

FOR CONTROL USE ONLY

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Name:..... Index No.....

School:..... Centre No:.....

Subject: English Language

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South Sudan Certificate of Secondary Education
English Language
January 2016
Time: 3 Hours

INSTRUCTIONS:

1. Write your name clearly in capital letter
 2. All questions are compulsory in this paper
 3. Answer all questions in space provided
 4. The paper consists of four sections
 5. Unnecessary crossing of answers and illegible hand writing will cause loss of marks.
- Section one: contains a compulsory composition writing (15 marks).
Section two: contains Grammar parts compulsory for all (50marks).
Section three: contains a compulsory summary passage (15marks).
Section four: contains a compulsory comprehensive passage (20 marks).

DO NOT WRITE IN THIS TABLE

Sections	Question	Marks	Marked by	Checked by
Section One				
Section Two	A			
	B			
	C			
	D			
Section Three				
Section Four				
Total				

8. Peter is a South Sudanese. He is bornSudanese parents.

- a- by b- of c- from d-for

9. Do you mind the windows?

- a- close b- to close c- closing d- having closing

10. Thewoman who was killed was carrying a bag.

- a- brown big leather b- big leather brown C-leather big brown c- big brown leather

Part -B

For questions 11-20 rewrite each sentence as instructed in the bracket without changing the meaning.

11. John is my brother. Madut is my brother, too.

(Rewrite as one sentence **without** using the word**and**)

.....
.....

12. The minister complained that the budget for her ministry was undercut.

(Begin: The minister complained of.....)

.....
.....

13. My grandfather has died.

(Rewrite beginning: **Death**.....)

.....
.....

14. He hit his child with a clap because he thought he was a robber.

(Rewrite omitting “**Because**”)

.....
.....

15. Mary did not know that her friend had been expelled from school.

(Rewrite using:**aware of**.....)

.....
.....

16. The boy will need to be looked after.

(Rewrite to endlooking after.)

.....
.....

17. “You must finish your composition before the end of the lesson as I am going to mark them this evening”.

(Rewrite begin: The teacher)

.....
.....
18. Students should be encouraged to read as much as they can outside school.

Begin: Every encouragement.....)

.....
.....
19. I have to get some money. I want to travel to Bor tomorrow.

(Rewrite as one sentence using: **if**).

.....
.....
20. The head teacher did not blame John for arriving at school late.

(Rewrite beginning: The head teacher did not disapprove.....).

.....
.....
(20 marks)

Part –C.

For questions 21-30 fill the blank space using the word or group of words given in bracket correctly to complete the sentence.

21. He a well-known soccer player before he became a boxer. (be)

22. Juma’s family cardown when I visited him.(break)

23. Alfred ever since he was a student. (smoke)

24. He was given a good (receive)

25.did you send your letter to?(who)

26. The hen ten eggs when I bought it (already, lay)

27. If he had come on time, I Very happy. (will be).

28. Shein the school for the last three years. (Work)

29. Paul’s younger sister was of the two. (Pretty)

30. She doesn’t like eating any sweet,.....she? (do)

(10 marks).

Part D

For questions 31-40 choose one of the given words in bracket and write in the blank spaces to make sense

31. The quarrel between the husband and his wife resulteda fight.(to, in, into).

32. Two Lorries collided yesterday on Nimule road and four who were..... died of over bleeding. (injured, wounded, hurt).

33. Wehim to come with us though he was reluctant. (invited, suggested, persuaded)

34. George bought.....chair from Juba town yesterday.

(a small beautiful curved wooden, a beautiful small curved wooden, a beautiful small wooden curved)

35. Barelystarted off when lady arrived at the stage. (had the bus, the bus had , the bus).

36. Ahmed’s stubbornness was a stumbling-block to his progress. The underlined words mean:

(a starting point, means, an obstacle).

37. As the president passes, the crowd on the road side tried to catch a.....of him. (act, glimpse, face).

38. Our friendsin London two days ago (dropped off, arrived, a lived).

39. The head teacher alwaysa dark tie. (dressed, puts on, wears).

40. The rebels down their arms last night. (Lay, put, laid)

(10 marks)

Section three: Summary (15 marks)

Read the passage below very carefully and answer the question after it.

