject at school saying why you like it so much.
- 2) Someone has offered you one of the following as a gift:
 - a) A house
 - b) A carWhich would you choose? Write a composition explaining your choice.
- 3) Imagine you are a leader of your village. What changes would you make to improve the conditions in your village?

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2016

SECTION A: COMPREHENSION AND VOCABULARY (30 MARKS)

PART I: Comprehension (5 marks)

Answer **TRUE** or **FALSE** after each statement as used in the passage

- 1) True
- 2) False
- 3) False
- 4) False
- 5) True

PART II: Answer the following questions according to the text. (15 MARKS)

- 1) a) and b)
Because their resources are limited/limited capita.
They lack modern agricultural and industrial technology to modify the economy.
Their products cannot compete with others on the world market.
Because creating industries requires modern industrial techniques which are designed to save labour.
- 2) They operate on a small scale.
Poor quality goods
They are run by a few individual craftsmen.
- 3) Encourage cottage industries
Provide agricultural education
Widen the economy by industrialization to create new jobs.
Using modern industrial techniques.
- 4) Because it is considered drudgery with the hoe
It doesn't fetch fast cash like those who work as dock laborers.
Negative attitude towards the land.
- 5) It refers to paper qualification as a passport to good things in life or the belief that good things are got only in town which leads to rural-urban migration.

- 6) i) It means those who have succeeded in life or are well off or those who have succeeded in life as a result of education.
ii) The problem of unemployment or deciding whether to stay in a village or go to town.
- 7) Because an aspiring African believes it's the only way others use to get their built bungalows, piped water, electricity and all other good things in life.

PART III: VOCABULARY (10 marks)

Fill each space with one of the words in the text below:

varying, late, reserved, consequences, vowed, amidst, eligible, clear, reply, useful.

- 1) The instructions on the computer are very **clear**.
- 2) Martha is a very **reserved** girl who never speaks much.
- 3) The editor wondered whether John was **eligible** for the job.
- 4) There will be **consequences** for your actions.
- 5) Jessica **vowed** never to help her brother again.
- 6) The shoes come in **varying** sizes.
- 7) We have a spy **amidst** us.
- 8) Fruits are very **useful** to our bodies.
- 9) You will be **late** for school.
- 10) I applied two months ago but haven't received a **reply** yet.

SECTION B: GRAMMAR AND PHONOLOGY (45 MARKS)

PART I: Complete the sentences with the most suitable answer among the given alternatives. Write only the letter that stands for the correct alternative.

- 1) Our teacher **was giving** us a test when the headmaster entered the classroom.
- 2) Little **did we** know the consequences of our actions.
- 3) Unless you **work** hard, I shall not support you anymore.

- 4) She asked him how **she could improve her English**.
- 5) We'll **pick you up** outside your house at midday.
- 6) He is a disgrace **to** the whole community.
- 7) **Despite** his laziness, James still managed to get the work done.
- 8) Kabirigi threw the stone **much more further** than anyone else.
- 9) It was **such a very** difficult question that we did it till last.
- 10) He **robbed** the house.
- 11) She **dresses** very well.
- 12) The minister of Education **laid** the foundation stone of our library.
- 13) She removed her clothes and **hung** them up on the nail.
- 14) You **needn't to** come to my house for the book. My sister will bring it to school.
- 15) The students agreed that they **would rather** wear green shirts than red ones.
- 16) Realizing that his days were **numbered** the condemned prisoner turned to God.
- 17) Of the two beverages, tea and coffee, the **latter** is my favorite.
- 18) They do speak French and **so does** their sister.
- 19) The judge gave him a **benefit** of the doubt and set him free.
- 20) They don't see my point clearly, but of course **over time** they will understand it.

PART II: Complete the story below with an appropriate tense of the verbs given in the brackets. Write only the answer against the letter indicated in the blank space (10 marks)

Everybody **was surprised** to hear that Kamana was leaving school at the end of the term. There was plenty of talk about what he was going to do. "If he **leaves** at the end of this term, the whole of this term's work will be wasted." Said John. "I think he is sensible to leave as soon as he can." Said Mukama. If he **waited** until the end of the year, he would waste the whole year than

just a term. If only he **had started** work when he left primary school” exclaimed Mark. “If he had done that, he **might have become/might have been** a successful farmer by now,” said John. “Still he’s **learned/learnt** a lot at this school,” interposed Michael. He told me he is probably going to become an apprentice metal worker. “I **would not** do that if I were him!” said Mark. I don’t know about that said Michael. Personally I think if he **goes** in for that kind of job he will do well. He told me that unless he **earns** a reasonable income, his family **knew** how well he has been doing at this school, I don’t think they would be so anxious for him to leave.

**PART III: Re-write the following sentences as instructed in the brackets
(10 marks)**

- 1) Unless you hurry, you will miss the train.
- 2) It is possible that they are children of good character.
- 3) The examination was tricky though simple/simple though tricky.
- 4) The judge told the court that Mateso should be over eighteen years old since he is at the university.
- 5) Juma, “Why did you go to town the yesterday?” asked Mariya.
“Why did you go to town yesterday?” Mariya asked Juma.
- 6) Owing to her short tempered, my mother beat up my little sister for breaking the plates.
- 7) The clock stopped because it wasn’t wound by Bob.
- 8) I am lighter than him.
- 9) He is too fat to run fast.
- 10) She is a lovely person.

PART IV: PHONOLOGY (5 marks)

In the following words, which one has a different sound from others?

- 1) None (freemark)
- 2) c) lose
- 3) d) shoe
- 4) c) man

5) (none) free mark

SECTION C: SUMMARY

1. Format: Title: 1 mark
Body: 1 mark

Possible titles include:

Health problems in developing countries
Problems of achieving healthy living conditions in developing countries.
Problems of health and sanitation in developing countries.
Why developing countries lack healthy living conditions.

2. Content (ideas: **6 marks**, coherence: **1 mark**)

3. Ideas

Possible ideas

Economic difficulties
Rapid population
Less food production
Unrealistic climatic conditions
Inability to provide a balanced diet
Long distance and poor communication.
Less education of the population about hygiene.

4. Length: 1 mark
0 – 30 words: 0 mark
31 – 50 words: 0.5 mark
51 – 80 words: 1 mark
81 – 90 words: 0.5 mark
91 – 94 words: 0 mark

SECTION D: COMPREHENSION (15 MARKS)

1) Format: 4 marks
Title: 1 mark
Body: 1 mark
Conclusion: 1 mark
Paragraph: 1 mark

Possible ideas: Reasons for choosing the subject

- For fun
- Subject orientation/ want to become in future
- For prestige

- In order to have a scholarship
- Peer influence
- My abilities
- Inheritance/family background
- My subject teacher's qualities in handling the subject
- How easy/simple the subject is.
- Government policy.

2. Content: 8 marks

Ideas: 6 marks

Coherence: 1 mark

3. Length: 1 mark

0 – 100 words: 0 mark

101 – 200 words: 0.5 mark

201 – 300 words: 1 mark

301 – 3100 words: 0.5 mark

311 and above: 0 mark

2) **Content:** 8 marks

Ideas: 6 marks

Coherence: 1 mark

Length: 0 – 100 words: 0 mark

101 – 200 words: 0.5 mark

201 – 300 words: 1 mark

301 – 310 words: 0.5 mark

311 and above: 0 marks

Possible ideas

A house	A car
Available asset	Appropriate means of transport
The best investment	Provides prestige/self-respect
Mortgage able	Luxurious
Appreciable	Time keeping
Wealth	Security to obtain a loan
Collateral security	Source of income
Heritage for children	Attracts people
Shelter	Source of dignity
Durable asset	Provides employment

Language use: 2 marks

- 0 – 20 mistakes: 2 marks
- 21 – 30 mistakes: 1 mark
- 31 – 50 mistakes: 0.5 mark
- 51 mistakes and above: 0 mark

3) If I were a leader of my village:

Language use: 2 marks

- 0 – 20 mistakes: 2 marks
- 21- 30 mistakes: 1 mark
- 31 – 50 mistakes: 0.5 marks
- 51 mistakes and above: 0 mark

Possible titles: developing my village, the qualities of a village leader, my responsibilities as a village leader, how to improve the conditions of my village, if I were a leader of my village.

My plans as a village leader, changing my village, improving the conditions in my village.

Possible ideas:

Justice (gender balance, conflict resolution, fair distribution of resources etc...)

Security (enforcement of night patrols, register all people coming in, report Strangers

Education (build more nursery, primary and secondary schools, mass education, establish public libraries)

Sports and culture (promote games like football, encourage drama performance and poem recitation etc...)

Economy and infrastructure (promoting and marketing off local products, build and repair roads, encouraging people to build modern houses, environmental protection.

Health (health insurance, mosquito net distribution, family planning, balanced diet, cleanliness, fighting HIV/AIDS, immunization programme.

Social: solidarity, community work, Agaciro development fund, sensitizing people to pray.

4. The person I admire most:

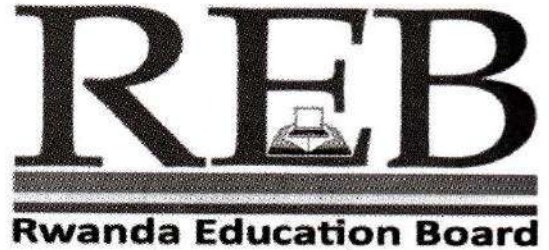
- The name of the person e.g. Nelson Mandela
His Excellency
- My teacher/parent/wife/girlfriend
- My pastor/bishop/reverend/sheikh

Ideas: wealth, health, moral conduct, physical complexion, mental capacity, background, fame, achievements, education, elegance, beauty, eloquence, dignity, employment, generosity, honesty, wisdom, talent, Courage, age, intelligence, diligence, impartiality, religion, anointment.

English I

003

23/11/2017 02:00 PM – 05:00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2017

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary. **(30 marks)**
SECTION B: Grammar and Phonology. **(40 marks)**
SECTION C: Summary. **(15 marks)**
SECTION D: Composition. **(15 marks)**

4. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

5. Use **only a blue or black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

I. Read the passage below and answer the questions that follow:

Everyone wants good things in life. Unfortunately, there are many people like me who cannot afford to have them. I am an orphan with no parents. This story has left me with such a pain that I sometimes wonder if my life will ever be the same. However, I have convinced myself that no matter what happened, I will struggle to be what my parents wanted me to be.

I want to go back to school in order to continue helping my siblings and my grandfather who have been important in my life. It is because of these that I have the courage to move on. The church has far contributed fifty percent of my school fees but I don't know where to get the rest. My goal is to get to university but I want to achieve it for my family in order to see them happy. I have talked to my teachers and headmaster to help me get a sponsor and they have given me hope that it is possible.

Meanwhile as I keep waiting and praying, my grandfather has promised to support me. He has promised to sell off his piece of land to see me back to school. He would love someone to go to university from our family because no one from our family has been to that level of education. So I am looking forward to going back to school in order to achieve my goals.

In case my dream comes true and I go back to school, it will be a good opportunity for me to do better than I did before. My dream is to become a great police officer to keep law and order. It will make Mum and Dad proud – even though they are not alive. I will make history in my family.

I always wanted to be a policeman, and I still believe I will be one someday. I want to look after my family when they get sick and help them get a good life that I never had so that they can stop dwelling on the past only but think about the future.

