

112/2
English Language
Paper 2
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2hours

BUGANDA EXAMINATIONS COUNCIL MOCKS

Uganda Certificate of Education

ENGLISH LANGUAGE

PAPER 2

2HOURS

INSTRUCTIONS TO CANDIDATES

- Attempt all questions.
- All questions are compulsory

SECTION A

Read the following passage and answer the questions that follow.

The history taught in our secondary schools is largely a formative discipline. The pupils are made to remember, regurgitate and recite in order to pass their examinations and this has made pupils in history classes remain mentally and socially uninvolved.

History as a social science should be taken as a body of information not necessarily hidden in a text book and can only be reproduced during examination. We should try to make the teaching of history wide enough to cover important areas of human involvement. This will fulfill our realization that the formal object of history is definitely the nature of human society. Therefore, the main job of a historian is not only to record because we realize that history as a social science has an intolerable effect on civilization, man against man and nation against nation, for history is often written by the winners in case of a war.

With these social biases in mind history courses taught in schools should be based on lectures followed by discussions and research which would reveal the hidden past and minimize memory work. It is true reading which is concerned with the social welfare of the nation, will delight the pupils more than a series of tedious lectures full of facts and with no meaning in the social welfare of the nation. Again in assigning reading, history should not be made to look like a reading course without connection to the ways of life be it in the past, present or future.

Always, history should be allowed to reveal its important role in curriculum as a dimension of social science investigation and to avoid the present idea of teaching history for sake of history which is relatively unimportant in school, history as a social studies programme should be of top quality if we are serious in developing the abilities of our pupils to be able to make judgments for themselves. As a social science, our teaching of history should generate bold and intelligent response to the local and world affairs which should drive for validity and action. I will not allow history as a social science to be in name only.

There is another danger which faces history in our secondary schools. This is the need for more scientists which has made our governments place more emphasis on science subjects. This move has made history as a social science subjects to become perhaps the most unpopular subject given in the schools. The above average pupils usually decide to drop history as far back in form two, and sometimes the less gifted are made to take social science subjects and some made to do this against their own will. These unfortunate pupils develop the idea of memorize for examination and since examinations are corrected by external examiners who do not know their personal abilities of expression, they manage to pass.

Some of our social science subjects offered in secondary schools are meant for passing examination to acquire certificates for better jobs. After passing the examination, a number of our pupils discover that the social studies they had taken in school have no relevancy to what they do. This is because they memorized instead of learning and what is based memory cannot be retained.

These problems are pointed out merely to make history teachers in secondary schools aware of the conditions in which they are working and be able to cope with these problems hoping they will be corrected by all of us who are concerned. Many developing nations have overcome these same problems.

To work with what is available and within our reach we should make an effort to create meaning in social science subjects. In history teaching should work on a program involving our pupils in whatever we are doing. We should train them to be able to explain past by making use of what they already know, or we should try to explain the present by use of past knowledge.

When we use past experience to improve the present, the program becomes proper social science and cannot be based purely on memory. To gain prestige in social science subject be very much connected with human interacts and has relevance to our lives. In so doing pupils will understand that valuable time in social science classroom is not wasted.

It is not always possible for young pupils to understand the usefulness of history and for that matter, social science during their time in school. Perhaps later on, those pupils who might had good teachers and who did not depend much on memory work, come to a time when are grownup and begin to realize the value of what they had been taught in social science especially history and geography.

We should not make history become an intolerable burden on the pupils having learn something that they will soon find as no relevance in their lives. None of us would be interested in taking his valuable time memorizing pages of text books merely for the sake of reading. However, it is true that sometimes we teach social science as some kind of intellect pursuit. There are some people who are contended with the intellectual accomplishment and should not blame them. In any case these people understand what they read and t hey can relate their readings to other history.

In teaching history as a social science, we should not allow incredible disparity between education and our intellectual development, and further more between what we have taught we know. The important functions of history as a social science subject t aught in our school should first be to introduce pupils to objectives, the methods and applications of the science to bring such consideration to a better and meaningful understanding of himself, his environment and the rest of the world of humanity.

The duty of a historian, who is in fact a social scientist, is to explore the nature of the environment and through his exploration he should be able to illuminate man's political, social nature and economic development. It should be his desire to discover and identity the laws which govern human behaviour and which can account for the political, economic

and cultural phenomena of mankind. This is what we may call true and meaningful study of history.

(From New Approach in History teaching in schools by H. Okello Ayot)

Qn. In not more than 160 words, summarise how History should be taught. (20 marks)

Rough Copy

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Fair copy

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2(a) *Read the following passage and answer the questions that follow*

Drugs: So what are you curious about?

This, my friend, is about you, and it is about me. It is about every sensible man or woman who has not gone down the drain. And, believe down the drain. Who have gone down the drain? Just think for a moment.

Diego Maradona, one of the most talented footballers of all time, turned out in his later years to be a human wreck, continuously in and out of drug rehabilitation centres. Another famous sportsman who ended up in disgrace in Canadian sprinter Ben Johnson. He won a gold medal and set a world record in the 100-metre sprint at the 1988 Olympic Games in Seoul. But it was soon discovered that he had been using banned drugs. He was stripped of his gold medal; his record was erased from the books and he was eventually banned from competitive athletics for life.

