

# 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

5 = B

8 = J

2 = E

6 = D

9 = A

3 = I

7 = C

10 = G

4 = H

## **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/few** 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) foregign      gnaw      know
- 5) lght      mght

**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/, /Z/
- 4) Laughs
- 5) Pushes

**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