Questions:

- 1) Give a suitable title for this story. **(2 marks)**
- 2) What circumstances have caused the writer not to continue with her studies? **(2 marks)**
- 3) What kind of support has she got and still hopes to get? Give three points. **(3 marks)**
- 4) What are her two main reasons for wanting to go back to school? **(2 marks)**
- 5) Why does the writer want to be a policeman? **(2 marks)**
- 6) Why would you consider the writer to be a kind and a loving person? Give two reasons. **(2 marks)**

- 7) What does the writer mean by:
 a) It is because of these that I have the courage to move on. (1 mark)
 b) Keep the law and order. (1 mark)

Section B: Grammar and Phonology (40 marks)

I. Choose the correct answer to complete the statements below. (1 mark each)

- 1) The.....of the epidemic was marked by widespread diarrhea.
 A. onset B. outset
 C. outbreak D. upset
- 2) After a hard day's work, the meal was a welcome.....for the hungry peasants.
 A. Spectacle B. sight
 C. scene D. view
- 3) Mugabo, you are so slow! This project.....weeks ago.
 A. should complete B. might be completing
 C. must have completed D. out to have been completed
- 4) I wish you.....Kanyombya on TV, it was an excellent production.
 A. will see B. would see
 C. saw D. have seen
- 5) His house-mate.....to have arrived before six O'clock.
 A. ought B. must
 C. was D. tried
- 6) If the back benchers.....so loudly, we would have heard what the speaker actually said.
 A. have not been talking B. had not been talking
 C. we're not talking D. did not talk
- 7) When a person grows old, his vitality and creative power.....
 A. deteriorates B. disappears
 C. dies D. evaporates
- 8) Kanyana sits.....Ruganzu and Anita.
 A. besides B. adrift
 C. between D. next by

II. Rewrite the sentences below as instructed without changing the meaning. (2 marks each)

- 1) My father used to play football when he was young. (Begin: My father doesn't.....)

- 2) Jane gave me a present on my last birthday. (Change into passive voice...)
- 3) "Let's go swimming". Ngabo suggested to Keza. (Rewrite in indirect speech)
- 4) "Would you like a cup of coffee?" He asked. (Begin: He asked.....)

II. Vocabulary: Choose the best answer from the alternatives A, B, C and D below the passage. (15 marks)

People are becoming more and more aware of the importance.....**i**.....
....conservation.

Conservation means.....**ii**.....things to many people. To some it means preserving our forests and wildlife. To others it means using our natural resources.....**iii**..... Whatever it means, conservation is considered essential if people.....**iv**.....the earth to continue supporting the human race.

The need for conservation.....**v**....because the human race is using the world's natural resources.....**vi**.....greater quantity and variety ever before.

.....**vii**.....the world's population grows, and as more people demand a higher standard of living, the demand for resources.....**viii**..... These resources include oil, coal and natural gas. They cannot.....**ix**.....replaced once they have been used. The only way to make resources last longer is use.....**x**.....

Similarly, other.....**xi**....resources like our forests and wildlife may be**xii**... forever. Several species of wild life may become.....**xiii**.....because of the cut down of their forest homes of uncontrolled hunting.....**xiv**.... Humans. If we don't do**xv**...., we will only read about many species that are common today.

Choose the appropriate answers that can be used to complete the above text from the alternatives given below.

- | | | |
|--|--|---|
| i. (A) for
(B) to
(C) of
(D) in | ii. (A) some
(B) many
(C) few
(D) plenty | iii. (A) wisely
(B) bravely
(C) attractively
(D) happily |
| iv. (A) must expect
(B) might expect
(C) expect
(D) expects | v. (A) Arise
(B) has risen
(C) was arising
(D) arisen | vi. (A) in
(B) to
(C) for
(D) at |

- vii. (A) if
(B) although
(C) as
(D) since

- Viii. (A) increases
(B) increased
(C) increasing
(D) to increase

- ix. (A) being
(B) to be
(C) been
(D) be

x.

- (A) least
(B) less
(C) lesser
(D) few

- xi. (A) artificial
(B) domestic
(C) natural
(D) nature

- xii. (A) lose
(B) loose
(C) to lose
(D) lost

- xiii. (A) extinct
(B) increased
(c) survive
(d) many

- xiv. (A) by
(B) from
(C) of
(D) off

- xv. (A) everything
(B) nothing
(C) anything
(D) it

SECTION C: SUMMARY WRITING (15 MARKS)

A mayor is the leader of the council and has a number of roles which are both legislative and functional. The legislative requirements are outlined in Section 73 of the local Government Act 1989.

The Act states that the mayor not only takes a lead at all municipal events taking place within the municipality but must also become a chairperson at all meetings of the council at which he or she is present.

The mayor's role, however, extends well beyond performing official duties at council meetings or other municipal activities. Additional important roles are providing leadership, promoting positive relationships and demonstrating good performance.

Some of the roles include being the council spokesperson and has a significant ceremonial role at particular events including citizenship ceremonies.

The mayor is also an important community leader and is the one who speaks for the community on economic issues such as commenting on the impact of jobs lost or gained in the municipality, disaster management and development plans.

While the mayor has been elected by at least a majority vote, the position makes him/her the leader of all councillors whether they supported him/her or not. What this means is that the mayor the responsibilities to serve, and is accountable to all councillors. The mayor's leadership style ensure that all people are united.

Adapted from: www.austlii.edu.au/legis/vic/consol_act/lga1989182/s73.html

Questions:

In not more than 100 words, summarize the roles and responsibilities of a mayor discussed in the passage above.

SECTION D: COMPOSITION (15 marks)

Choose one topic out of the three given below and write a composition of not more than 500 words on it.

Note: You must not write your real names in any of the stories.

- 1) Write a story with the following ending: “when I looked back at what happened to us, I couldn’t believe that we had escaped.”
- 2) Describe the natural features that make Rwanda a beautiful country for tourism.
- 3) You have just joined senior four in a new school and made a new friend.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2017

SECTION A: COMPREHENSION AND VOCABULARY (30 MARKS)

- 1) Life as an orphan
 - Ambitions of an orphan
 - Suffering and Hope of an orphan.
 - The determination of an orphan.
 - Being an orphan.
 - The dreams of an orphan
 - The fate of an orphan
 - The ambitious orphan
 - The determined orphan
2. The death of the parent's writer
 - The writer does not have school fees/sponsorship.
 - The write is poor.
 - Lack of school fees.
3. She has got money equivalent to fifty percent of her school fees from church.
 - Her granddaughter has promised to sell his piece of land.
 - Her teachers and headmaster have promised to find her a sponsor.
 - She has external and internal motivation.
4. To realize her dreams
 - In order to achieve her dream of being a police officer.
 - To make history in her family as the first one to go to university.
 - To support her family to have a good family.
 - To attain university education.
 - To give pride and happiness to her family and parents even if they are dead.
 - To fulfil her parent's dreams.
 - To make her parents proud.
5. To make parents even if they are dead.
 - She can help law and order.
 - She wants to look after her family.
 - To make history in her family.
6. She wants to make her family happy.
 - She wants to keep law and order.
 - She wants to look after her family when they are sick.
 - She care for siblings, society.
 - She is worried about her family's welfare.
7. a) Her siblings and grandfather have given her energy to continue in life.
 - First sentence of the 2nd paragraph is correct.

- b) To make sure people respect laws and there is security in the community.
To make people obey rules and regulations.
Fighting against crimes/injustice.

Section B: Grammar and Phonology (40 marks)

I. Choose the correct answer to complete the statements below.

(1 mark each)

- 1) The **outbreak** of the epidemic was marked by widespread diarrhea.
- 2) After a hard day's work, the meal was a welcome **spectacle** for the hungry peasants.
- 3) Mugabo, you are so slow! This project **ought to have been completed** weeks ago.
- 4) I wish you **saw** Kanyombya on TV, it was an excellent production.
- 5) His house-mate **ought** to have arrived before six O'clock.
- 6) If the back benchers **had not been talking** so loudly, we would have heard what the speaker actually said.
- 7) When a person grows old, his vitality and creative power **deteriorates**.
- 8) Kanyana sits **between** Ruganzu and Anita.

II. Rewrite the sentences below as instructed without changing the meaning.

(2 marks each)

- 1) My father doesn't play football anymore.
- 2) I was given a present on my birthday by Jane.
- 3) Ngabo suggested to Keza that they should go swimming.
- 4) He asked if/whether I liked a cup of coffee.
- 5) If we had had a map, we wouldn't have got lost in the jungle.
- 6) I haven't seen Bob since I left Kigali City.
- 7) It takes three hours to drive from Gisenyi to Kigali.
- 8) I wish you had told us about this in time so that we help you.
- 9) Thank you for your invitation.

10) You are prohibited from smoking in public places.

II. Vocabulary: Choose the best answer from the alternatives A, B, C and D below the passage.

People are becoming more and more aware of the importance **of** conservation. Conservation means **many** things to many people. To some it means preserving our forests and wildlife. To others it means using our natural resources **wisely**. Whatever it means, conservation is considered essential if people **expect** the earth to continue supporting the human race.

The need for conservation **has risen** because the human race is using the world's natural resources **in** greater quantity and variety than ever before.

As the world's population grows, and as more people demand a higher standard of living, the demand for resources **increases**. These resources include oil, coal and natural gas. They cannot **be** replaced once they have been used. The only way to make resources last longer is to use **less**.

Similarly, other **natural** resources like our forests and wildlife may be **lost** forever. Several species of wild life may become **extinct** because of the cut down of their forest homes of uncontrolled hunting **by** humans. If we don't do **anything**, we will only read about many species that are common today.

Choose the appropriate answers that can be used to complete the above text from the alternatives given below.

- | | | |
|--|---|---|
| i. (A) for
(B) to
(C) of
(D) in | ii. (A) some
(B) many
(C) few
(D) plenty | iii. (A) wisely
(B) bravely
(C) attractively
(D) happily |
| iv. (A) must expect
(B) might expect
(C) expect
(D) expects | v. (A) Arise
(B) has risen
(C) was arising
(D) arisen | vi. (A) in
(B) to
(C) for
(D) at |
| vii. (A) if
(B) although
(C) as
(D) since | Viii. (A) increases
(B) increased
(C) increasing
(D) to increase | ix. (A) being
(B) to be
(C) been
(D) be |
| x. (A) least
(B) less
(C) lesser
(D) few | xi. (A) artificial
(B) domestic
(C) natural
(D) nature | xii. (A) lose
(B) loose
(C) to lose
(D) lost |
| xiii. (A) extinct
(B) increased | (c) survive
(d) many | xiv. (A) by |

(B) from
(C) of
(D) off

xv. (A) everything
(B) nothing

(C) anything
(D) it

SECTION C: SUMMARY WRITING (15 MARKS)

Possible titles:

The roles and responsibilities of a mayor.
The mayor's duties and roles.
The mayor
Who is a mayor
Legislative and responsibilities of the mayor.
Responsibilities of a mayor.

Ideas:

Leads all municipal events
Is the leader of the council.
Has both legislative and functional roles.
Is the council spokesperson.
Must become a chairperson at all meetings.
Speaks to the community about economic issues.
Is the leader of all councilors.
The mayor is elected, provides leadership.
Promotes positive relationships.

SECTION D: COMPOSITION (15 marks)

TOPIC 1:

Possible titles:
Tangled in the jungle
A narrow escape
Detainees escape
An accident
Accident survival
Genocide
Fire outbreak in the house

STORY TELLING

Setting
Characters
Plot and story
Ideas and style

Topic 2:

Possible titles

Tourism in Rwanda
Our beautiful Rwanda
Rwanda, a beautiful country
The attraction of tourists in Rwanda
Natural features of Rwanda
A beautiful country
Rwanda, a tourist attraction

Content

National parks (Akagera and Virunga)
Mountains (Virunga, Muhabura and Karisimbi)
Forests
Lakes and rivers
Water bodies
Special breed of animals.
Culture
Beautiful people
Creative arts
Rocks
Heroes

Topic 3: Informal/friendly letter

Points to consider:

Physical aspects (size, age, color, height)
Social aspects (relationship with others)
Moral aspects (belief, behaviour, character)
Intellectual aspects (performance at school)
Hobbies
Attitude and values

Format: Sender's address

Date

Salutation

Body

Ending/closure

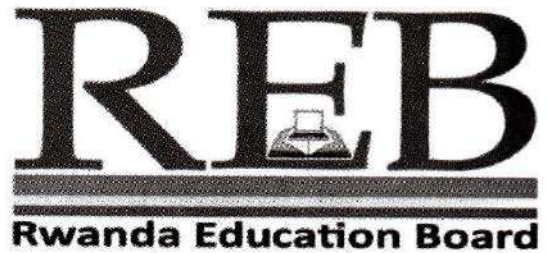
Signature/name

Content: portrait of the person/friend

English I

003

22/11/2018 02:00 PM – 05:00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2018

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary.	(30 marks)
SECTION B: Grammar and Phonology.	(40 marks)
SECTION C: Summary.	(15 marks)
SECTION D: Composition.	(15 marks)

4. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

5. Use only a **blue** or **black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

Read the passage below and answer the questions that follow:

Mobile phones now do so much more than simply make calls that many of us would be completely lost without them.

