



UGANDA MUSLIM TEACHERS' ASSOCIATION

UMTA JOINT MOCK EXAMINATIONS 2023

Name.....

Index No. .... Signature.....

UGANDA CERTIFICATE OF EDUCATION

ENGLISH LANGUAGE

PAPER 2

INSTRUCTIONS TO CANDIDATES

- *All questions are compulsory and are to be filled in the spaces provided.*
- *Be neat.*

Qn1.	2A	3B	3A	3B

Turn over

*1. Read the following passage and answer the question that follows:*

The growing importance of providing Early Childhood Development (ECD) education to pre-school children from global, national and community perspectives continues to attract attention. Recently, the education ministry called for a framework that would see nursery schools teaching in local languages. Educationally, ECD is of a remarkable brain development that lays the foundation for the later learning. Economically, it is more cost effective to institute preventive measures and support for children early on to compensate for disadvantages as they grow older.

It is therefore, gratifying to see that government is taking positive steps towards ensuring that pre-school children in Uganda get access to ECD services. One of the most important issues that are yet to be addressed is the language of instruction. The existing ECD provision by private sector prefers English as the medium of instruction, which is in conflict with the local language policy as the medium in the thematic curriculum for early primary classes; one to three. Apart from disjuncture between the current ECD provision and the local language policy in early primary, there are a number of reasons why local languages need to be incorporated in the UNESCO'S 2016 policy paper number 24, published recently and titled "If you don't understand, how you can learn?"

It is strongly argued that using the local language as a medium of instruction has a positive impact on learning. Children taught in their local languages speak with more confidence to their teachers or among themselves. This increases interaction and learning becomes more enjoyable to learners especially those in pre-primary. Since learning is more enjoyable and full of fun, children will not look at school as an alien place which they should escape from at any given opportunity.

The use of learners' home language in the classroom means that they get more involved in the learning process and speed up the development of literacy skills. It also enables more flexibility, innovation and creativity in teaching preparation. Using the learners' local language is also more likely to get the support of the general community in the teaching-learning process and creates an emotional stability, which translates to cognitive stability, hence better education outcome.

Teaching ECD in local language requires developing instructional materials and learning aids in children's local languages, but this is hindered by lack of resources for training of prospective teachers to carry out proper implementation of this program.

In addition to the above, there is a scarcity of learning materials in local languages chiefly because there is no effective demand for them or simply put, no users. Unless local languages are given market value through educational provisions in ECD and early primary, no amount of policy change at school level can guarantee their use in high status functions.

Finally, children taught in languages other than their own tend to disassociate themselves from their languages. These days as a result of learning in English, few children in primary or secondary school can tell folk stories in their languages or sing any traditional song. This amounts to a journey of cultural death.

Therefore, government efforts in ECD provision need to be supported by providing practical ways of implementing this, particularly in marginalised communities.

(Adapted from: *The Observer*, Monday March 14, 2016)

#### QUESTION:

**In not more than 130 words, summarise the importance and challenges of teaching children in their local language.**

**Rough Copy**

.....

.....

.....

.....

.....

.....

.....

**Turn over**

Handwriting practice lines consisting of multiple rows of dotted lines on a white background.

Turn over



**2A. Read the passage below and answer the questions that follow:**

Kairu stood at the door of the house, a long baton in his hand. The baggy uniform, apparently too heavy for the hot weather, made him look shorter than he actually was. The boots were the man, not the other way round. They looked a burden in every sense. However, of everything he wore, it was the helmet which looked most comical. It was one size bigger than the head. It hung on the head loosely, almost covering his eyes.

As he stood in the blazing sun, peering at the world from under the rim of the helmet, one got the impression that he was a comedian playing the part of a bored guard.

Kairu was not **dabbling** in comedy; guarding Jamara's clothing store was his work. He came to this door every morning and left when it closed in the evening. It was all very boring, standing there all day long, watching customers as they came and left, often his legs felt weak. At such times he felt like throwing his baton and sleeping right there on the floor.

He stayed on the farm for a few months after the examination result. Those were months of inner confusion, pain and discouragement.

He had survived the rolling ridges and noted their beauty, but he did not belong there. These same ridges had **sapped** his father of every bit of energy, leaving him frail and shaking.

Kairu did not want to suffer the same **fate**. His father's words had haunted him for a long time. May be new horizons would afford a better life for him. He had set off for Nairobi, his mind heavy with thoughts.

