

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 24<sup>th</sup> 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 1<sup>st</sup> 2023. In Mbale district, one person died and several homes were damaged after floods in Bushikor Parish on April 26<sup>th</sup> 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?

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

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

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- (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.

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

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- (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.

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## 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**.)

336/1  
KISWAHILI  
Karatasi ya Kwanza  
2024  
Saa 2



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

KISWAHILI

Karatasi ya Kwanza  
Insha na Ufupisho

Saa mbili

MAAGIZO KWA WATAHINIWA:

*Karatasi hii ina sehemu; **mbili**: A na B.*

*Jibu maswali **mawili** kwa ujumla.*

*Katika sehemu A, kuna maswali mawili. Chagua swali **moja**.*

*Sehemu B ni ya **lazima**.*

*Majibu yote yaandikwe kwenye karatasi uliyopewa.*

*Swali la ziada halitasahihishwa.*



## SEHEMU A UTUNZI WA INSHA

### Ama

1. Watu wengi nchini hutumia vibaya mazingira wanamoishi. Tatizo hili limesababisha madhara mengi nchini. Kuna haja ya kuyaokoa mazingira.  
Andika insha ukipendekeza namna mazingira yanavyoweza kutunzwa.

### Au

2. Jamii iko katika hatari kubwa ya kuathirika kutokana na ongezeko la matumizi ya madawa ya kulevya. Madawa hayo yanauzwa madukani na hata mitaani.  
Wewe kama kiongozi wa wanafunzi, andika ushauri mwafaka utakaowatolea wanafunzi wenzako kuhusu matumizi ya madawa ya kulevya.

## SEHEMU B UFUPISHO

3. *Kwa kutumia maneno **sabini (70)**, eleza jinsi mtu anavyoweza kujilinda dhidi ya ugonjwa wa malaria kama ilivyoelezwa katika taarifa.*

Ugonjwa wa *malaria* ni hatari sana kwa mwanadamu. Ugonjwa huu umekuwa tishio kubwa kwa wana Uganda na ulimwengu mzima. Watu wengi, yaani watoto kwa wazee wamekufa kwa ugonjwa wa malaria.

Ugonjwa huu huambukizwa na mbu wa kike anayejulikana kama anofelesi. Mbu hupenda kuishi kwenye mahali yenye majimaji na vichaka. Mahali hapo panakuwa kama maskani yao ambapo wanataga mayai na kuzalia hapo.

Baadaye, mbu hawa hukua na kuanza kwenda penye giza wakati wa usiku kama kwenye nyumba na kwenye miti. Binadamu asipolala ndani ya chandarua anaumwa na mbu wakati wa usiku akiwa amelala.

Mbu yule wa aina ya anofelesi akikuuma ataingiza virusi vya malaria mwilini mwako na utapata ugonjwa huo wa malaria. Aidha, kutofunga milango na madirisha jioni husababisha mbu kuingia kwa nyumba na kujificha humo.

Kutokana na madhara yanayosababishwa na mbu hao hatari, ni muhimu kujikinga dhidi ya wadudu hao kwa kutunza usafi nyumbani ili tuweze kujilinda dhidi ya ugonjwa wa malaria.

Njia ya kwanza, inatubidi kufyeka nyasi zilizo karibu na nyumba zetu ili tusiwape mbu nafasi ya kujificha na kuzaana. Kwa kufanya hivyo, tutawazuia mbu kujificha humo. Isitoshe, ni muhimu kutoa maji yaliyotuama

karibu na nyumba zetu. Tunaweza kufanya hivi kwa kutoa vyombo visivyotumika kama chupa, ndoo na beseni ili mbu wasizalie humo mayai yao.

Ni jambo la muhimu kufunga milango na madirisha wakati wa jioni ili mbu wasiingie kwa nyumba. Pamoja na hayo, tunasitahili kulala ndani ya vyandarua ili tusiumwe na mbu hao hatari.