Unfortunately, thousands of phones do **go missing** each year and many of them may be stolen.

But if your phone does go missing, you could be left with a much bigger headache than simply having to replace your **handset**.

Not only are many smartphones very expensive, but thieves can quickly steal a lot of money and information on stolen phones.

You may be **liable** for all charges run upon your phone before you have reported it lost or stolen to your provider. This is usually set out in the terms and conditions of your contract. Therefore, it's important you contact your provider as soon as possible to avoid facing high charges as a result of **unauthorised** use.

Protecting Your Phone

You should always treat your phone as carefully as you would your bank or credit cards. Make sure that you always take care when using your phone in public, and don't let it out of your possession.

Make sure you put a **Pass code** on both your handset and SIM to make it more difficult for thieves to use.

There are a number of other steps you can take to keep your mobile safe and prevent against **unintentional** use:

- Make a record of your phone's IMEI number, as well as the make and model number. The IMEI is a unique 15-digit serial number which you will need to get the blocked. You can get your IMEI number by writing *06# into your handset or by looking behind your phone battery.
- Consider **barring** calls to international and premium rate numbers (numbers which offer services you are charged for through your monthly phone bill or through credit on your mobile phone) to limit the usefulness of your phone to thieves.
- Some mobile **insurance** policies may provide some cover for unauthorised use so it is worth checking the terms and conditions of your existing policy, or when considering a new Policy.
- There are **apps** which can **trace** your phone if it is lost/stolen and can wipe details from it remotely-such as find my iphone and find my phone for Android...

I. Answer the questions according to the passage using full sentences
(20 marks)

- 1) What reason does the passage give for saying that we would be lost without our mobile phones? **(2 marks)**
- 2) What two points make the theft of a phone such a serious problem? **(4 marks)**
- 3) What should you do as soon as you discover that your phone is missing? **(2 marks)**
- 4) What reasons are given in the passage as to why you should do this? **(2 marks)**
- 5) What two pieces of advice are given about how to keep your phone safe? **(4 marks)**
- 6) Explain, using your own words, what is meant by 'a unique 15-digit serial number'. **(2 marks)**
- 7) Why does the passage tell you to check carefully the details of your insurance policy? **(2 marks)**
- 8) What is the importance of apps like find my iphone and find my phone for Android? Give the importance for each. **(2 marks)**

II. VOCABULARY

Match the terms used in the article with their synonyms. Write a letter that corresponds with the synonym. **(10 marks)**

Term	Synonym
1) go missing	a) protection
2) handset	b) responsible
3) liable	c) unlawful
4) insurance	d) accidental
5) unauthorised	e) blocking
6) pass code	f) look for or search
7) unintentional	g) telephone
8) trace	h) password
9) barring	i) applications
10) apps	j) lost

SECTION B: GRAMMAR (40 Marks)

I. Complete the sentences with the correct form of the verbs in parentheses. (10 marks)

- 1) My brother..... (see) his girlfriend a lot.
- 2) I..... (do) my English homework now.
- 3) How long..... (you/know) Kalimba?
- 4) I..... (run) to school this morning alone.
- 5) A: Where's the juice I left in the fridge?
B: Sorry. I..... (finish) it!
- 6) She..... (recently/take up) the intensive English lessons.
- 7) Kalisa wasn't there when I called. He.....(already/leave) the house to the market.
- 8) Mutoni arrived with her friends while we.....(have) lunch.
- 9) After.....(watch) the football match, he bought the jersey of the team.
- 10) I was watching the TV when I.....(hear) a bang on the door.

II. Choose the correct phrases to complete the sentences in the conversation between Mr. A, Miss B and Miss C. (6 marks)

Mr. A: Do You.....1.....?

- (a) want to help (b) need to help (c) need any help

Miss B: Yes, do you have this dress.....2.....different colour?

- (a) in a (b)in (c) with

Mr. A: Yes, we have it in light blue.

Miss B: Can I3.... please?

- (a) try on it (b) try (c)try it on

Mr. A: Sure. Over there. What do you think?

Miss B: It's a little small.....4.....in a larger size?

- (a) I want (b) Do you have it (c) Is it

Mr. A: Yes, here's a size 8.

Miss B: Thank you. What.....5....., Keza?

- (a) do You think (b) you think (c) do you like

Miss C: I'm sorry, but that colour.....6.....you.

- (a) doesn't fit (b) isn't right (c) doesn't look good on

III. Put the words in brackets in the appropriate form (use a prefix or a suffix): **(5 marks)**

- 1) He was acting in a very.....way. (child)
- 2) She looked..... She started to cry. (happy)
- 3) He passed his exam. He was..... for the second time. (succeed)
- 4) The team that he supported was able to win the..... (champion)
- 5) He wants to be a.....when he grows up. (mathematics)

IV. Rewrite these sentences using “unless” to make correct conditional sentences. **(5 marks)**

- 1) I won't know anything about my friends if they don't write to me.
- 2) If there isn't a traffic jam, we will be at home by five o'clock.
- 3) People don't go to the doctor if they aren't ill.
- 4) I'll punish you if you don't tell me the truth.
- 5) They won't give you the job if they don't like your application letter.

V. Rewrite these sentences in the passive voice (14 marks)

- 1) The Government will construct a new road near my house.
- 2) My parents built this house many years ago.
- 3) My brother has cleaned the dishes in the kitchen.
- 4) My grandfather had married three wives before he was forty years old.
- 5) By this time tomorrow, we will have done our last examination.
- 6) The traffic might have delayed my cousin from visiting me.
- 7) Everybody loves our new textbook of English.

SECTION C: SUMMARY WRITING (15 Marks)

A clash with a neighbour can make life hell. And if things turn sour between you and your neighbour, you may not be able to get away from the problem unless you move from that house. For this report, we take the disputes which people have most often with neighbours and explain how to deal with each of them.

Noise next door can drive you mad. It could come from building work or from non-stop, all-night parties. If you can't bear it any longer, contact the Environmental Health Department of your local council. You'll need to prove that the noise stops you from enjoying your property or that it is making you ill. You will need proof, so keep a diary.

Many house and car alarms seem to go off for no reason at any time of the day or night. If this is a problem, you can phone either the police or Your Environmental Health Officer.

If your neighbours have the builders in, you may have to put up with drills and cement mixers. There is bound to be some disturbance: but if you cannot bear the noise, or it is taking place at night, then you can take them to court to make them stop work. This is called taking out an injunction.

The parking place right outside your house is not part of your property. You have no legal right to park there. However, you have a legal right to enter your driveway or garage. Some local councils now operate parking schemes for residents. If your neighbours are always parking so that you can't get out, contact the Highway Department of your local council. It is in charge of traffic management and control. Call the police if you think your neighbour's parking habits are illegal.

If your neighbour fences off some of your land or starts growing plants in what you think is your garden then you have a problem. Arguments over land ownership are hard to solve. They can be sorted out in court but this could cost you a lot of money. You have to decide just how much time and money you are prepared to spend.

Many complaints are about neighbours' building extensions. People who wish to build extensions must have the planning permission. The council must put up a notice at the site or write to all those who may be affected. You have 21 days to agree to the proposal. Put your objection in writing to the local Planning Department and try to get other people to do so, too.

We hope that the information above will be useful. Good luck!

Question:

Write one paragraph of 100-120 words in total, in which you describe the problems caused by some neighbours and explain how you should deal with them.

SECTION D: COMPOSITION WRITING (15 Marks)

Choose one topic and write a composition of about 500 - 700 words.

1) Write a letter to a friend describing an attempted robbery at your local shop.

Begin the body like:

You won't believe what happened when I went down to the village shop Yesterday evening. (N.B: Do not write your names in the letter)

2) Rwanda traditional Art and Music have been declining because of foreign influence. Give suggestions on how Rwanda traditional Art and Music can be promoted.

3) Write an article to the newspaper thanking the government of Rwanda for promoting human rights through different programs.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2018

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

I. Answer the questions according to the passage using full sentences (20 marks)

- 1) Mobile phones now do so much more than simply making calls. They are used for many purposes.
- 2) Two points make the theft of a phone such a serious problem:
 - Many smartphones are very expensive
 - The thieves can quickly steal a lot of money and information on stolen phones.
 - It is hard to replace a lost handset.
 - Suffering from headache.
- 3) As soon as you discover that your phone is missing, it is important to contact your provider.
Trace a phone and block it
Contact police
Contact local leaders
- 4) Reasons are given in the passage as to why you should do this:
To avoid facing high charges as a result of unauthorized use.
Avoid unauthorized use
To avoid stealing of a lot of money and information.
- 5) Pieces of advice are given about how to keep your phone safe:
 - To put a passcode on both your handset and SIM to make it more difficult for thieves to use.
 - To make a record of your phone's IMEI number.
 - To take care when using your phone in public.
 - To put some apps which can trace your phone if it is lost/stolen and can wipe details from it remotely.
 - Consider barring calls to international and premium rate numbers to limit the usefulness of your phone to thieves.
 - Checking the terms and conditions of your existing policy or considering a new policy for unauthorized use.
- 6) A unique 15-digit serial number means:
 - A particular number given to each phone to identify it.
 - A set of numbers/digits given to each phone to differentiate it from others.
 - A special number used when one wants to block the phone called IMEI.

- 7) The passage tell us to check carefully the details of our insurance policy.
To cover for unauthorized use
To help the owner to know the terms and conditions of the existing policy
or when considering the new policy.
- 8) The importance of apps like find my iphone and find my phone for
Android is to trace the phone and wipe details from it remotely.

II. VOCABULARY

Match the terms used in the article with their synonyms. Write a letter that corresponds with the synonym. (10 marks)

- | | |
|---------------------|----------------------------|
| 1 → j (lost) | 6 → h (password) |
| 2 → g (telephone) | 7 → d (accidental) |
| 3 → b (responsible) | 8 → f (look for/searching) |
| 4 → a (protection) | 9 → e (blocking) |
| 5 → c (unlawful) | 10 → i (application) |

SECTION B: GRAMITIAR (40 Marks)

I. Complete the sentences with the correct form of the verbs in parentheses. (10 marks)

- 1) My brother **sees** his girlfriend a lot.
- 2) I **am doing** my English homework now.
- 3) How long **have you known** Kalimba?
- 4) I **have run** to school this morning alone.
- 5) A: Where's the juice I left in the fridge?
B: Sorry. I **have finished** it!
- 6) She **has recently taken up** the intensive English lessons.
- 7) Kalisa wasn't there when I called. He **had already left** the house to the market.
- 8) Mutoni arrived with her friends while we **were having** lunch.
- 9) After **watching** the football match, he bought the jersey of the team.
- 10) I was watching the TV when I **heard** a bang on the door.

II. Choose the correct phrases to complete the sentences in the conversation between Mr. A, Miss B and Miss C. (6 marks)

Mr. A: Do You **need any help**?

Miss B: Yes, do you have this dress **in a** different colour?

Mr. A: Yes, we have it in light blue.

Miss B: Can I **try it on** please?

Mr. A: Sure. Over there. What do you think?

Miss B: It's a little small **do you have it** in a larger size?

Mr. A: Yes, here's a size 8.

Miss B: Thank you. What **do you think** Keza?

Miss C: I'm sorry, but that colour **doesn't look good on** you.