Film star Marilyn Monroe was in her time considered to be the most beautiful woman in Hollywood. One day she was found dead in her apartment, having taken an overdose of drugs called barbiturates. Elvis Presley, one of the greatest performers in the history of rock music, died of an overdose of drugs. In addition, Whitney Houston an American singer and artist, accidentally drowned in a bathtub after suspect cocaine abuse in 2012. These are famous people who have gone down the drain drug addiction and substance abuse.

Now, of course, we get to hear of these people's tales who because they are famous and high-profile victims. However, there are millions of us ordinary people who are at risk. We all know of alcoholic wrecks in our villages and estates or even sadly, within our own families. We know of bhang junkies roaming our streets looking like demented ghosts. We may have khat-chewing neighbours whose jaws are in constant grinding motion, like goats chewing the cud. A recent school study revealed that thousands of secondary school students in Kenya are drug addicts! Some time back, it was discovered that a kiosk owner in an up market Nairobi suburb was selling marijuana to pupils in a primary school next to his kiosk. The

problem is right here with us and the first thing we need to do is to admit that it does exist.

How does this problem start? Why do perfectly intelligent and normal people, many of them highly educated and especially talented, get themselves into his mess? The reasons can be summed up in three words. Since they all happen to begin with the letter 'c' we shall call them the 'three Cs'. These are company curiosity and coping.

"Oh, on, be a sport!" This is the commonest bait our so-called friends use to lure us into drug and substance abuse. It is also called peer pressure. The depraved group may be puffing away at 'grass' cigarettes or knocking back tots of chang'aa behind the school hedge, and they invite you to join them for company of course. If you hesitate they start teasing you, calling you a coward, a 'softie' a spoilsport and all sorts of names. After all, they do not want to be the odd girls or odd boy out – and take your first puff at marijuana fag or down a tot chang'aa, there will be a treatment cheer from that demented crowd of your 'friends.'

Do not be deceived. They are not cheering you. They are only congratulating themselves on having pulled you down to their level one more pretentious, self righteous. Little snob who thought he or she was an angel. No one is gone to pay any more attention to you once you are down there, groveling in substance abuse. The rest is your shauri. So, next time any one tries to tell you that you should indulge in drug, tobacco or alcohol consumption because 'everybody is doing it,' tell them that you will not do it, for the very good reason that you are not everybody. You are you, and want your mind, your life and your future to remain clean.

Nor should you succumb to curiosity. A lot of young people fall into the drug and substance abuse trap simply because they want to find out what it feels like to be 'high' on these things. They use the impressive sounding euphemism, 'experience.' The truth of the matter is that being drunk or being intoxicated with drugs is not a worthwhile experience. We have all seen drunks and we know how disgustingly they behave. Why should anyone want to go staggering along the streets, slobbering vomiting or even peeing on themselves, among a host of other silly kinds of behaviour, in the name of experience?

How many people have, in a state of drunkenness, done things or got themselves into situations which they have lived to regret for the rest of their lives? Some people have committed murder, others have maimed themselves in road accidents while others have found themselves pregnant or infected with HIV, after engaging in drunken orgies. These surely are not experience to be particularly curious about.

The worst part of this 'experience' of drug consumption is that it is addictive. Once you start the habit, it becomes more and more difficult to abandon. Addicts become so dependent on these substances that they will do anything in order to get

hold of them to satisfy their craving. Many young people drift into crime in order to get money to buy heroin and cocaine. Some even take to prostitution. A drug alcohol addict simply must have his or her 'fix'

QUESTIONS

1. Why do we get to hear of the drug problems of people like Diego? Maradonna, Ben Johnson and Elvis Presley?

2. What can one do to avoid getting influenced by friends?

3. Which embarrassing behavior results from drug abuse?

4. 'Nor should succumb to curiosity.' (Rewrite beginning: You.....)

5. What do the following words and phrases mean according to the passage?

- (a) Demented

- (b) "to go down the drain"

(c) Succumb

(d) Euphemism

(b) Read the passage below and answer questions that follow.

At first I couldn't believe it! There were no desks in rows; no bells rang; nobody had to go to class although we all lived "in", nobody made us go to bed at a certain time; there no "light out"

The strange thing was though, that practically all the students went to class, and very few people stayed up late at night. Only the new people those who came for their first time stayed up or skipped class. The new ones always went wild at first, but this never lasted long. The freedom took some time getting used to. Our teachers treated us like adults; never did we have to play "stand up". 'sit down," "speak out". And although this was very strange at first, we really responded. I don't know of one kid who didn't try his best.