After walking many miles on the hot tarmac, he had been accepted for training by Paka guards. The training had been hard and Kairu always shuddered whenever he thought of it. The recruits had been beaten, starved and abused. Sometimes they had been required to spend whole nights without sleep. In their mock fights against robbers, the trainers had injured some of them. All these however were nothing compared to Kivumbi Hill. This small hill, standing on the training grounds, had been covered with murram. Sometimes, the recruits would be forced to run up and down its slopes at midday. The murram would be extremely hot and the sides of their feet would be left swollen. The worst punishment was to climb the hill on one's knees at midday. It was torture beyond words.

Kairu had stood it all with the courage that comes from living in a world where so many things are threatening to break one's spirit. He knew all along that if he lost the opportunity, there were many people waiting at the gate to replace him. He would not be missed.

Now it was all over, but Kairu would not shake off the terror of those two months spent in the training camp. It had left him weak and scared. He had always loved arguments. In the camp he had learnt how to obey. It was here, too, that he realised how needs can force one to put up with what one does not like. Whenever he stood on murrum, he remembered Kivumbi hill.

Kairu could not help reflecting on his life. He had imagined that with a better education and salary, he could improve on the living standard of his family, but he had not even saved for himself. Here, he stood, in the hot sun of Ngorongo town **summoning every effort** to keep him on his feet. He knew what he actually was. He did not like his job. The pay was low and there was job insecurity. One could be confronted by robbers any moment. He often wondered what he would do if such a moment ever came. He was certain he would not run away.

(Adapted from: The Siege by Munira Waweri)

### QUESTIONS:

- 2.1 Why did Kairu reject the ridges? (02 marks)

.....

.....

.....

- 2.2. Give at least two reasons that made Kairu shudder at the thought of his training at Paka guards. (02marks)

.....

.....

.....

**Turn over**

2.3. If the training was such a punishment, why wouldn't Kairu leave? (02 marks)

.....

.....

.....

2.4. Did Kairu like his job? Give reasons for your answer. (02 marks)

.....

.....

.....

2.5. Explain the meaning of the following words and expressions as used in the passage. (02 marks)

a) Dabbling

.....

.....

b) Sapped

.....

.....

c) Fate

.....

.....

d) Summoning every effort

.....

.....



**2B. Read the following passage carefully and answer the questions that follow:**

All plants have characteristic shapes, which have been determined throughout the course of evolution to best fit them for survival in the particular environmental niche, which they occupy. There are many environmental factors which contribute towards the shape that a plant takes e.g. desert cacti have evolved their peculiar and characteristic shapes in response to the need to conserve water and yet to be able to photosynthesize. Thus, their leaves have been reduced in the course of time to no more than needles or spines, while the main body of the plant, where all the photosynthesis now takes place, has become swollen for purposes of water shortage.

In a mixed deciduous forest, the pressure of space considerably modifies the shapes of the trees. Close packed trees tend to be tall with few lateral branches in the effort to obtain as much of the sunlight as is available by outgrowing all their neighbors, whereas well-spaced out trees assume a more symmetrical and well proportional shaped being able to spread their lateral branches out to a greater extent.

The problem of obtaining sufficient light for photosynthesis is a very important factor in determining plant shape and leaf arrangements play important roles in determining the photosynthetic efficiency. For example, the mode of growth of a cereal crop enables a good photosynthetic efficiency to be obtained. In cereals, the leaves grow from the base of the plant assuming a nearly vertical angle of growth. In this way all of the leaves receive some light and are able to make a direct contribution to photosynthetic efficiency, although the effective light intensity is reduced because the leaves are not orientated at right angles to the sunlight.

Many plants, which have horizontally placed leaves, have evolved a shape, which places the leaves in a spiral pattern. This gives the maximum chance of intercepting light with a minimum of shading. In addition, other plants are able to either move their stems or their leaves so that a maximum leaf area is presented to the incident light.

Light is not the only environmental factor which influences shape. Temperature, wind, soil conditions, salt spray and even grazing animals all play their part. For example, an oak tree growing in a sheltered forest appears very different from the stunted and tortured structures which are assumed on windswept and colder moorland areas, and many trees

**Turn over**



growing in coastal areas are bent and forced to grow in a direction away from the prevailing winds.