III. Put the words in brackets in the appropriate form (use a prefix or a suffix): (5 marks)

- 1) He was acting in a very **childish/childlike** way.
- 2) She looked **unhappy**. She started to cry.
- 3) He passed his exam. He was **successful** for the second time.
- 4) The team that he supported was able to win the **championship**.
- 5) He wants to be a **mathematician** when he grows up.

IV. Rewrite these sentences using “unless” to make correct conditional sentences. (5 marks)

- 1) I won't know anything about my friends unless they write to me.
Unless my friends write to me, I won't know anything about them.
Unless they write to me, I won't know anything about my friends.
- 2) Unless there is a traffic jam, we will be at home by five o'clock.
We will be at home by five o'clock unless there is a traffic jam.
- 3) People don't go to the doctor unless they are ill.
Unless people are ill, they don't go to the doctor.
Unless they are ill, people don't go to the doctor.
People never go to the doctor unless they are ill.
- 4) Unless you tell the truth, I'll punish you.

I'll punish you unless you tell me the truth.

- 5) They won't give you the job unless they like your application letter.
Unless they like your application letter, they won't give you a job

V. Rewrite these sentences in the passive voice (14 marks)

- 1) A new road will be constructed near my house by the Government.
Near my house, a new road will be constructed by the government.
A new road will be constructed near my house by the government.
- 2) This house was built many years ago by my parents.
Many years ago, this house was built by parents.
This house was built by my parents many years ago.
- 3) The dishes have been cleaned by my brother in the kitchen.
In the kitchen, the dishes have been cleaned by my brother.
The dishes have been cleaned in the kitchen by my brother.
The dishes in the kitchen have been cleaned by my brother.
- 4) Three wives had been married by my grandfather before he was forty years old.
Before he was forty years old, three wives had been married by my grandfather.
- 5) By this time tomorrow, our last examination will have been done by us.
Our last examination will have been done by us by this time tomorrow.
Our last examination by this time tomorrow will have been done.
- 6) My cousin might have been delayed by the traffic from visiting me.
My cousin might have been delayed from visiting me by the traffic.
- 7) Our new textbook of English is loved by everybody.

SECTION C: SUMMARY WRITING (15 Marks)

Possible titles

A clash with a neighbor

Problems caused by some neighbor

Problems among neighbors

Conflicts among neighbors.

How we can deal with problems caused by neighbors.

Dispute among neighbors.

Neighbors' problems and their solutions.

Rivalry among neighbors.

The problems caused by neighbors and their solutions.

Possible ideas

Problems	Solutions
Noise next door from building	Contact the Environmental Health Department of a local council
Nonstop parties	
House and car alarms	Phoning either the police or a local Environmental Health officer.
Neighbors having builders in	Taking them to the court
Illegal parking	Contact the highway Department of local council Call the police
Fencing off one's land	Taking the case to the court
Growing plants in somebody's garden	
Neighbors' building extensions	Reporting through writing to the local planning department

SECTION D: COMPOSITION WRITING (15 Marks)

Topic I: Letter writing

Layout: Writer's address: **0.5 mark**

Date: **0.5 mark**

Greetings/salutation: **1 mark**

Body: **1 mark**

Closing: **1 mark**

Signature/name: **0.5 mark**

Possible ideas

Setting (place and time)
Description of robbery
Description of action
Description of the help
Description of the tools eg: gun, machete
Description of the atmosphere
Resolution
The materials in the shop.

Topic II:

Layout: Title
Introduction
Body
Conclusion

Scale length: 200 words to 700 words: **1 mark**
199 words to 100 words: **0.5 mark**
0 words to 99 words: **0 mark**

Possible titles

Promotion of Rwanda traditional Art & Music
How Rwanda traditional Art and music can be promoted.
Suggestions of promoting Rwanda traditional Art and music.
Rwanda traditional Art and Music
How to promote Rwanda traditional Art and music
Art and music in Rwanda.
Fight against foreign influence on Rwanda traditional Art and music.

Possible ideas

Description of traditional Art and Music in Rwanda: language, handcraft, dressing etc.
Competition across the country.
Integration of traditional art and music in school curriculum.

Punishment of those who are out of culture about Art and Music.
Support for traditional art and music groups.
Encourage people to visit museums.
Introduction of clubs of traditional art and music in the school.
Itorero ry'igihugu in the village.
Promotion of traditional art and music on media.
Foreign art and music should be banned.
Music and art from outside should be made expensive.
Cultural ceremonies where local music is played should be started.
Local artists should be given awards.

Topic III: Possible titles

Thanking the government of Rwanda
Human rights in Rwanda
Thank you Rwanda
Human rights promotion in Rwanda
Promoting human rights in Rwanda.

Possible ideas

NCC (National children council)
Children access to education
Education for all.
Gender balance
CPD (National Council of People with Disabilities)
Women's against child abuse
Fight against child abuse
He For She movement

Women rights have been promoted where many women have freedom to speak, to work...

Children's rights have been promoted and defended.

People have rights to vote a person they want.

Freedom of religion as long as they operate legally.

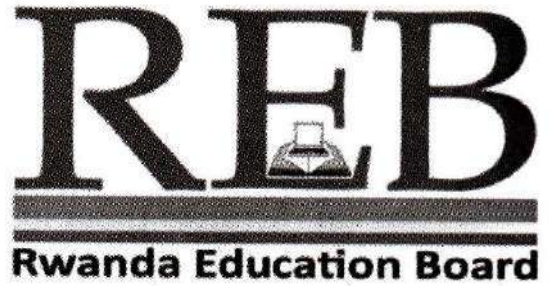
There is freedom of press: newspapers, TVs...

English I

003

14/11/2019

2 PM – 5 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2019

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary.	(30 marks)
SECTION B: Grammar and Phonology.	(40 marks)
SECTION C: Summary.	(15 marks)
SECTION D: Composition.	(15 marks)

4. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

5. Use only a **blue** or **black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

Read the passage below and answer the questions that follow:

Waking to the sound of her alarm clock that morning, the feeling struck her that the activities that awaited her might be there to be ignored. Sitting up in bed, she saw her course file and realized that she had a test that morning. It had written in an unfamiliar language, she wondered how much she could take in during that short bus ride ahead of her. After a few minutes of desperate but hopeless revision, the hard tones of her father's voice came from down below. "It is almost time you were off Sarah!" There is tea here if you like some."

Reluctantly, she rushed to the bathroom to wash and then quickly put on her hated school uniform. Determined not to miss her bus, on coming downstairs she headed straight for the door ignoring her father's hurried offer a lift. As she arrived, the double-decker bus crawled awkwardly towards the bus-stop, she had timed it to perfection, reaching it just thirty seconds before the bus. She watched as an old lady in a dirty raincoat, and three other children from her school climbed on, but to her amazement, once the rest the queue in front of her had disappeared onto it, she found herself making a signal to the driver to say that she was staying where she was.

The big red vehicle pulled away with her still on the pavement. Within seconds, she had reached the end of her street, and was walking up another that led to the edge of the village and the hill beyond. The sky was clear, and she hardly felt the cool autumn breeze as she strode along wondering about her destination. There was almost no-one about and she whistled a tune to herself as she thought about her class-mates doing their test. She anxiously considered the excuses she would make to herself, and she found herself strolling along the country lane that encircled the hill, all those worries left her. She thought suddenly about a nearby footpath that led to the foot of the hill. She had been along it several years before with her father, and she made up her mind to take it.

On reaching the hill itself, she felt the urge to reach the top. It was not particularly steep, and could be climbed in any season without difficulty. The sun shone more and more brightly, and she had left home earlier. From the long grass at the top of the hill she sat and stared at the valley below. She could see the road snaking from her village to the town where she should have been heading for. The thought suddenly came over that the view would be beautiful in the cold months of December when there is snow. She suddenly hoped that the coming winter month would bring this chance were the weather to make it possible, she promised herself to return and catch that sight at the first opportunity, whatever her obligation might be on that day.

(Source: Adapted from Bob Stillwell)

Part I. Choose the most suitable answer among the given alternatives
(5 marks)

- 1) What was the girl's first reaction on waking up?
 - A. To start revising for her examination
 - B. To wander about her day's activities
 - C. To remember that she had a test at school.
 - D. To have her tea.

- 2) What was her first response to the problem of the test?
 - A. No to bother much with her notes.
 - B. To calmly read through her notes
 - C. To revise quickly and effectively
 - D. She was anxious to improve her chances.

- 3) When she left her house
 - A. she thought she was going to miss the bus.
 - B. Her father tried to hold her up.
 - C. She did not intend to catch the bus.
 - D. She hoped she would catch the bus.

- 4) Once she had reached the hill
 - A. She did not think any more about her test.
 - B. She began to regret not bringing her coat.
 - C. The weather become colder.
 - D. She remembered climbing it with her father.

- 5) Sarah promised herself that she would climb the hill again
 - A. As soon as the winter arrived.
 - B. If the snow did not make it too dangerous.
 - C. When it snowed whatever she is supposed to be doing.
 - D. If the weather was the same as the previous year.

Part II: Answer the following questions using full sentences

- 6) Which two causes could led Sarah to be this situation? **(4 marks)**

- 7) Did Sarah make a good decision not to go to school in order to avoid doing a test? Give two reasons for four choice. **(4 marks)**

- 8) As Sarah walked aimlessly, which three dangers could she have met? **(6 marks)**

- 9) Give four common causes for students to fear exams in your school? **(4 marks)**

- 10) What two pieces of advice can you give Sarah if you were her friend? **(4 marks)**

VOCABULARY:

Part I: What do the following words and expressions used in the passage mean? (8 marks)

- a) "...activities that awaited her might be there to be ignored."
- b) "Scanning her notes..."
- c) "...desperate but hopeless revision"
- d) "...crawled awkwardly"
- e) "destination"
- f) "footpath"
- g) ...she felt the urge to reach the top.
- h) "She could see the road snaking from her village to the town. Snaking means..."

Part II: Give the opposites of the following words from the passage. (5 marks)

- a) quickly
- b) disappeared
- c) anxiously
- d) nearby
- e) dirty

SECTION B: GRAMMAR AND PHONOLOGY (30 marks)

Read the passage and fill in the gaps with the best choice given below it:

A new report on the Internet and how we use it says that most of us are ----(1)----social media. The Pew Research Centre's Internet and American Life Project surveyed 2,277 U.S. adults about their Internet ----(2)----. About two thirds of Internet users now belong ----(3)---- social networking sites.

New reports indicate that ninety-three per cent of social network users have joined Facebook, up from 73 per cent in 2009. The continued----(4)---- in Facebook's popularity contrasts with the decline of MySpace. Twenty-three percent of ----(5)---- questioned said they had a MySpace profile, down from 48 per cent in 2009. Twitter continues to attract more users, with 11 per cent of respondents saying they use it,----(6)----from 6 per cent in 2009.

Part I: Choose the best option to fill in the gaps in the above passage: (6 marks)

- 1) (a) Using (b) Usage (c) Used (d) used to it
 (a) Using (b) Used (c) Use (d) Users
 (a) of (b) To (c) By (d) As
 (a) Rise (b) Rose (c) Riser (d) Arisen
 (a) Them (b) They (c) Those (d) These
 (a) Increase (b) Higher (c) Rise (d) Up

Part II: Complete the following sentences with the most suitable answer among the given alternatives (10 marks)

- 1) The Biology teacher tried to dissuade John.....offering Biology at A' level.
 A. from B. at C. in D. for
- 2) Are you still coming.....the weekend?
 A. at B. in C. by D. for
- 3) He leaves home in the morning and.....school after break.
 A. arrives to B. reaches at C. reaches to D. arrives at
- 4) When the Minister visited our church, he was..... a blue suit.
 A. dressing B. wearing C. putting D. dressed
- 5) The politician gave such.....speech that the audience wasn't impressed.
 A. a good C. an ignorant C. an ignorant D. a boring
- 6) We never go there at all.....
 A. neither does she. B. she neither does
 C. neither she does D. she can't either
- 7) Jane always takes an extra inkpot with her.....she runs out of ink.
 A. in case if B. in case C. if in case D. in case not
- 8) I.....the play if only I had known about it at the time.
 A. liked to have seen B. should like to have seen
 C. should like to see D. would have liked to see

9) I was not sure.....