The subjects were the same as regular school, but the difference was in the approach! For example in botany we had no classes in spring or fall, but instead we planted two gardens, a vegetable garden and a flower garden. Then in winter we each studied a few particular things about what we had grown. In Math the kids built three different kinds of sheds-small ones of course, but unable. They did this instead of studying geometry and statistics. They really had a terrific time too, designing everything, drawing the blueprints, figuring out the angles and the foot-pounds of force and all that stuff. As you can probably guess, I didn't take Math. I can't stand it! Besides, I can add, subtract, multiply and divide. That's enough! And because there were no compulsory subjects, I didn't take Math.

In spite of all the differences, the teachers were no better than in regular school. Frankly I think my regular school teachers were more interesting as people. But that, I suppose, is just the luck of the draw.

On the whole I am a much better person for having gone to that school. I can read and write as well as anyone else my age, and I can think better. (That is probably

one of the big differences between the free school and regular school-the amount of thinking) I didn't exactly learn any manners and because no one bugged us about cleanliness, I got downright sloppy at times. And I wouldn't exactly say that the place taught me to be a lady! But then it isn't necessary. I can be if I want to. The most important thing is what happened inside me. Would you believe that I haven't had a fight with anyone even a quarrel-in over year! And that includes my mother!

(Adapted from: Prose of Relevance by K. Weber)

- 2.1 What kind of school is this?
- | | |
|----------------------|---------------------|
| A. a free school | B. a regular school |
| C. a boarding school | D. A UPE school |
- 2.2 We all "lived in." This means they were
- | | |
|-----------------|-----------------|
| A. day scholars | B. boarders |
| C. adults | D. par boarders |
- 2.3 The reason why the writer did not take Math is;
- | | |
|-------------------------|--------------------------------------|
| A. He can't stand it | B. He can add, multiply and divide |
| C. the kids built sheds | D. there were no compulsory subjects |
- 2.4 The writer thinks he is much better person. Why?
- | | |
|---------------------------|--------------------------------------|
| A. she can read and write | B. the place taught him to be a lady |
| C. she can think better | D. she learnt manners |
- 2.5 We can conclude that before he went to school, the writer was.....
- | | |
|-----------------------|---------------------|
| A. fairly disciplined | B. very disciplined |
| C. quarrelsome | D. a thinker |

3A. Re-write each item 3.1 – 3.10 as instructed. Do not change the meaning unless you are told to do so.

- 3.1 We were not qualified for the match. We beat our opponents with their hands down? (Rewrite beginning : Inspite of.....)

- 3.2 He had spent the whole night awake. He fell asleep during the meeting. (Rewrite beginning: Having.....)

- 3.3 Although the house appears bleak, I am sure there is a lot to admire about. (Begin: Bleak.....)

- 3.4 "I hope I shall win the first prize in the competition," said Simon Okello. (Begin: Simon Okello.....)

- 3.5 Whatever she did, she did deliberately. (End.....deliberate)

- 3.6 Ketra entered the witch man's hut and at once a very fat snake sneaked out. (Begin: Barely....)

- 3.7 The scholarship will be given to certain pupils. These pupils are expected to succeed in further training. (Combine into one sentence using.....such.....as.....)

- 3.8 Select the most correctly punctuated sentence

- A. I believe he worked as diligently as he did, nevertheless, he failed
- B. I believe, he worked as diligently as he did, nevertheless he failed
- C. I believe he worked as diligently as he did nevertheless, he failed
- D. I believe he worked as diligently as he did nevertheless, he failed

3.9 Don't invite Mwanje to the dance: he is a wet blanket. This implies that.....

- A. Mwanje covers himself with a wet blanket
- B. Mwanje wets the blanket at night
- C. Mwanje is a discouraging person
- D. Mwanje is as wet as a blanket

3.10 His silence proves his guilt. (Replace guilt with guilty)

3B. Circle the best alternative answer

3.11 The guards.....the entrance to the pitch with huge logs.

- | | |
|-----------|--------------|
| A. barred | B. concealed |
| C. locked | D. jammed |

3.12 My grandmother lost her glasses and she had to get new ones from the.....

- | | |
|--------------|----------------|
| A. optician | B. pharmacist |
| C. physician | D. pathologist |

3.13 Tim caught the bus an hour ago. He.....be home by now.

- | | |
|---------------|-----------|
| A. can | B. should |
| C. would have | D. would |

3.14 The beautiful baby has.....

- | | |
|--------------------|--------------------|
| A. blue clear eyes | B. eyes blue clear |
| C. clear blue eyes | D. eyes clear blue |

3.15 The.....man is my husband

- | | |
|--------------------------------|--------------------------------|
| A. tall, dark English handsome | B. tall, dark handsome English |
| C. English dark tall handsome | D. English handsome dark tall |

3.16 His words made me.....that I could not expect any hope from the quarter.

- | | |
|------------|---------------|
| A. know | B. to know |
| C. realize | D. to realize |

- 3.17 Only one person is.....to enter the office at a time.
A. not allowed B. allowed
C. stopped D. promised
- 3.18 The weather was extremely bad.....this prevented us from going out.
A. and B. but
C. however D. such that
- 3.19 He looks older.....he wears glasses
A. for B. it is
C. when D. so that
- 3.20 You are not allowed into club.....you are a member
A. if B. only when
C. since D. unless

END