Njia nyingine ya kujikinga dhidi ya wadudu hao hatari, tunaweza kunyunyiza dawa nyumbani na kuwaua. Pia, ni vizuri kufunika mashimo yaliyo karibu na nyumbani kwetu ili mbu wasije wakazalia humo.

Mtu aliye na ugonjwa wa malaria anaonesha dalili zifuatazo; kwanza mtu huyo atakuwa na udhaifu wa mwili, kuhisi baridi kila wakati, maumivu ya kichwa, joto kali mwilini na kutokuwa na hamu ya kula.

Ni muhimu kwamba ukijitambua kuwa na dalili yoyote ya ugonjwa wa malaria uende hospitalini upimwe na kupata matibabu.

Mwishoni, wizara ya afya inastahili kuelimisha watu kujikinga dhidi ya ugonjwa wa malaria na magonjwa mengine kwa kutumia vyombo vya mawasiliano kama magazeti, redio na televisheni.

**208/1**  
**LITERATURE**  
**IN ENGLISH**  
**Paper 1**  
**Oct./Nov 2024**  
**2½ hours**



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**LITERATURE IN ENGLISH**

**Paper 1**

**2 hours 30 minutes**

**INSTRUCTIONS TO CANDIDATES:**

*This paper consists of **three** examination items. It has **two** Sections; **A** and **B**.*

*Section **A** has **one** compulsory item.*

*There are two examination items in section **B**. Answer **one** item.*

*Answer **two** examination items in all.*

*Any additional items answered will not be scored.*

*All answers must be written in the Answer Booklet provided.*

## SECTION A

**Item 1.**     *Read the passage below and then answer all the tasks that follow.*

*Le Bona* was a busy place. The main sitting area had twenty tables – fifteen with four chairs each, while the other five were two seaters. The upper area hanging above the chef's section, had ten tables, all two-seaters. While the lower place had the conventional restaurant chairs, the upper area had thick-cushioned seats that seem to have been meant for couples on dates and clients who came to the place to keep away from the city noise and crowds. At no time of the day, Alyna started work, did they have more than three free tables at a go.

Unlike other places where specific people managed the coffee machines as others served the tables, at *Le Bona*, everybody ran the coffee machines and served their clients. The chefs only did the snacks and salads. When Alyna arrived at the café, she had been taken through a thirty-minute demonstration of how to operate the machines, then pushed right into the deep end with orders to serve the clients and “make sure you serve them well enough to make them come back every day”. The man who gave her the tutorial was Kenyan in keeping with the prevalent belief among most hospitality business people that Kenyans managed such places better than their Ugandan counterparts. So, cafes, hotels clubs and spas were mostly managed by Kenyans who, in some cases brought in other Kenyans to do the other lower duties.

Mr. Riunga, in his late forties, was going to be Alyna's immediate supervisor, he had told her before the demonstration. He was a quiet soft-spoken man but Alyna could see that he did not have a lot of patience. She also thought he had the markings of a perfectionist.

Alyna worked till 9 p.m., when Mr. Riunga told her she could prepare to leave, since all the clients in her area had left. After he left, the young man who had talked to her earlier about the nature of work on the first day walked up to her.

“Hey, how's it going so far?” he asked as he sat down on a bench beside her chair. She was reading a *Le Bona* flier.

“Well, I am getting the hang of it. I guess I will get there by and by thanks for your concern and help.”

“Oh, that's nothing. I am new myself, making a month tomorrow, but it took someone else's intervention for me to make it to second day.”

“How's that?” Alyna was horrified.

The young man smiled and Alyna noticed that when he did, a shallow but deep dimple appeared on his left cheek. She thought it made his smile delicious.

“You're lucky Mr. Riunga is your supervisor. He may insist on high standards, but he is understanding. Mine is not as gentle with new people. She wanted me disposed of with the used napkins on the first day.”

*This guy is very funny,* Alyna thought.

“That’s so sad,” she said. Most clients had left and only a few people remained upstairs. These were mainly couples who were done with their meals but not with each other’s company. So there were no fresh orders, though it was mandatory that staff waited till the clients in their zones had left. Alyna’s clients had all left, but this young man served upstairs, and was to hang around till all the clients left, though the official time for closure was 9:00 p.m.