- A. whose party was he supporting
- B. of whose party he was supporting.
- C. whose party he was supporting
- D. the party of which was he supporting.

10) Peter showed no objection.....us to the new stadium in Kigali.

- A. of accompanying
- B. to accompanying
- C. to accompany
- D. for accompanying

Part III: Re-write the paragraph below in the passive voice by changing the words in brackets. (4 marks)

When Mr. and Mrs. Karumuna returned from the party, this is what they found.

The thieves (have/break down) the television, the cupboard (turn) upside down, the bedroom window (smash) into pieces. Everything was disorganized and the police (call) to immediately identify the thief.

Part IV: Rewrite each sentence according to the instructions. Do not change the meaning of the original sentence. (10 marks)

(a) David didn't enjoy the film as much as Anne.

(Rewrite using... more...)

(b) The boy is three years younger than I am. You see him across the road.

(Join using, whom)

(c) All you needed to do was to keep quiet. He would not have found you out.

(Rewrite as one sentence using: If only)

(d) I found it very difficult to believe my brother's story.

(Rewrite using: ...hardly...)

(e) As he was walking along the road, a bus ran him over.

(Rewrite ending ...a bus)

(f) Mugunga does not usually get out of the house on Sundays.

(Rewrite using: used to)

(g) The policeman said to the driver. "You have twenty-four hours within which to produce your driving license. Otherwise, you will be fined."

(Begin: The policeman told the driver that unless....)

(h) Alice is quite fit now. She can begin training with the rest of the netball team. **(Rewrite as one sentence using enough)**

(i) The girl desisted from being unruly because she did not want to be branded a stubborn student.

(Rewrite using for fear of...instead of because...)

(j) He is too big. He cannot run that fast.

(Make one sentence from the two given sentences.)

SECTION C: SUMMARY WRITING (15 marks)

Read the passage below and write a summary of less than 100 words about the negative effects of noise pollution.

NOISE

Noise is a form of pollution which can be merely irritating, or cause physical or emotional damage. For some people, the sound of music played very loudly is annoying, while others revel in it. Similarly, it may be enjoyable for some to drive a motor bike, while other people find the noise anti-social.

Long-term exposure to loud noise can bring about stress which has physical signs such as an increase in oxygen consumption and heart rate, possibly leading to effects on the heart and circulation. Tiredness, irritability and sleep disturbances may also occur.

The physical effects of noise on the ears can be serious. Prolonged, loud noise causes physical discomfort; it actually 'hurts the ears'. And if it is too loud or goes on for too long, it, at first, causes temporary hearing loss, then deafness, due to permanent damage to the delicate mechanism of the inner ear.

Rock musicians performing in front of very powerful speakers frequently have permanent hearing damage.

If used at too high a volume, MP3 players can cause severe hearing loss. Although the speakers are so tiny that they can fit inside the ear, the sound they produce is directed straight down the ear canal and can cause damage if the volume is turned on too high.

Excessive noise can have a serious effect on health, and is associated with stress and anxiety. Very loud noise causes physical damage to the delicate structures in the ear and may result in deafness. Don't underestimate the harmful effects of noise. It is the form of pollution which has the most immediate effect on people. It can cause severe stress.

Adapted from English as a first language by John Reynolds, Third Edition.

SECTION D: COMPOSITION WRITING (15 marks)

Choose one topic below and write a story of about 300 to 400 words on it.

- 1) Domestic violence still exists in some families. As a responsible person, write a letter to the ministry of Gender proposing ways this problem can be solved. Use imaginary addresses for both sender and receiver.
- 2) Write an essay about a challenge you went through, how you managed to overcome it and the lessons you learned from it.
- 3) Write a description of a typical market day in your community clearly painting the picture of how the day looks like.
- 4) Write a story whose title is “Experience is the best teacher.”

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2019

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

- 1) B
- 2) A
- 3) D
- 4) A
- 5) C

Part II: Answer the following questions using full sentences

- 6) Sarah could have forgotten about the test, so she did not revise for it.
She could have had many tests and forgotten about this one.
Waking up late led her to be in this situation.
It had completely slipped her mind.
Laziness
Fear of failure in the test.
Indiscipline of her regarding parents and school rules.
- 7) Sarah did not make a good decision because not doing the test means she won't get marks.
She might be asked to do another one which might be harder.
It was also a bad decision because it shows she is an irresponsible student.
She is going to be punished by her parents or teacher or school authorities.
She is going to have poor results.
She could get zero for being absent without reason.
She could fail and repeat the year,
She would have informed father she didn't want to go there.
- 8) Sarah could have met bad people and kidnap her.
She could have been killed since she was alone.
She could have been seen by a school administrator or a parent.
She could have got lost on the way.
She could have been physically violated, beaten up or raped.
She could have met dangerous animals up at the hill or bitten by a snake.
- 9) Not revising on time.
Not paying attention in the class during studying.

Having too much work at home and forgetting about revision.
Peer pressure by involving in playing and not studying.
Poor living conditions where there might not be electricity at home.

- 10) To have a calendar where she writes important things.
To take her studies seriously.
To respect the parents and not lie to them.
To consider a sense of learning from mistakes.
To be ambitious and optimistic.
To manage her time well.
To be fearless and hopeful

VOCABULARY:

Part I: What do the following words and expressions used in the passage mean? (8 marks)

- a) The activities that she had to do that day were not so urgent or important.
There was no harm in not doing those activities that awaited her.
She may not do the work she was supposed to do.
The things she was supposed to do were not her priority.
She may neglect the work she was supposed to do.
She may not consider the work she was supposed to do.
- b) Reading through her notes very quickly without focus, without paying attention, carelessly, aimlessly.
- c) Reading and not understanding because you are on pressure.
Unserious revision
With no hope, no success, not trying, not attempting, with no expectation, with difficulty...
- d) Moving slowly in a disappointing manner.
Moving difficultly, badly, uneasily, uncomfortably, with difficulty...
- e) End point where someone is going.
A place where someone is going to.
A place where something is sent.
- f) A route which people use while walking on foot.
The way made by people's feet.
A way for pedestrians.
- g) She felt the desire or the urgent need.
She was determined to arrive at the top.
She was eager to arrive at the top.
- h) The road was not strait and looked like a snake.

Curving
Twisting
Zigzagging

Part II: Give the opposites of the following words from the passage.
(5 marks)

- a) quickly ≠ slowly
- b) disappeared ≠ appeared
- c) anxiously ≠ calmly/quietly/patiently
- d) nearby ≠ faraway
- e) dirty ≠ clean/clear/neat

SECTION B: GRAMMAR AND PHONOLOGY (30 marks)

Read the passage and fill in the gaps with the best choice given below it:

A new report on the Internet and how we use it says that most of us are **using** social media. The Pew Research Centre's Internet and American Life Project surveyed 2,277 U.S. adults about their Internet **use**. About two thirds of Internet users now belong **to** social networking sites. New reports indicate that ninety-three per cent of social network users have joined Facebook, up from 73 per cent in 2009. The continued **rise** in Facebook's popularity contrasts with the decline of MySpace. Twenty-three percent of **those** questioned said they had a MySpace profile, down from 48 per cent in 2009. Twitter continues to attract more users, with 11 per cent of respondents saying they use it, **up** from 6 per cent in 2009.

Part II: Complete the following sentences with the most suitable answer among the given alternatives
(10 marks)

- 1) The Biology teacher tried to dissuade John **from** offering Biology at A' level.
- 2) Are you still coming **at** the weekend?
- 3) He leaves home in the morning and **arrives at** school after break.
- 4) When the Minister visited our church, he was **wearing** a blue suit.

- 5) The politician gave such **a boring** speech that the audience wasn't *impressed*.
- 6) We never go there at all **neither does she**.
- 7) Jane always takes an extra inkpot with her **in case** she runs out of ink.
- 8) I **would have liked to see** the play if only I had known about it at the time.
- 9) I was not sure **whose party he was supporting**.
- 10) Peter showed no objection **to accompanying** us to the new stadium in Kigali.

Part III: Re-write the paragraph below in the passive voice by changing the words in brackets. (4 marks)

When Mr. and Mrs. Karumuna returned from the party, this is what they found.

The television **had been broken down** the thieves, the cupboard **had been turned** upside down, the bedroom window **had been smashed** into pieces. Everything was disorganized and the police **were called** to immediately identify the thief.

Part IV: Rewrite each sentence according to the instructions. Do not change the meaning of the original sentence. (10 marks)

- (a) Anne enjoyed the film more than David.
David didn't enjoy the film more than Anne.
Anne enjoyed more the film than David did.
The film was more enjoyable for Anne than it was for David.
- (b) The boy whom you see across the road is three years younger than I am/
I/me.
I am three years older than the boy whom you see across the road.
- (c) If only you'd kept quiet, he would not have found you out.
He wouldn't have found you out if only you had kept quiet.
- (d) My brother's story was hardly believable.
I hardly believed my brother's story.
I could hardly believe my brother's story.
My brother's story was hardly believed by me.
- (e) As he was walking along the road, he was run over by the bus.
As he was walking along the road, he got run over by the bus.

As he was walking along the road, he got himself run over by the bus.
Walking along the road, he was run over by the bus.

- (f) Mugunga is not used to getting out of the house on Sundays.
- (g) The policeman told the driver that unless he produced the driving licence within 24 hours, he would be fined.
The policeman told the driver that unless his driving licence was produced within 24 hours, he would be fined.
- (h) Alice is fit enough to train with the rest of the netball team.
Alice is fit enough to begin training with the rest of the netball team.
Alice has enough fitness to begin training with the rest of the netball team.
- (i) The girl desisted from being unruly for fear of being branded a stubborn student.
For fear of being branded a stubborn student, the girl desisted from being unruly.
- (j) He is too big to run that fast.
He is so big that he can't run that fast.
He is such a big person that he cannot run that fast.
Because of being very big, he can't run that fast.

SECTION C: SUMMARY WRITING (15 marks)

Summary marking

Title = **1 mark**

Body = **1 mark**

Ideas = **9 marks**

Coherence = **2 marks**

Length = **2 marks**

Length scale

20 to 99 words: 2 marks

100 to 110 words: 1 marks

111 and plus: 0 mark

Possible titles

The negative effects of noise pollution

Noise pollution

Noise

Consequences of noise

Harmful effects of noise

Problems caused by noise

Disadvantages of noise
Challenges of noise
Dangers of noise.

Possible ideas

Irritation
Physical and emotional damage
Motor cycle riding is fine but it can be seen as antisocial by other people.
Prolonged noise can hurt the ears and can cause deafness.
If MP3 are played at a high volume, it can cause severe hearing loss.
Physical damage to the inner parts of the ear.
Temporary hearing damage.
Long-time exposure to noise can cause stress with its symptoms like increase oxygen consumption and heart rate leading to other effects on the heart and circulation, tiredness, irritability and sleep disturbances.

DESTION D: COMPOSITION WRITING (15 marks)

Topic 1. Letter

Possible ideas

Making sure every village has someone in charge of the gender.
Punishing those who commit such crimes.
Encouraging people to report cases of abuse to police.
Giving free treatment to those who are hurt.
Teaching about gender-based violence in schools.
Encouraging victims to approach one-stop-centres in hospitals.
Teaching couples about love and unity.
Sensitizing the masses using umuganda w'ababyeyi.
Proposing ways of solving the problem of domestic violence in our community.
Solutions to domestic violence.
How to stop domestic violence.
Ways of stopping domestic violence.
Domestic violence in our society.

Awarding marks (TOPIC 2, 3 and 4)

Title: 1 mark
Introduction: 1 mark
Body: 1 mark
Conclusion: 1 mark
Ideas: 6 marks
Coherence: 2 marks
Language use: 2 marks
Length: 1 mark

Topic 2. A story

Possible titles

The candidate should at least mention the **challenge**, how they managed to **overcome** it and at least **three lessons** learned.