I first become aware of these questions, when in the Sudan in early 1956, and I spent some weeks trying to discover just how poaching was done and why it wasn’t stopped. At the outset it seemed to be a simple sort of inquiry to make but as time went on I discovered that it was not simple.

Nothing ever is in Africa; Sooner or later every problem tends to be complicated by strong local feelings and this applies with particular force to this matter of the vanishing animals. In Juba the officials in the game department were very gloomy. If something isn’t done soon, one of them said, there won’t be a wild animal larger than a rabbit left alive in Africa. Except, of course, in the reserve. But then the reserves themselves are in danger of being broken up.

“Then why isn’t something done?”

“Not enough game rangers and no money to employ any more. And, the law against poaching is ridiculously weak.”

“A lot of people don’t want to change the law. They regard wild animals as vermin and they say they are bound to be exterminated anyway because the land is wanted for agriculture and domestic stock.”

I was armed with a booklet of official statistics which stated that the tourist trade was worth about six million pounds to East Africa every year-quite an important item in this limited economy and I quoted this: “Surely,” I said, “people don’t come to Africa to see the cities and the factories. They want to see the buffaloes and elephant”’.

- Does the state use investment and scarce resources reasonably for the benefit of all citizens, and most especially for most disadvantaged?
- Does the state operate by a clear set of rules which are considered just and fair by most citizens?
- Does the state treat citizens with respect and inform citizens about what it is doing?
- Does it allow citizens to choose who leads them and have a say about they need and want from the government.

Democratic governance is a means to ensure that society attends to the needs of all citizens, including the marginalized.

It is also an end in itself, as it creates a fair system for the day-to-day management of the society and the peaceful transition of power at regular intervals.

When democratic governance is in place, development effort can concentrate on poverty eradication and building a peaceful and inclusive society.

For governance to be democratic, leaders need to use their power responsibly and for greater good. Systems and produces need to be in place that impose restraints on power and encourage government officials' to act in the public's best interests. These system and procedures fall within the realm of what is known as accountability. From governance point of view, effective accountability is especially important because:

It keeps government power in check. Governments have wide ranging and significant power to intervene in people's live. The abuse of this power can have very negative out comes, especially for the poorest and most marginalized who are least able to seek redress.

It is necessary pre-condition for just democracy.

Accountability helps to ensure that state power is exercised according to the will of the citizens, without it, democracy is always at risk.

There are some serious barriers to engaging in accountability work. In many Countries, the role of civil society as an accountability actors is not recognized by the state. The quality of democracy varies from country to Country and influences what can be accomplished. Calls for accountability from outside the state are severely constraints in Countries where basic freedom –such as access to information, freedom of expression and association –are absent or circumscribed. The same holds true in countries where criticism of government is treated as grounds for harassments or physical violence.

In such context, political leaders may operate with wide latitude and ignore or break laws intended to enforce accountability.

Accountability is similarly at risk in countries where elite groups exercise power and influence over governments tend to priotized a narrow band of special interest, leaving other marginalized and disempowered.

Further, all actors require the capacity to play an effective role in accountability.

For example, the media needs basic investigation and reporting skills. They need to conform to agreed reporting standards, if they are to be credible. Civil society

organizations need competence in various areas, like how to access information, formulate demands and communicate effectively with public officials.

I write this with focus on Countries that are transitioning to, or consolidating democratic governance systems, primarily in Africa. Africa is of course a vast and varied continent with enormous difference. The cultural, social, political, and economic context vary greatly between northern, southern, Eastern and western Africa.

(Adapted from “The Juba post weekly”)

Questions

1. What role should the state play in development when principle of good governance is in place?

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2. Why is the state expected to be just and fair?

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3. What should a government do to be able to provide needed to all its citizens?

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4. Some governments in Africa are sensitive to criticism. Why does the writer think so?

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5. Why is accountability necessary for any developing state in Africa?

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6. Why do you think the media or press need to conform to certain standards?

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7. How should there be peaceful transition of power by leaders at regular intervals?

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8. How are leaders expected to use their power responsibly?

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9. The role of civil society as an accountability factor is recognized in many Countries. Why is this so?

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10. “Civil society organizations need competence in various areas”, how?

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