

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
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.

- 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 301- ∞ words	0 mark	0-3 marks for ideas	0 mark for coherence	60-∞ mistakes	0mark