Topic 3

Possible ideas

The name of the market and its location.

Items sold in that market and prices.

When the market opens and closes (daily or some days of the week)

The process of buying and selling (how people agreed on the price).

The mood in the market (noise, music, drinking, eating, etc. ...)

Some bad things that take place in the market like stealing, fighting, etc....)

Topic IV:

Possible ideas

Answers will depend on the experience each candidate had. The experience can be happy or sad.

English I

003

22/07/2021

2.00 PM – 5.00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2020-2021

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
2. Do not open this question paper until you are told to do so.
3. This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary. (30 marks)

SECTION B: Grammar and Phonology. (40 marks)

SECTION C: Summary (15 marks)

SECTION D: Composition (15 marks)

4. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

5. Use only a **blue** or **black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

Read the following passage carefully and answer the questions that follow.

One of the major problems facing independent African states as well as national liberation movements is tribalism. It is a singular obstacle slowing the progress towards the building of a nation. As Kwame Nkrumah rightly points out in his book, *Class Struggle in Africa*, before conquests, there was tribe but no tribalism. But just as imperialism used religion to divide a people who were otherwise culturally one and living as an entity in a nation, so too, tribalism has been used for this same purpose. Africa before conquest by tribalism and later by imperialism was moving towards a stage where tribes were in the process of uniting to form an embryo 'the nation state.' But one of the effects of imperialism was to break up the growing bonds of unity between the various tribes. Thus, tribes which were coming together to face the European conqueror and aggressor, were separated from each other and in many cases turned against each other.

Tribal man at a certain stage of social and economic development. Out of the tribal society has grown into the nation state. Basically, the tribal form of the tribal society has grown the nation state. Basically, the tribal form of society is based on communal ownership of land with chieftainship as its political form of government. The chief is the political head of the tribe, but he is responsible to the people and cannot go against their collective wishes.

With conquest, this form of social organization disintegrated and the people became part of the wider world capitalist system based on wage slavery. The economic basis of tribalism was undermined, with the compulsory payment of taxes, money had to be found. This meant working in the mines, factories and plantations.

While this was so, imperialism saw it that large areas remained undeveloped with no roads or railways. This encouraged regionalism and tribal thinking. The Portuguese, like other imperialists, also encouraged tribalism and the one way in which they did this was to preserve some of its features, one of which was chieftainship. The chief now was the agent of his colonial master and because they aid him, he had to carry out their orders and instructions.

While they left large areas undeveloped, with only a subsistence economy, there were sectors which were incorporated into the world capitalist economy. These were the rubber, cotton, sisal, coffee, tea plantations as well as tin, coal, gold and copper miners. So, on the one hand, the rural and urban workers were linked in a network controlled by giant international monopolies. This uneven and lopsided economy was what imperialism left behind when it granted political independence.

Adapted from: Eduardo Mondlane

Answer the questions below using full sentences. (30 marks)

- 1) Suggest a suitable title of this story. **(2 marks)**
- 2) What does the author say is the major problem facing independent African countries? **(2 marks)**
- 3) How have the imperialists used tribalism to divide and rule African countries? **(2 marks)**
- 4) According to the passage, is a tribe a bad or good social structure? Give two reasons for your choice. **(4 marks)**
- 5) How has capitalism made Africans slaves? **(4 marks)**
- 6) Why did the Portuguese maintain chiefs in their colonies? **(2 marks)**
- 7) In your opinion, did colonialists contribute positively in Africa? Base your answers on the passage. **(4 marks)**
- 8) Suggest two ways through which Africans can avoid tribalism and get united? **(4 marks)**
- 9) What does the author mean by the following expressions? **(2 marks each)**
 - i. "...before conquests, there was tribe but no tribalism".
 - ii. "Out of the tribal society has grown the nation state".
 - iii. "The chief now was the agent of his colonial master..."

VOCABULARY. (10 marks)

Match the terms used in the passage with their meaning. Use a number and a letter such as 12 = k

- | | |
|---------------|---|
| 1) Liberation | a. distribution in unequal or same way |
| 2) Tribalism | b. belonging to or used by a group of people rather than one single person. |
| 3) Conqueror | c. the leadership of a tribe whose title is a chief. |
| 4) Embryo | d. to become weaker or be destroyed by breaking into small pieces. |
| 5) Communal | e. the state of existing as a tribe, or a very strong feeling of loyalty to your tribe. |

- 6) Disintegrated f. gaining freedom from being ruled or controlled.
- 7) Chieftainship g. removing the disadvantages experienced by particular groups within society.
- 8) International Monopolies h. developing and yet complete.
- 9) Uneven i. someone who has conquered or taken control of a foreign country or its people.
- 10) Independence j. international companies doing business without competition.

SECTION B: GRAMMAR AND PHONOLOGY (30 marks)

Part I: Complete the sentences with the appropriate tense (past simple or progressive) of the words in brackets. (5 marks)

- 1) They----- (have) tea when the doorbell ----- (ring).
- 2) Father----- (smoke) his pipe while mother ----- (read) a magazine.
- 3) While he ----- (mow) the lawn, it ----- (start) to rain.
- 4) He ----- (have) breakfast when the toaster ----- (blow) up.
- 5) When I ----- (come) into the office, my boss ----- (wait) for me.

Part II. To complete the sentences below, use the following determiners (each, all, few, little, any, some) (5 marks)

- 1) They were bored because there was ----- for them to do.
- 2) ----- of the cakes had been baked the day before.
- 3) Uwamahoro didn't take ----- photos when she went on holiday.
- 4) ----- of my friends sent me a birthday card, but none of them bought me a present.
- 5) I like many of her songs, but not ----- of them are good.

Part III. Re-write the following sentences without changing the meaning of the original sentence

- 1) The students protested that they were tired of the evening classes that they had had to attend that week.
(Change to direct speech)
- 2) Anti-theft devices will be introduced on all cell phones by police.
(Re-write as active voice)
- 3) Had I only been aware of the problem I could have supported him.
(Start: If....)
- 4) It is unwise that so many girls drop out of high school at an early age.
(Rewrite by using the synonym of the word underlined)
- 5) The constitution specifies that it is legal to employ people without a contract. **(Use the negative prefix of the underlined word)**
- 6) She told us it was belived the place was easely riched by car and it was secure. **(Correct the spelling errors)**
- 7) The storm started when we were having a break in the school garden.
(Start: We....)
- 8) with you/probably/I/come/will/shopping
(Arrange the words to make a correct sentence)
- 9) All the boys in my family play football. **(Write in passive voice)**
- 10) This is the first time I have travelled to a foreign country.
(Begin: Never before....)

PHONOLOGY. (10 MARKS)

Part I. Copy and underline the silent letters in the words below: (5 marks)

- 1) Ghetto ghastly aghast
- 2) Bomb lamb climb
- 3) Know knight knot
- 4) foreign gnaw know
- 5) light might

**Part II. Write down the sounds you hear at the end of the following words:
(5 marks)**

- 1) Stops
- 2) Sings
- 3) Judges
- 4) Laughs
- 5) Pushes

SECTION C: SUMMARY WRITING (15 marks)

Read the passage below and summarize events that led to the death of Ryangombe in not more than 150.

Ryangombe one day went hunting, accompanied by his sons Kagoro and Ruhanga two of his sisters and several other spirits. His mother tried to dissuade him from going, as during the previous night she had had four strange dreams, which seemed to her prophetic evil. She had seen, first, a small beast without a tail; then an animal all of one colour; a stream running two ways at once; and, an immature girl carrying a baby without a baby sling.

She was very uneasy about these dreams, and begged her son to stay home, but, unlike most Africans who attach great importance to such things he paid no attention to her words and set out. Before he had gone very far he killed a hare, which, when observed, was found to have no tail His personal attendant at once shouted that this was the fulfilment of Nyiraryangombe's dream, but Ryangombe only said, "Don't repeat a woman's words while after a game."

Soon after this they met the second and third signs (the animal of one colour was a black hyena), but Ryangombe still refused to be impressed. Then they met a young girl carrying a baby, without the usual skin in which it is carried. She stopped Ryangombe and asked him to give her a baby sling. He offered her the skin of one animal after another; but she refused them all, till he produced a buffalo hide. Then she said she must have it properly dressed, which he did, and also gave her the thongs to tic it with. Thereupon she said, "Take up the child." He objected, but gave in when she repeated her demand, and even, at her request, gave the infant a name.

Finally, tired of her demands, he said, "Leave me alone!" and the girl rushed away, was lost to sight among the bushes, and become a buffalo. Ryangombe's dogs, sniffing the beast, gave chase, one after another, and when they did not return he sent his man, Nyarwambali, to see what had become of them. Nyarwambali came back and reported: "There is a beast here which killed the

dogs.” Ryangombe followed him, found the buffalo, speared it, and thought he had killed it, but just as he was shouting his victory recitation it sprang up, charged, and gored him. He staggered back and leaned against a tree; the buffalo changed into a woman, picked up the child, and went away.

At the very moment when he fell a bloodstained leaf dropped on his mother’s breast. She knew that her dream had in fact been a warning of disaster; but it was not till a night and a day had passed that she heard what had happened. Ryangombe, as soon as he knew he had got his death-wound, asked one hunter to call his mother and Binego.

One after another all refused, except the maidservant, Nkonzo, who set off at once, travelling night and day, till she came to Nyiraryangombe’s house and gave her the news. The mother went at once with Binego, and found her son still alive. Binego, when he had heard the whole story, asked his father in which direction the buffalo had gone. He rushed off and overtook the woman, brought her back and killed her. He cut both her and the child into pieces. So, he avenged his father.

Adapted from: <http://www.sacred-texts.com/afr/mlb/mlb10.htm>

DESTION D: COMPOSITION WRITING (15 marks)

Choose one of the topics below and write a composition of about 300 words on it.

1. Write a letter to the newspaper suggesting ways tourism in Rwanda can be promoted. Start: Dear editor, ...
2. Write a story ending.... I will never forget that day in my life and it has shaped my whole life.
- 3) Write a story whose title is “not All That Glitters Is Gold”.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2020-2021

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

Answer the questions below using full sentences. (30 marks)

- 1) Tribalism and colonialism in Africa.
Effects of modern tribalism in Africa.
Tribalism in Africa
Effects facing independent African states
Problems faced by post-colonial African states
The results of colonialism in Africa
Imperialism in Africa
Effects of African colonialism
- 2) Tribalism
One of the major problems facing independent African states as well as national liberation movements is tribalism. It is a singular obstacle slowing the progress towards the building of a nation.
- 3) Imperialism separated tribes which were coming together to fight them and turned those tribes against each other.
The imperialists used chieftainship to decide and rule Africans.
The imperialists broke up the growing bonds of unity between the various tribes.
- 4) A tribe is a process of uniting and forming an embryo for the nation state.
It is made of an easier relationship among Africans.
It was regarded as a source of unity and cohesion to face the European aggressors.
Political structure of leadership considers collective wishes of people.
Tribes developed cultural ties.
It uplifted one another economically.
The tribal form of the society was based on communal ownership as its political form of governance.
- 5) Capitalism has made Africans slaves by introducing taxation and in order to get money to pay taxes, they had to work hard for colonialists.
By disintegrating the social and economic African organisation.
By using chiefs to carry out orders and instructions.
The international monopolies were used to control the African economy.
- 6) The Portuguese maintained chiefs in their colonies so that they could lead/rule on their behalf.
They wanted them to carry out their orders and instructions to the people.

They wanted them to achieve their aim of divide and rule policy.

