

Candidate's Name:

Signature:

Random No.						Personal No.		

(Do not write your School/ Centre Name or Number anywhere on this booklet.)

112/1
ENGLISH LANGUAGE
Paper 1
2024
2 hours



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 1

2 hours

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **two** sections: **A** and **B**. It has **four** examination items.*

*Section **A** is **compulsory**.*

*Answer **one** item from Section **B**.*

*Answer **three** examination items in all.*

*Answers to Section **A** **must** be written in the spaces provided.*

*Answers to Section **B** **must** be written in the answer booklets provided.*

*Any additional items answered will **not** be scored.*

For Examiner's Use only		
Section	Score	Examiner's Signature & No.
A		
B		
Total		

SECTION A

Item 1. *Read the text below.*

Environmental pollution has become a major global concern affecting countries across the world. In Uganda, the situation is no different, with the country grappling with various forms of pollution including air, water and soil pollution. The effects range from heavy rains to rising water levels and prolonged dry seasons. In severe cases, pollution results in loss of lives and property is damaged. This is currently happening in Uganda and worse is yet to come if action is not taken to protect the environment.

The media has been awash with news about floods and rising water levels in different parts of the country resulting from the heavy rains that have been rampant lately. On 24th April, 2023, one person died and three were reported missing after flooding from the overflowing Mukhoya River in Kasese district.

The Kyanzutsus and Nyamwamba rivers also broke their banks around this time, damaging homes and property in Mahango and Kyajuki. Uganda Red Cross reported that one person died and two were injured after a landslide in Bugheredero in Buhurira sub-county in Kasese district on May 1st 2023. In Mbale district, one person died and several homes were damaged after floods in Bushikor Parish on April 26th 2023. In addition to all this, transportation has been compromised, for example, the Kabale-Kisoro road was temporarily closed following serious cracks on the road at Hamurwa which had been caused by a landslide after a week of heavy rainfall.

The environmental impact of floods in Uganda is significant. Heavy rainfall and flooding contribute to soil erosion and loss of fertile top soil. This erosion can degrade agricultural lands and reduce their long-term productivity. Floods also contribute to deforestation as trees are uprooted or washed away, further worsening soil erosion and loss of biodiversity.

The flood waters often carry pollutants such as chemicals, sewerage and solid waste, contaminating water sources and posing a risk to public health. The increased sedimentation and pollution in rivers and lakes has adverse effects on aquatic ecosystems, leading to the decline of fish population and other aquatic species.

The loss of habitats and property has left many families without a place to sleep or a place to earn a living and sustain their families. This has forced them into an even worse situation. Other effects include educational disruption, spread of respiratory diseases like pneumonia, interrupted utilities and high insurance costs. As Ugandans, we should not be shocked if Mother Nature starts claiming what we have stolen from her. Therefore, as citizens, we demand the government and all relevant stakeholders to do the needful before the earth decides to take her own course of action.

Adapted from: *The Daily Monitor* May 10, 2023.

Task: As the President of the Environmental Club at your school, write what you will share on the effects of environmental pollution with club members as shown in the passage. Use about **100** words.

ROUGH COPY

Handwriting practice lines for the rough copy section. The page contains 20 horizontal lines. A large, light gray watermark reading "SAMPLE PAPER" is oriented diagonally across the page.

SAMPLE PAPER

Item 2. *Read the text below.*

I still vividly recall my four years' experience in secondary school. It seems like yesterday. I had eagerly anticipated advancing to secondary level following my seven years of primary school. Being the first child in my family, there was a great deal of excitement surrounding my entrance into secondary school, and the preparations were well worth it. I could not believe that I was finally at a new level. I would dress elegantly in grey trousers and a white shirt with a striped blue tie, leaving many people in admiration and wondering how well I had ironed my shirt.

As teachers constantly advised, secondary school was actually the finest place for all students to showcase their academic abilities and of course, to get ready for the future. The teachers were constantly in good communication with us and were kind and encouraging. I liked every subject, but was particularly pleased with Kiswahili. I was inspired to learn that new language by the way the teacher taught it.

In my class, I made a lot of friends, but one stood out. Andrew was a tall, broad-shouldered boy with a dark complexion and large eyes. Although a few of my classmates were afraid of him, many were attracted to him for his tactful approaches.

Had I known him better, we would never have become friends. When I look back at how we became friends, my heart skips a beat. Sometimes he offered to buy me snacks from the school canteen, which left me wondering about his generous nature. We were in the same discussion group and continued to participate in other school activities together. However, Andrew appeared distant and uninterested in studies. He consistently disrespected teachers through his jokes, which would lead to punishments.

Our friendship kept growing. He showed me around his home, but I was hesitant to show him around mine since my parents were strict. We always returned home together because we lived in the same village and occasionally, on our way home, he would buy beverages for me. Upon inquiry about his source of income, he disclosed that he worked at construction sites during weekends. He added that he would soon launch a business and that he was working to pay for his own school fees. What an entrepreneur! That made me admire him even more. We grew closer the more we spoke to each other.

At the beginning of the first term of Senior Four, students were required to clear all school dues (two hundred and fifty thousand) for both school and registration fees for national examinations. Nobody would be registered without the payment. My father gave me all the money. Being such close friends, Andrew opened my bag and saw the money – two hundred and fifty thousand shillings.

"Are you going to pay the school fees?" he inquired.

"Yes," I replied.

He congratulated me and immediately proposed a business plan. He explained how I would benefit if I gave him the money to invest in a *Chapatti* business for a week. Naive as I was, I handed him the cash in excitement and began to wait for profits. My friend did not come the following day. After three days, I

went to his home only to find it empty. I kept stopping by his house every morning and evening for a week hoping to find him.

The deadline for registration for the national examinations was getting closer, but Andrew was nowhere to be found. How could I have put my trust in this liar? How would I approach my father? He had supported me through school by working as a labourer. His sacrifice had been in vain!

Eventually I gathered courage and told my class teacher about what had happened. She paid close attention as I described my experience. She took me to the Head teacher, who after listening to the story, advised me to report the case to the nearest police station. The police took my statement and later revealed that Andrew was already in their custody. He had been arrested three days before together with other village boys. That notorious gang, to which Andrew belonged had been robbing the village. Andrew was that infamous gang member, who would break people's necks and strain their muscles. That revelation, completely stunned me and I concluded that not all that glitters is gold.

Respond to each of the following tasks about the text:

- (a) In life no man is an island. People meet in different places for different reasons and that's how relationships start and grow.
Why did the storyteller give Andrew the school fees?

- (b) "Not all that glitters is gold." How does this proverb fit the message of the text?

- (c) The police officer revealed that Andrew had been arrested three days before. Write the actual words of the police officer.

- (d) One can understand a character by considering what the character says or does.

Referring to the story of the passage, explain what kind of person the storyteller is.

- (e) Our feelings about people are determined by what they do to us.
Referring to the passage above, describe your feelings towards Andrew.

- (f) You have a brother in Senior Two. He has always come home with different friends but there is one whose behaviour you are suspicious about.
Use the story above to explain to him what you have learnt about some friends.

SECTION B

Either:

Item 3.

You are the chairperson of the Debate Club at your school. Your neighbouring school has always requested you to organise a friendly debate and you are finally organising one. Write to the Patron of the Debate Club of the neighbouring school. (Use **250 – 300 words**.)

Or:

Item 4.

A student switched off lights during evening lessons. Your name was mentioned among the suspects. You were summoned to the disciplinary committee. Write your talk or chat with the chairperson disciplinary committee. (Use **250 – 300 words**.)