“Now I am fine,” he said, before adding, “By the way, I have not introduced myself. I am Henry, though my *friends* call me Harry.”

“Great to meet you Harry,” Alyna said as she stretched out her hand to shake his. “And I am Alyna Kalisa.”

“I said only my friends call me Harry,” he teased.

Which is why I did,” Alyna fired back. “I must go now; there are only two children in the house at home.”

“Oh, you are a mother?” he was truly horrified.

“No! You are weird! One of the boys is my little bro and the other is our almost five-year-old nephew. His mother, our big sister, is away on a trip.” Alyna shocked herself by opening up to Harry, someone she had just met that very evening, to the level of delving into details about her family.

“Nakasero roads can be secluded at night. Can’t you hold on just a little longer, so we can walk down to Bombo Road together? It can be unsafe, you know.”

### Tasks:

- (a) Authors often use setting to develop their stories. Readers are taken to different places, are introduced to different characters and shown what they do and how they relate with each other. The readers are also taken into knowing the time when such happenings take place.  
Describe the setting of the passage.
- (b) In Literature we can understand a character by considering what the character says, does and what others say about him or her. Referring to the dialogue, actions, and relationships in the passage, describe the character of **either** Alyna **or** Harry.
- (c) Some texts communicate ideas which are largely expressed through narrative style, setting, character actions, experiences and relationships. These ideas are broadly presented as themes. Explain the themes presented in the passage.
- (d) Harry says, “You are lucky Mr. Riunga is your supervisor. He may insist on high standards, but he is understanding.” This is because Mr. Riunga is a considerate supervisor. Using the character of Mr. Riunga as an example, advise your class councillor or class monitor on how to treat their classmates. You should write your advice in two paragraphs.

## SECTION B

Choose **one** task from this section. Illustrate your answer by referring to any of the following set books:

- WILLIAM SHAKESPEARE: *The Merchant of Venice*
- FRANCIS IMBUGA: *The Return of Mgofu*
- JOHN STEINBECK: *The Pearl*
- LAWRENCE DARMANI: *Grief Child*
- SYLVESTER ONZIVUA: *The Heart Soothers*
- OKIYA OMTATAH OKOITI: *Voice of the People*
- VICTOR BYABAMAZIMA: *Shadows of Time*
- CHINUA ACHEBE: *Things Fall Apart*
- DANIEL MENGARA: *Mema*
- DAVID RUBADIRI: *Growing up with Poetry*
- A.D. AMATESHE: *An Anthology of East African Poetry*

**Either**

### Item 2.

Many authors write to present different human weaknesses and wrongs in society. The weaknesses and wrongs affect different characters, character relationships and society in general. With reference to any one of the set books that you have studied, explain the different weaknesses and wrongs that the writer brings out.

**Or**

### Item 3.

James is a new student in your school. His classmates are finding him hard to get along with because of his unacceptable behaviour. As a student of Literature, refer to situations and character experiences in one of the set books and advise him on how to gain acceptable behavior.

**336/2**  
**KISWAHILI**  
**Karatasi ya Pili**  
**2024**  
**Saa 2**



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**KISWAHILI**

**Karatasi ya Pili**

**Ufahamu na Uchambuzi wa Fasihi**

**Saa Mbili**

**MAAGIZO KWA WATAHINIWA:**

*Karatasi sehemu **mbili**; **A** na **B**.*

*Maswali yote ni ya **lazima**.*

*Majibu yote yaandikwe kwenye karatsi uliyopewa.*

## SEHEMU A

## UFAHAMU

1. *Soma hadithi hii kisha ujibu maswali.*

### MGOMO SHULENI

Siku moja nilikutana na kijana aitwaye Odeke Musa katika kijiji cha Ryeru. Kijiji hiki kinajulikana sana kwa kuzalisha mahindi yanayotegemewa kwa mlo wa ugali unaotumiwa na takribani nusu ya raia wa nchi hii. Watu wengine hutambua kijiji hiki kama “jiko la taifa”. Kijana Odeke Musa kwa umri wake mdogo, anastahili kuwa shuleni akishughulikia masomo lakini mambo sivyoyalivyo.