- 7) According to the passage, colonialists did not contribute positively because they promoted divisionism among tribes.
They also made Africans their slaves.
They introduced capitalism in African states.
They left large undeveloped areas.
They left Africa controlled by the international monopolies.
Colonialists made leaders of Africa to work against the wishes of people.
They imposed taxes payments.
They exploited African resources.
They encouraged regionalism.
They led the African economy uneven and lopsided.
- 8) Africans can avoid tribalism through teaching about unity and reconciliation.
Leaders should also unite people by giving equal services and favours.
Countries should teach history where they are united.
The African leaders should provide equal right to education, health, economy...
African leaders should make awareness of national identity.
They should strive for self-reliance.
They should teach the young the positive values and taboos.
Africa should avoid any kind of segregation and promote unity and justice.
Creation of African government
Promote democratic leadership
Eradicate poverty and misery
Creation of common market.
- 9) i. It means that before colonialism tribes were there but people were united.
ii. This means before a nation state, there is a tribe, therefore nations are a product of a tribe.
iii. The chief worked for the colonial masters to implement the activities, orders, instructions, laws, rules and duties.

VOCABULARY. (10 marks)

1 = F

2 = E

3 = I

4 = H

5 = B

6 = D

7 = C

8 = J

9 = A

10 = G

SECTION B: GRAMMAR AND PHONOLOGY (30 marks)

Part I: Complete the sentences with the appropriate tense (past simple or progressive) of the words in brackets. (5 marks)

- 1) They **were having** tea when the doorbell **rang**.
- 2) Father **was smoking** his pipe while mother **was reading** a magazine.
- 3) While he **was mowing** the lawn, it **started** to rain.
- 4) He **was having** breakfast when the toaster **blew** up.
- 5) When I **came** into the office, my boss **was waiting** for me.

Part II. To complete the sentences below, use the following determiners (each, all, few, little, any, some) (5 marks)

- 1) They were bored because there was **little** for them to do.
- 2) **Some/all** of the cakes had been baked the day before.
- 3) Uwamahoro didn't take **any** photos when she went on holiday.
- 4) **Each/some/all** of my friends sent me a birthday card, but none of them bought me a present.
- 5) I like many of her songs, but not **all** of them are good.

Part III. Re-write the following sentences without changing the meaning of the original sentence

- 1) The students protested, "We are tired of the evening classes that we had to attend that week."
- 2) Police will introduce anti-theft devices on all cell phones.
- 3) If only I had been aware of the problem, I could have supported him.
- 4) It is **foolish/risky/crazy/illogical/unreasonable** that so many girls drop out of high school at an early age.
- 5) The constitution specifies that it is **illegal** to employ people without a contract.
- 6) She told us it was believed the place was easily reached by car and it was secure.

- 7) We were having a break in the school garden when the storm started.
- 8) I will probably come shopping with you.
I will probably come with you shopping.
Probably, I will come shopping with you.
- 9) Football is played by all the boys in my family.
- 10) Never before have I travelled to a foreign country.

PHONOLOGY. (10 MARKS)

Part I. Copy and underline the silent letters in the words below: (5 marks)

- 1) Ghhetto ghastly aghhast
- 2) Bombb lambb climb
- 3) know knight knot
- 4) foreign gnaw know
- 5) light might

**Part II. Write down the sounds you hear at the end of the following words:
(5 marks)**

- 1) Stops /S/
2) Sings /Z/
3) Judges /IZ/
4) Laughs /S/
5) Pushes /IZ/

SECTION C: SUMMARY WRITING (15 marks)

Possible titles

History of Ryangombe
Nyiraryangombe's dream
Events that led to the death of Ryangombe
Death of Ryangombe

Consequences of disobedience
The fate of Ryangombe
Ryangombe
Prophetic dreams
Myth of Ryangombe
The worst day of Ryangombe
The negligence of Ryangombe

Possible ideas

- Ryangombe accompanied by his sons and sisters went hunting.
- His mother who had had bad dreams prevented them him from going but in vain.
- Ryangombe insisted
- He met a black hyena and a girl with a baby without a sling.
- The girl went into the bush and turned into a buffalo which killed Ryangombe's dogs.
- Ryangombe went to kill the buffalo but the buffalo gored him and change into a girl.
- Ryangombe sent a servant to go and inform his mother and sons about his injury.
- After arriving where his father was and knowing the whole story, Ryangombe's son killed the girl and the baby.

Summary marking

Title = 1
Body = 1
Ideas = 9
Coherence = 2
Length = 2

Length scale

120 to 150 words: 2 marks
80 to 119 words: 1.5 marks
30 to 79 words: 1 mark
Less than 30 or more than 150 words: 0 mark

DESTION D: COMPOSITION WRITING (15 marks)

1. Letter

Possible ideas

Protecting environment from being destroyed.
Training people on hospitality

Promoting entertainment like traditional dance.
Building nice and attractive hotels to accommodate tourists.
Increasing the budget for promoting tourism.
Protecting wildlife like animals and birds.
Promote international cooperation.
Avail comfortable means of transport.
Innovating more tourist sites.
Increasing RwandaAir destinations across the world.
Marketing
Setting strict measures against poacher.
Promote visit Rwanda campaign.

2. A story

Possible titles

Unforgettable event
The day I shall never forget.
The first day ever
The death of my parents
The wedding of my brother.

3) Not All That Glitters Is Gold.

Possible scenarios

Pastor's sin
A man who raped his daughter
The teacher's weaknesses
A beautiful woman disappointment
The theft of a public worker

Awarding marks (TOPIC 2 and 3)

Title: 1 mark
Introduction: 1 mark
Body: 1 mark
Conclusion: 1 mark
Ideas: 6 marks
Coherence: 2 marks
Language use: 2 marks
Length: 1 mark

English I

003

28/07/2022

2.00 PM – 5.00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2021-2022

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

- 1) Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
- 2) Do not open this question paper until you are told to do so.
- 3) This paper consists of **FOUR** sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary **(30 marks)**

SECTION B: Summary **(10 marks)**

SECTION C: Language use **(40 marks)**

SECTION D: Composition **(20 marks)**

- 4) Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

- 5) Use only a **blue** or **black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

Read the following passage carefully and answer the questions that follow.

Trees play an important role in preserving and protecting our environment. They release oxygen in the air and absorb carbon dioxide. In this way they help to reduce the amount of pollution in the earth's atmosphere. Trees play the important role in the water cycle as they release moisture in the atmosphere through their leaves, in turn this helps the formation of clouds which bring rain.

Loss of trees can therefore be a cause of drought. In addition, at times where there is rain, trees can soak up much of the extra water and so, they help floods. Trees also help to prevent soil erosion, they work like nets trapping soil and stopping it from being washed.

In addition, fallen tree branches and leaves decay on the ground hence making soil more fertile.

An individual tree can be a home to all kinds of tree dwellers animals, mammals, reptiles, birds, insects as well as other plants. In thick forests, millions of types of trees can be found. For example, in the tropical rain forest which occupy about 8 percent of earth's land area are homes to over 50 percent of all animals.

In addition to these benefits, products from trees provide human beings with a thousand of items.

Many fruits and seeds are eaten by human and animals. There is also wood, people do thousands of things with wood. It is used in the construction of both traditional and modern buildings. There is also furniture, such as wardrobes, beds, tables, chairs, doors to mention but a few. All of these items are made of wood.

In streets, there may be all kinds of structures made of wood like signboards, telephone and electricity poles, fences and gates. Wood is also a source of fuel. Generally, trees and their advantages touch every human beings and nonhuman beings.

PART I: READING COMPREHENSION (20 marks)

A) Choose the most correct answer of the alternatives given.

- 1) Trees play an important role in preserving our environment because ...
 - a) They provide shade on both hot days and shelter on wet days.
 - b) They protect the environment from pollution and the effect of weather.
 - c) They provide fruits and seeds which are eaten by only animals.

- 2) Trees play an important role in the water cycle by ...
 - a) Releasing the amount of moisture in the atmosphere.
 - b) Absorbing carbon dioxide from the atmosphere.
 - c) Preserving the soil texture through its leaves.

- 3) Trees help to prevent soil erosion because ...
 - a) There will be no branches and leaves to fertilize the soil.
 - b) The clouds which bring rains will always be present.
 - c) They trap the soil and stop it from being washed away.

- 4) Why are trees beneficial to humans?
 - a) They are used to produce telephone and electricity.
 - b) They cause drought in the country.
 - c) They provide wood used to make various items such as furniture.

B) Answer the following questions as concisely as possible. (12 marks)

- 1) Mention any four kinds of animals that a tree can accommodate as home. **(4 marks)**
- 2) Write down two major roles that trees play in preserving and protecting the environment. **(2 marks)**
- 3) What are the four measures that the government of Rwanda may take to preserve trees? **(2 marks)**
- 4) Why is wood very important to human beings? **(4 marks)**

PART II: VOCABULARY (10 marks)

Basing on the passage you have read above, explain the following expressions in your own words: (10 marks)

- 1) People do thousands of things with wood:
- 2) Water cycle:
- 3) To mention but a few:
- 4) Thick forests:
- 5) The tropical rain forests (...) are homes to over 50 percent of all animals:

SECTION B: SUMMARY (10 marks)

**Read the passage above and summarize it in not more than 100 words.
(10 marks)**

SECTION C: LANGUAGE USE (40 marks)

**PART 1: Choose the correct alternative from the words in brackets.
(2 marks)**

- 1) Last year, Ito school every day. (**walked, walking, walks, walk**)
- 2) Jean and his friend have beenfootball. (**playing/plays/is playing**)

PART II: Choose the appropriate word from the alternatives to complete the text below. (4 marks)

- 1) a) for b) to c) of d) in
- 2) a) some b) many c) few d) plenty
- 3) a) wisely b) bravely c) attractively d) happily
- 4) a) must expect b) might expect c) expect d) expects

People are becoming more and more aware of the importance..... **(1)** environment conservation. Conservation means **(2)** things to many people. To some, it means preserving our forests our forests and wildlife. To others, it means using our natural resources **(3)**. Whatever it means, conservation is considered essential if people..... **(4)** the earth to continue supporting the human race.

**PART III: Arrange the following words to make correct sentences.
(3 marks)**

- 1) you/arrive/school/When/?/at/did
- 2) subject/English/Mary's/is/favorite.
- 3) never/school/to/goes/on/Peter/foot.

PART IV: Put the verbs in brackets into the correct present tense.
(6 marks)

- 1) Ann sees Paul putting-on his coat and says: Where you (**go**), Paul Paul: I (**go**) to buy some fruits. You (**want**) mangoes?
- 2) Ann: No, thanks. You are always buying bananas, Paul. How many bananas you (**eat**) a day? Paul: I (**not eat**) very many – perhaps 5. Joseph (**eat**) far more than I do.

PART V: Circle the word that has a different sound from others.
(3 marks)

- 1) a) book b) loud c) should d) tooth
- 2) a) man b) mail c) plain d) plane
- 3) a) seat b) beads c) heat d) thread

PART VI: Complete the sentences below with either passive or active form of the verb in brackets.
(4 marks)

These days, many cyber-criminals (**use**) the internet to disturb the privacy of others. This (**do**)by hacking emails and websites and getting information or blocking them. Another thing is that many human right abuses (**not report**) because people (**not inform**) about their rights.

PART VII: Complete the following sentences below with the best choice from the alternatives given.
(2 marks)

- 1) The ----- difficult thing with leaders was communication.
a) more
b) most
c) It depends on how many things there were.
- 2) It was ----- test I have ever done.
a) the most hard
b) the hardest
c) Either could be used here

PART VIII: Put the following sentences into reported speech: (3 marks)

- 1) The hotel manager said, "Dinner is served between 7 and 9 O'clock."
- 2) The headmaster said, "All students are taking part in the project."
- 3) Jamie said, "I'll never forget your birthday again."

