	FOR CONTROL USE ONLY
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			
	В			
	C			
	D			
Section Three				
Section Four				
Total				

Section One – Composition writing (15 marks).

Choose <u>one</u> of the following topics and write a composition of 200-250 words, in clear hand writing.

- 1. Narrate an experience where you encountered a group of robbers one night, what could have happened next?
- 2. Imagine that at one time you had a travel/journey in a bus owned by the Bongo Bus Company, from your village to Juba and you were treated badly by the bus conductor. Write a letter of complaint to the bus company addressing it to the general manager of what you feel should be put by him.
- 3. Write a story about the most beautiful girl or strikingly handsome boy whom at one time admired but turned out to be a nuisance and disappointed you to a point of not even loving to see her /him at your sight.
- 4. Payment of a large amount of dowry is no longer paramount compared to the economy of our Country that should be reduced to suit our modern society. Write in support or disagreement.
- 5. Described <u>A HAWKER</u>with the help of the following information.
 - -A common figure.
 - -various kinds of things for sale, rare and high demand
 - -Various tricks to attract the attention of the buyers
 - -Sometimes funny and sometimes irritating /not interesting
 - -Small goods at a cheaper price
 - -A moving shop and a salesman combined

-Hard labour for living from hand to mouth.
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		o: Grammar	•				
•	Part A			0.17			
	_				st correct ans	swer.	
1. The	police made	e Jane	tha	at she did s	teal		
;	a-confess						
1	b-to confess						
	c-to confess						
(d- Confessir	ng					
		C					
2. If sh	ne	a	member of	my family	, she would in	herit my father's land.	
a-was					d- where		
3. Ton	y was	go	al-keeper tl	nat the riva	l team could 1	not score a good.	
a- so g	ood	b- ver	y good	c-	such a good	d-a so good	
4. His	voice is	th	an that of a	ny other b	oy in class.		
a- mor	e loud	b-loud	der	c-more l	ouder	d-loudest.	
5. Joe	said that he		not	say when	Alice would	come back.	
a-will		b-shall	c-co	uld	d-can		
6. He v	would rather	look for ano	ther job tha	n move to	another town	,?	
a- does	sn't he	b- cou	ıldn't he	c-would	n't he	d-isn't he	
7. The	crowd shut		the spe	aker.			
a-up	b-bac	k	c-down	d-	off		

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 wordand
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)
<u>Part –C.</u> 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)
25did 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 questions31-40 choose one of the given words in bracket and write in the blank spaces to
<u>make sense</u>
31. The quarrel between the husband and his wife resulted a 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 boughtchair from Juba town yesterday.
(a small beautiful curved wooden, a beautiful small curved wooden, a beautiful small
wooden curved)

35. Barely	.started off when lady arrived at the stage. (had
the bus, the bus had, the bus).	
36. Ahmed's stubbornness was a stumbling-l	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
aof	him. (act, glimpse, face).
38. Our friends	in London two days ago
(dropped off, arrived, a lived).	
39. The head teacher always	a 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.

"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".

[&]quot;Then why isn't something done?"

[&]quot;Not enough game rangers and no money to employ any more. And, the law against poaching is ridiculously weak."

True enough. But just and persuade the settlers about this. All they are interested in is the fact that a herd of elephant last month trampled across their crops. As for the African they have always hunted animals and it is natural for them to do so.

And so the argument want on and stirred up some old scraps of information that were new to me, the fact that, for example, that the great majority of Africans have never seen an elephant or a buffalo. Big game keeps away from settled areas and the average African child probably knows less about wildlife than any school boy in England. Consequently there is very little interest in local animals, and the chances of persuading people to preserve them are not very bright. What must be done is to train the local people to see the value of their heritage, and teach them to be game wardens themselves. The government should also be encouraged to grant more money for this training and to pass stronger laws against poaching and the sale of ivory.

In not more than 90 words, state the problem game preservation. Rough Copy				

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Fair Copy
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Section four: Comprehensive (20 marks).

Question 1

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

Governance is about the interaction between state institutions and citizens. It is about the laws, policies and regulations that the state makes and the way these are implemented in everyday life. Governance includes how the state treats its citizens and the effort it makes to protect and fulfil their human rights.

When can we say that there is democratic governance in a Country? The answers to the following questions would shed light on this.

- 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?
	Why is the state expected to be just and fair?
	What should a government do to be able to provide needed to all its citizens?
1.	Some governments in Africa are sensitive to criticism. Why does the writer think so?
5.	Why is accountability necessary for any developing state in Africa?
	6. Why do you think the media or press need to conform to certain standards?

7.	How should there be peaceful transition of power by leaders at regular intervals?
8.	How are leaders expected to use their power responsibly?
9.	The role of civil society as an accountability factor is recognized in many Countries. Why is this so?
	10. "Civil society organizations need competence in various areas", how?
	10. Civil society organizations need competence in various areas , new.