Nililazimika kumwendea moja kwa moja na kuzungumza naye ili angalau nijue kisa na sababu ya kutokuwa shuleni. Uso wake, waziwazi ulikuwa ukionesha huzuni na masikitiko ya hali ngumu anayopitia. Tulipoanza kuzungumza machache hivi, machozi yalianza kumtiririka tiriri! Baada ya kupoa akanihadithia kwamba anajutia siku ile aliposhiriki na kuongoza mgomo shuleni pamoja na rafiki zake.

Kwa kawaida, mzaha mzaha hutumbua usaha. Mambo yenyewe yalianza kimchezomchezo. Wanafunzi walianza kulalamikia hali mbaya wanayopitia hapo shuleni. Kwanza kabisa, walilalamikia chakula kibaya walichokuwa wakitayarishiwa, uhaba wa maji uliwalazimisha kutembea mwendo mrefu hadi kisimani nje ya shule kuchota maji. Pia walilalamikia ukosefu wa walimu wa kutosha. Pamoja na adhabu kali sana wanazopewa na walimu wao baada ya makosa madogo madogo.

Siku moja, majira ya saa saba usiku, wanafunzi walianzisha mgomo na kuharibu madarasa, nyumba za walimu pamoja na magari ya shule na mali nyingine nyingi. Kesho yake, uchunguzi wa kina ulifanyika. Iligunduliwa kuwa mwanafunzi aliyejulikana kwa jina la Odeke Musa alikuwa miongoni mwa wanafunzi walioongoza mgomo. Bila shaka, sheria za shule hazikuwaruhusu wanafunzi wa tabia kama hizo shuleni. Odeke Musa alijikuta ametupwa nje ya lango la shule.

Wazazi wake walipopata habari kuhusu vitendo vya mtoto wao, walipandwa na hasira juu ya utovu wa nidhamu. Wazazi wake hawakujisumbua hata kumtafutia shule nyingine ili aweze kuendelea na masomo. Odeke Musa alianza kutafuta vibarua mbalimbali ili aweze kusukuma maisha yake. Alianza kufanya kazi za sulubu alizobahatika kupewa na yeyote aliyemhurumia. Odeke Musa alionesha huzuni na majuto chungu nzima akasahau yaliyosemwa na wahenga kwamba ‘majuto ni mjukuu, huja baadaye’.

Kwa hakika, Odeke Musa alikuwa tayari kumwomba msamaha yeyote yule aliyemkosea hasa viongozi wa shule na wazazi wake. Alijutia sana masomo yake na yale malengo aliyokuwa nayo kupitia elimu. Je, ni nani aliyekuwa tayari kumsamehe?



Miaka ilivyozidi kusonga, ndivyo matumaini yake ya kurudi shuleni yalivyozidi kuzama jii na kuzikwa katika kaburi la sahai. Maskini Odeke, alijifunza maana ya ‘mpiga ngumi ukuta huumiza mkonowe’.

Hatimaye, alianza kufungua ukurasa mpya wa maisha. Akaanza kupanga na kushughulikia maisha bila elimu. Majengo ya shule aliishia kuyaona kwa umbali pamoja na kuwatamani wenzake waliokuwa wakivalia sare za shule. Kazi zake kubwa sasa ni za vibarua kama vile kulisha ng’ombe wa majirani zake, kufyeka nyasi kwa nyua, kuchimba vyoo, kuchotea watu maji na kazi nyinginezo za aina hiyo hiyo ili achume shilingi za kumfutia machozi.

**Maswali:**

- (a) Kulingana na taarifa hii, kwa nini Odeke Musa anajuta?
- (b) Ni hali gani ambazo zinaweza kusababishia wanafunzi kufanya fujo shuleni kulingana na taarifa?
- (ch) Ni changamoto gani zinazoweza kumkumba mwanafunzi anayeshindwa kumaliza masomo yake?
- (d) Ni nini maoni yako kuhusu adhabu aliyopewa Odeke Musa baada ya mgomo shuleni?

