# Unit one: Geography of Rwanda

The tallest mountain in Rwanda is…

A. Marenga

B. Kabuye

C. Mount Karisimbi

D. Mont Muwogo

Good question but it is assessing knowledge of the content of the unit, not the student’s English language skills. It is ok to have a small number of questions like this, but not too many.

The following question is a way to assess a learning objective linked to English Language from Unit one (present perfect tense), that uses Geography of Rwanda as the context but doesn’t assess it.

**Drop down format:**

My cousin [has worked/have worked/ will work/ could work] near Mount Karisimbi for the past five years.

Or **Multiple choice format:**

Choose the sentence with the correct tense.

1. My cousin have worked near Mount Karisimbi for the past five years.
2. My cousin will work near Mount Karisimbi for the past five years.
3. My cousin has worked near Mount Karisimbi for the past five years.
4. My cousin could work near Mount Karisimbi for the past five years.

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| Band 3  (5-6 marks) | **Composition:** The student’s response is relevant and detailed; it includes a range of developed examples and/or ideas. It successfully engages the reader.  **Punctuation:** The student uses a range of punctuation (eg brackets, dashes, colons) mostly correctly with only occasional errors.  **Grammar:** The student uses a range of verb forms mostly correctly and mostly maintains a range of appropriate tense choices. Additional words and phrases contribute to meaning, eg adverbs (additionally).  **Spelling:** the student’s spelling is mostly correct, with only occasional errors. |
| Band 2  (3-4 marks) | **Composition:** The student’s response is mostly relevant with some detail; it includes some well-chosen examples and/or ideas. It makes a good attempt to engage the reader.  **Punctuation:** The student’s sentences are usually correctly punctuated; some commas are used to mark phrases or clauses.  **Grammar:** The student’s sentences are mostly grammatically sound; there is some variation in verb forms and tense choice is generally appropriate.  **Spelling:** The student’s spelling is usually correct, with errors for more complex or irregular words. |
| Band 1  (1-2 marks) | **Composition:** The student’s response is simple and mainly descriptive; there is a limited number of examples and/or ideas, but some of these may be unclear or lack relevance. There is a limited attempt to engage the reader.  **Punctuation:** The student uses full stops, capital letters, exclamation marks and question marks mostly correctly. However, there are frequent errors with other types of punctuation.  **Grammar:** The student uses simple connectives (e.g. and, but, then) to link clauses. Simple verb forms and tenses are mostly correct, though there are frequent mistakes when attempting more complex ones.  **Spelling:** The student can spell most simple/regular words correctly, though there are frequent errors when they attempt more complex words. |
| 0 Marks | * No relevant content. * Spelling, punctuation and grammar make the writing hard to understand. |
| **Students may refer to: [Fill in some examples of the type of thing the student may refer to in their answer]** | |
| **Marking guidance:** Identify which band **best** describes the student’s answer and then decide whether to award the upper or lower mark in the band based on how securely they meet it. | |