S101

**GENERAL PAPER**

**PAPER 1**

JULY/AUGUST 2016

2HOURS 40 MINUTES

WESTERN JOINT MOCK EXAMINATIONS

Uganda Advanced Certificate of Education

**GENERAL PAPER**

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2HOURS 40MINUTES

**INSTRUCTIONS TO CANDIDATES:**

* The total time of 2hours and 40 minutes include ten minutes for you to study the

Questions before you begin answering

* The paper has two sections:

Section A

Section B

* Choose one number from section A, and one other from section B
* Answer two questions in total.
* Begin each question on a fresh page.
* You are advised to divide your time equally between the two questions
* All questions carry equal marks

**SECTION A**

**Answer one question from this section.**

**Essays must be between 500-800 words**.

1. Examine the causes and solutions of global warming.

2. To what extent is the government policy of teaching patriotism in secondary schools sustainable?

3. Discuss the merits and demerits of the decentralization policy in Uganda

4 (a) Account for the increasing cases of child abuse in Uganda.

(b) What possible measures are being adopted to address this problem in our society?

**SECTION B**

**Answer one question from this section be very keen to answer each subsection of these questions as required.**

**Read the following passage and answer the questions after it carefully**

5. The government of Uganda introduced Universal Primary Education (UPE) in 1997.

360,000 primary school children sat Primary Leaving Examinations (PLE) in 2001. Of these 250,000 qualified for post primary education, however only 150,000 children were admitted into the 734 government aided schools and 29 technical and rural farm schools. There was also a 57% drop out in primary schools and 43% completion rate of boys and girls in 2001.

**QUESTIONS**

(a)(i) Assuming 360,000 children represent the 43%, how many children dropped out before they reached Primary seven before 2001?

(ii) Express the number of those who joined government aided schools, and technical farm schools as a percentage of the total number of those who sat primary leaving examinations in 2001

(iii) Calculate the percentage of children who failed in 2001.

(b) Assuming 1,100,000 children enrolled in Primary One (P.1) in 2012, how many children are likely to complete primary seven (P.7) at an assumed constant dropout rate of 10% per year.

(c) What are the possible causes for the school dropout rate?

(d) Suggest solutions to reduce the school dropout rate in Uganda.

6. The untold story of the origin of HIV has lessons for us all. As a country we need to seek crucial information about the origin of diseases ourselves if common information is deceptive. We should not depend on international experts.

Vital information on disease can be suppressed in the interest in the interest of one country to the detriment of other countries. Racial bias and profiling have defined the way in which the origin of HIV has been explained. It has been treated as a disease of Africans. We should reject such racial profiling and stick to objectively describing diseases.

Disease-causing agents can be manufactured and HIV is an example. It may be accidental, through neglect, deliberate (for example as a biological weapon) or malicious by rogue scientist. We need to develop capacity to gather intelligence on such agents.

The need to check all drugs and vaccines for quality cannot be over emphasized. The danger of importing fake, contaminated and substandard pharmaceutical products is real and increasing.

(a) Suggest suitable title for the passage.

(b) Explain the false impression that was created about the origins of AIDS and state why it was created.

(c) What does the writer say is the actual origin of AIDS?

(d) What measure does the writer suggest to avoid problems as encountered during the spread of AIDS?

(e) How did the researcher conclude that AIDS was a new disease in Uganda?

(f) Explain the meaning of the following words (phrases) as used in the passage;

(i) ...that would be called AIDS...

(ii) ...truncated...

(iii) ...propagated....

(iv) ...scientific fraud...

(v) ...epicenter...

(vi) ...mutant virus...

(vii) ...indistinguishable...

(viii) ...addresses were plotted...

(ix) ...racial profiling...

(x) ...rogue scientists...

**END**