**SEHEMU B**

**UCHAMBUZI WA FASIHI**

4. *Soma dondoo hili kisha ujibu maswali yatakayofuata.*

*(Ndani ya famasi ya Daktari Jakob. Amapanga dawa katika rafu za vioo na anapekua pekua kitabu cha wateja ambao anadai pesa.)*

**Selina:** *(Akikimbia kuelekea famasi huku jasho Linamtoka. Amevaa sketi ndefu yenye maua) Shikamoo! Daktari?*

**Daktari Jakob:** *(akishusha miwani yake) Marhaba! Mbona unatokwa jasho! Unakotoka ni kwema?*

**Selina:** *(Ameweka mikono yake miwili juu ya kichwa.) La! kabisa! Mama yangu ni mgonjwa yuko katika hali mbaya.*

**Daktari Jakob:** *Ameugua ugonjwa gani tena?*

**Selina:** *Ni ugonjwa wake uleule wa pumu ambao unamshika vibaya hasahasa wakati wa baridi nyingi kama leo.*

**Daktari Jakob:** (*Akitandaza mikono*) Kwa hiyo nifanye nini?  
Kwanza, ninashukuru Mungu kuwa umejileta hapa.  
Isingekuwa hali mbaya ya mama yako, hungekuja. Kabla hatujaenda mbali, unajua pesa ngapi unazodaiwa kwenye kitabu hiki?

**Selina:** (*Kwa upole*)  
Naam, ninajua lakini tafadhali Daktari, nimeacha mama katika hali mahututi na hakuna mtu mwingine nyumbani. Ninaomba unipe dawa, mengine tutayashughulikia baada ya mgonjwa kupata nafuu.

**Daktari Jakob:** (*Kwa kejeli akimuonesha vidole vyote*)  
Hebu sikiliza! Mama yako kupona na kufariki hayanihusu. Ninachotaka hapa ni pesa zangu.  
(*akipigapiga kidole kwa meza ya glasi*) ama sivyo, hakuna dawa!

**Selina:** (*Akimwangalia kwa macho yake mazuri huku machozi yakimtiririka*) Daktari, nyumbani niko mtoto mmoja pekee, sina baba wala jamaa ambaye anaweza kunisaidia. *Please* nipe dawa mama yangu akipona nitauza kuku wangu wawili ili nianze kulipa pesa zako polepole.

**Daktari Jakob:** (*Huku akiwa ameweka kalamu mdomoni, akiangalia kifua cha Selina. Anamkodolea macho kimya kimya na kutabasamu kidogo*)  
Naweza kukusaidia, ila kwa sharti moja tu! (*akionesha kidole kimoja*)

**Selina:** (*Akifuta machozi kwa matumaini*) Nitafuata sharti lolote ikiwa litamsaidia mama yangu kupona. Niambie basi.

**Daktari Jakob:** (*akitikisa kichwa*)  
*Good girl!* Wewe ni msichana mrembo, mwenye sura nzuri. Ukitumia mwili wako huwezi kukosa kitu! Ninamaanisha, ukiniaruhusu kuona umbo lako hili (*akimsogelea na kugusa kifua chake*) nitakupa famasi nzima.

**Selina:** (*Kwa ukali na uchungu, anamsukuma nyuma kwa nguvu karibu aanguke kwenye sakafu*) Siwezi kuuza mwili wangu kwa ajili ya kupata dawa! Mungu aliyeniumba, atanipa njia nyingine za kupata dawa ya mama yangu. (*anaanza kutembea polepole kama mtu aliyefiwa*)

**Maswali:**

- (a) Fafanua mandhari ya onyesho hili.
- (b) Wasichana wa siku hizi wanapata maadili gani kutokana na sifa za Selina?
- (ch) Fafanua hisia unazopata baada ya kusoma dondoo hili?
- (d) Ungekuwa Selina, ungetumia njia gani bora ya kupata dawa ya kumtibu mama yako?
- (e) Chambua mbinu za uandishi ambazo zimetumiwa na mwandishi wa dondoo hili.