However, whatever variety of external shape and form is forced upon a growing plant by the environmental conditions it experiences, it is always recognizable as a particular species because the fundamental aspects of its structure are still determined by its inherited genes in a way not properly understood and which forms one of the great mysteries of plant science today.

(Adapted from: *The illustrated encyclopedia of the plant kingdom*)

**Choose the best alternatives given by putting a ring round it.**

- 2.6. The leaves of desert cacti have been reduced to no more than needles or spines because
- A. their shapes have been determined throughout the course of evolution.
  - B. of the need to conserve water and be able to photosynthesize.
  - C. the main body of the plant is swollen.
  - D. of environmental factors.
- 2.7. What modifies the shape of trees in a deciduous forest?
- A. pressure for space.
  - B. closely packed trees.
  - C. trees outgrow all their neighbors.
  - D. the need for the trees to spread their lateral branches.
- 2.8. Photosynthetic efficiency is determined by
- A. plant shape.
  - B. leaf arrangements.
  - C. sufficiency of light.
  - D. sufficiency of light and leaf arrangement.
- 2.9. Shapes of plants are determined by
- A. light
  - B. temperature
  - C. a combination of a number of factors.
  - D. environmental conditions.

- 2.10. One of the mysteries of plant science today is that
- A. the external shape and form of the plant is forced by environmental conditions.
  - B. despite the many factors attributed to plant shapes and form, the fundamental aspects of a given plant is determined by its intended genes in a way that is not properly understood.
  - C. different plants have different shapes.
  - D. many trees growing along coastal areas are bent and grow in a direction away from the prevailing winds.

3A. Re-write items 3.1-3.10 as instructed in brackets. Do not change the meaning of the original sentence.

3.1 The policeman was carrying an umbrella. We thought one of the prisoners would try to escape. (Rewrite as one sentence using .....in case.....)

.....  
.....

3.2 Mumpe worked hard but he failed to make it to the next class. (Begin: For all.....)

.....  
.....

3.3 Neither Jean nor Joan made it to the next round. (Rewrite to end.....either)

.....  
.....

3.4 Has the Lawyer been in touch with you about the murder? (Rewrite using "heard").

.....  
.....

3.5 If you had not assisted me, I would have failed the interview.

(Begin: The teacher said.....)

.....  
.....

**Turn over**

3.6 "Since it is not possible to meet the Headmaster today, we should postpone our meeting to tomorrow." said the teacher. (Begin: Scarcely.....)

.....  
.....

3.7 We are eager to learn how to play computer games. (Use: looking forward)

.....  
.....

3.8 When I came to this school, I wanted to become the head boy. (Use: with a view)

.....  
.....

3.9 We completed the work the teacher had given us. The books were handed in.

(Begin: Having.....)

.....  
.....

3.10 The door of the shop opened and at once a crowd of eager buyers burst in.

(Begin: Scarcely.....)

.....  
.....

**3B. Complete sentences 3.11 to 3.20 with the most suitable answer among the alternatives. Put a ring around your best choice.**

3.11 All the students who were ignorant of the meaning of "Fools Day" called Paul a.....

A. layer B. liar C. lier D. lair

3.12 They do speak French, and.....their sister.

A. even does B. neither do C. so does D. so do

3.13 Stella was charged.....careless driving.

A. of B. for C. with D. against



- 3.14 Jacinta had no sooner entered the bank..... the closing hour struck.  
A. when B. and C. then D. than
- 3.15 Before I started teaching, I ..... to a big house.  
A. have moved B. was moving C. would be moving D. had moved
- 3.16 ..... how hard I worked, I never seem to get any praise.  
A. No matter B. Regardless C. Not counting D. However
- 3.17 "I am begging you kindly to take this bag to my home." said Aunt Stella. This may mean;  
A. She advised me to take the bag to her home.  
B. She wondered if I would take the bag to her home.  
C. She requested me to take the bag to her home.  
D. She ordered me to take the bag to her home.
- 3.18 Of the two girls Sheila and Shanita the.....is my best friend.  
A. latter B. second C. last D. later
- 3.19 The party has been ..... due to insufficient funds.  
A. crossed off B. called off C. turned out D. called for
- 3.20 Mr. Mukasa ordered the students to.....for the headmaster's communication.  
A. go to the assemble  
B. go to the assembly  
C. parade  
D. go in for parading

**END**