PART IX: Match the media term in column A with its meaning in column B. (3 marks)

A	Media	B Meaning
1)	Television (TV)	Look at
2)	Listen	An appliance shaped like a box with a screen, on which you can watch programmes
3)	Watch	To pay attention to what someone is saying, or to a sound that you can hear

PART X: Complete the following sentences with the most suitable answer among the alternatives given. (2 marks)

- 1) Peter told herhe had said.
a) Why b) That c) When d) All that
- 2) I wish Imore interesting books to read.
a) Have found b) would found c) can find d) could find
- 3) He's gotof money, but very little sense.
a) a lot b) much c) enough d) a great
- 4) Hoseain Nyagatare for the last six years.
a) working b) has been working c) is working d) was working

PART XI: Insert the adverbs from the words in brackets in the blank spaces. (2 marks)

- 1) We eat meat. (**rare**)
- 2) We eat beans. (**usual**)
- 3) They eat orangesa week. (**two times**)
- 4) Students eat vegetables at my school. (**regular**)

PART XII: Rewrite the sentences below as instructed. (6 marks)

- 1) She read this letter and burst into tears. (**Begin with: As soon as**)
- 2) She won the tournament so I congratulated her. (**Begin with: I congratulated**)
- 3) My enemy's watch looks expensive. (**Use the opposite of the underlined words**)

DESTION D: COMPOSITION WRITING (20 marks)

Choose one of the topics below and write a composition of about 250 words on it. (20 marks)

- a) Effective strategies to protect environment in Rwanda.
- b) Causes and effects of gender violence in my community.

MARKING GUIDE OF ORDINARY LEVEL ENGLISH NATIONAL EXAMINATION 2021-2022

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

A) Choose the most correct answer of the alternatives given.

- 1) b) They protect the environment from pollution and the effect of weather.
- 2) a) Realising the amount of moisture in the atmosphere.
- 3) c) They trap soil and stop it from being washed out.
- 4) c) They provide wood used to make various items such as furniture.

B. answer the following questions as concisely as possible (12 marks)

- 1) **Any four kinds of animals that a tree can accommodate as home are:**

- **Mammals**
- **Reptiles**
- **Birds**
- **Insects**

Note: A candidate may mention a tree dweller animal for each type. He/she also deserves full marks, in case a candidate mentions animals of the same category deserves 1 mark.

- 2) Roles that trees play in preserving and protecting the environment:
 - **Releasing oxygen in the air;**
 - **Absorbing carbon dioxide;**
 - **preventing floods;**
 - **Home of different animals;**
 - **making soil fertile;**
 - **Keeping soil moisture;**
 - **Preventing soil erosion by trapping it and stop it from being washed away.**

(Consider any two relevant answers, 2 marks: 1 mark each)

- 3) Measures that the government of Rwanda may take to preserve trees:

- **Protecting forests wherever they are in the country**
 - **Preventing people from overgrazing**
 - **Punishing people who cut trees illegally**
 - **Planting new trees in hill regions**
 - **Promoting reforestation**
 - **Setting clear and tangible forest exploitation regulations**
 - **Avoiding bush burning**
 - **Sensitizing people on using other sources of energy apart from firewood and charcoal**
 - **Awarding environmentalists (people who protect environment)**
 - **Proper settlement plans**
 - **Educating people about the importance of environment**
 - **Supporting the forest conservation organisations/ clubs...**
- (Consider any four relevant answers, 2 marks: 0.5 mark each)*

4) Wood is very important to human beings because:

- **People (human beings) use wood to make furniture such as wardrobes, beds, tables, chairs, doors...**
- **People (human beings) use wood in the construction of both traditional and modern buildings.**
- **People (human beings) use wood to make all kinds of wood structures like signboards, telephone and electricity poles, fences and gates.**
- **Wood is a source of fuel used by human beings.**
- **People use wood for decoration**
- **Wood is also source of money**
- **People use wood as medicine**
- **Wood is used as crutches to support people to move**

Part II: Vocabulary

- 1) People do thousands of things with wood: **People do many / numerous / a lot of / countless / various / multitudinous / diverse ... things using wood.**

- 2) Water cycle: **water moves from rivers and oceans to atmosphere, becomes clouds, come back on earth in the form of rain and flows to rivers and oceans; Process Note: A candidate may make a water cycle drawing.**
- **In case the water cycle is labelled award full marks i.e 2marks** □ **In case the water cycle is not labelled, award zero.**
- 3) *To mention but a few: **to say only a small number of something/ not exhaustive/and so on/among others/Etcetera (etc.) /a small number of things from a large group/ and many more...***
- 4) Thick forests: **a forest with many trees which are very close to each other/ dense forests/ impenetrable forests/ great forests/ tight forests...**
- 5) The tropical rain forests (...) are homes to over 50 percent of all animals: **Over 50% of all animals live in the forests located between tropics/ over 50% of all animals live in the forests located between tropics/ over 50% of all animals are accommodated in the forests between tropics/ over 50% of all animals dwell in the forests between tropics...**

SECTION B: SUMMARY (10 MARKS)

Possible titles

- Roles of trees
- Importance of trees
- Trees
- Positive effects of trees
- Advantages of trees - Benefits of trees - Why trees?
- Trees and environment
- Consider any other relevant titles...

Possible ideas

- Trees play an important role in preserving and protection our environment
- Trees play an important role in water cycle or rain formation
- Loss of tress can lead to drought

- Trees release oxygen in the air and absorb carbon dioxide
- Trees prevent floods
- Trees prevent soil erosion
- Trees make soil more fertile
- Trees are homes for tree dweller animals
- Trees provide a lot of furniture such as beds, tables, chairs, doors...
- Trees are used in construction
- Trees provide food for human and non-human beings (fruits and seeds)
- Trees are source of fuel

Criteria for marking summary

Title: 1 mark

Body: 1 mark

Ideas: 6 marks (not necessarily to be fully developed)

Coherence: 1 mark

Length: 1 mark

Total 10 Marks

Scales for length and Coherence

Scale for length		Scale for coherence	
Number of words	Marks	Idea marks	Ideas coherence
50-100 words	1 mark	6-marks for 3 ideas	1 mark for coherence.
30-49 words	0.5 mark	4marks for 2 ideas	0.5 mark for coherence.
0-29 words	0 mark	2 marks for 1 idea	0 mark for coherence
101- ∞ words			

SECTION C: LANGUAGE USE (40 marks)

PART I: Choose the correct alternative from the words in brackets

- 1) Last year, I **walked** to school every day.

- 2) Jean and his friends have been **playing** football.

PART II: Choose the appropriate word from the alternatives given to complete the text below.

People are becoming more and more aware of the importance **of** environment conservation. Conservation means **many** things to many people. To some, it means preserving our forests and wildlife. To others, it means using our natural resources **wisely**. Whatever it means, conservation is considered essential if people **expect** the earth to continue supporting the human race.

- 1) **c) of**
- 2) **b) many**
- 3) **a) wisely**
- 4) **c) expect**

PART III: Arrange the following words to make correct sentences.

- 1) **When did you arrive at school?**
- 2) **Mary's favorite subject is English. Or English is Mary's favorite subject.**
- 3) **Peter never goes to school on foot.**

PART IV: Put the verbs in brackets into the correct present tense

- 1) Ann sees Paul putting on his coat and says: Where **are you going** Paul?
Paul: **I am going** to buy some fruits. **Do you want** mangoes?
- 2) Ann: No, thanks. You are always buying bananas, Paul. How many bananas **do you eat** a day? Paul: I **do not (don't) eat** very many – perhaps. Joseph **eats** far more than I do.

PART V: Circle the word that has a different sound from others.

- | | | | |
|------------------|----------------|-----------|------------------|
| 1) a) book | b) loud | c) should | d) tooth |
| 2) a) man | b) mail | c) plain | d) plane |
| 3) a) seat | b) beads | c) heat | d) thread |

PART VI: Complete the sentences below with either passive or active form of the verb in the brackets

These days, many cyber criminals **use/are using** the internet to disturb the privacy of others. This **is done/is being done** by hacking emails and websites and getting information or blocking them. Another thing is that many human right abuses **are not reported/are not being reported**. Because people **are not informed/are not being informed** about their rights.

Note: When the first tense is in present simple, others tenses should also be in the same tense. It is the same when the first tense is present continuous (or progressive), other tenses should also be in present continuous (or progressive)

PART VII: Complete the following sentences with the best choice from each alternatives given.

- 1) The **most** difficult thing with leaders was communication.
- 2) It was **the hardest** test I have ever done.

PART VIII: Put the following sentences into reported speech:

- 1) The hotel manager said (that) dinner was served between 7 and 9 o'clock.
- 2) The headmaster said (that) all the students were taking part in the project.
- 3) Jamie said (that) she/he would never forget my/your/her/his/our/their birthday again.

PART IX: Match the media term in column A with its meaning in column B.

A	Media	B Meaning
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2)	Listen	an appliance shaped like a box with a screen, on which you can watch programmes
3)	Watch	to pay attention to what someone is saying, or to a sound that you can hear

PART X: Complete the following sentences with the most suitable answer among the alternatives given.

- 1) Peter told her **all that** he had said.
- 2) I wish I **could find** more interesting books to read.
- 3) He's got **a lot** of money but very little sense.
- 4) Hosea **has been working** in Nyagatare for the last six years.

PART XI: Insert the adverbs from the words in brackets in the blank spaces.

- 1) We **rarely** eat meat.
- 2) We **usually** eat beans.
- 3) They eat oranges **twice** a week.
- 4) Students **regularly** eat vegetables at my school.

PART XII: Rewrite the sentences below as instructed.

1) As soon as she read this letter, she burst into tears.

2)

➤ I congratulated her on/upon/because of/ due to/for/winning the tournament.

➤ I congratulated her because/since/as...she had won the tournament.

➤ I congratulated her on winning the tournament.

➤ I congratulated her for having won the tournament.

3) My friend's/ally's/beloved's/comrade's/colleague's watch looks cheap/inexpensive/affordable/low-priced. (*Consider any other relevant opposite words*)

SECTION D: COMPOSITION (20marks)

Topic (a): Effective strategies to protect environment in Rwanda

Possible titles

- Effective strategies to protect environment in Rwanda
- Protecting environment in Rwanda
- How to protect environment in Rwanda
- Different ways of protecting environment in Rwanda
- **Consider any other relevant titles**

Possible ideas

- Planting trees (afforestation)
- Reforestation
- Community mobilization (Umuganda)
- Setting clear policies for environment protection
- Fighting water, air pollution

- Proper methods of agriculture or farming
- Effective wastes management
- Clubs to manage environment
- Controlling poaching and bush burning
- Terracing
- Controlling mining
- Using other alternatives of energy
- **Consider any other relevant ideas.**

Topic (b): Causes and effects of gender violence in my community

Possible titles:

- Causes and effects of gender violence in community
- Reasons and consequences of gender violence
- Why gender-based violence in my community?
- Roots and consequences of gender violence
- Gender related issues in my community
- Gender violence
- Impact of gender violence
- **Consider any other relevant titles**

Causes:

- Drug abuse
- Poverty
- Poor family management
- Infidelity
- Infertility

- Illiteracy and ignorance
- Misconception of gender balance
- Polygamy
- Cultural and traditional beliefs
- Marriage laws
- Economic issues
- Family planning
- Sexual assault
- Health issues

Effects:

- Injury and death
- Stigma
- Trauma
- Separation and divorce
- Drop out
- Street children
- Early marriages
- Depression
- Polygamy
- Drug abuse
- Poverty
- Conflicts - Diseases
- Prostitution
- Early pregnancies
- Suicide

Consider any other relevant effects

Marking composition criteria

Scales for length and Coherence

- **Title:** 1 mark
- **Introduction:** 1mark
- **Body:** 1 mark
- **Conclusion:** 1mark
- **Ideas:** 9marks (consider any 3 fully developed ideas)
- **Coherence:** 2 marks
- **Language use:** 3marks
- **Length:** 2 marks

Total 20 Marks

Scales for length, coherence and language use

Scale for length		Scale for coherence		Scale for language use	
Number of words	Marks	Idea marks	Ideas coherence	Mistakes	Marks
200-250 words	2 marks	7-9 marks for ideas	2 marks for coherence.	0-30 mistakes	3marks
150-199 words 251-300 words	1 mark	4-6 marks for ideas	1 mark for coherence.	31-50 mistakes	2marks
100-149 words	0.5 mark			51-60 mistakes	1mark
0-99 words	0 mark	0-3 marks for ideas	0 mark for coherence	60-∞ mistakes	0mark
301- ∞ words					