**For recording**

**314/2A/Ex**  
**FRENCH**  
**Paper 1**  
**2024**  
40 minutes



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Certificate of Education**

**FRENCH**

**Paper 2A**

**Listening Comprehension**

40 minutes

**CONSIGNES AUX CANDIDATS:**

*C'est un texte enregistré : il se compose de **trois** parties ; Partie **I**, **II** et **III**.*

*Chaque partie sera lu **deux** fois, après le candidat(e) a **trois** minutes pour compléter les tâches suggérées.*

*A la fin de la troisième partie, le candidat(e) a **trois** minutes pour vérifier ses réponses, après, les feuilles de réponses seront récupérées*

## Partie I

(Le téléphone sonne)

**Anne:** Allo, c'est qui?

**Robert :** C'est moi Robert

**Anne :** Robert ?

**Robert :** Oui, Robert, ton ancien camarade de classe. Bonjour, Anne !

**Anne:** (Surprise) Ah, Robert ! Bonjour ! Ça fait longtemps ! Tu es où maintenant ?

**Robert :** A l'université .... à l'université de Makerere

**Anne :** C'est super ! Qu'est-ce que tu fais là ?

**Robert :** J'étudie l'informatique, et toi, tu es où ? et qu'est-ce que tu fais ?

**Anne :** Je suis à l'université de Gulu et je fais la médecine.

## Partie II

**Robert :** L'université de Gulu c'est comment ?

**Anne :** C'est intéressant.

**Robert :** Qu'est-ce que tu aimes faire comme loisir ?

**Anne :** Je fais du sport

**Robert :** Quel sport ?

**Anne :** Je joue au tennis, quelquefois le basket

**Robert :** Ah ! Tu fais toujours du tennis ? Tu l'aimais beaucoup à l'école secondaire.

**Anne :** Oui, bien sûr, je l'adore parce que c'est intéressant et j'ai gagné une bourse à l'université grâce au tennis.

### Partie III

**Robert :** Moi, le tennis ne m'intéresse pas beaucoup, je préfère la musique et le foot

**Anne :** Ah, la musique, c'est génial, tu joues de la guitare ?

**Robert :** Oui, mon père m'a acheté une guitare pendant les vacances

**Anne :** A part la guitare, tu joues au foot aussi ?

**Robert :** Non, mais je regarde souvent des matchs de foot à la télévision

**Anne :** Ah, mon Dieu ! c'est presque l'heure pour mes cours. C'est dommage ; je dois te quitter.

**Robert :** Tant pis ! A bientôt

**Anne :** A bientôt

Candidate's Name: .....

Signature: .....

Random No.						Personal No.		

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

314/2A  
FRENCH  
Paper 2  
2024  
40 minutes



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

FRENCH

Paper 2A

Listening Comprehension

40 minutes

**CONSIGNES AUX CANDIDATS:**

*C'est un texte enregistré : il se compose de **trois (3)** parties ; Partie **I, II et III.***

*Répondez à **toutes** les tâches.*

*Ecrivez les réponses à **toutes** les tâches dans les espaces donnés.*

*Chaque texte sera lu **deux (2)** fois, après vous avez **trois (3)** minutes pour compléter les tâches suggérées.*

*A la fin de la troisième partie, vous avez **trois (3)** minutes pour vérifier vos réponses, après les feuilles de réponses seront récupérées.*

## Partie I

### Tâches

1. Les gens parlent au .....
2. Qui sont les gens qui parlent ? .....
3. Qu'est-ce qu'ils font à l'université?.....

## Partie II

### Tâches

4. Comment est l'université d'Anne ? .....
5. A l'université, qu'adore Anne ? .....
6. Qui a gagné la bourse à l'université ? .....

## Partie III

### Tâches

7. Robert aime .....
8. Robert, qu'est-ce qu'il regarde à la télévision ? .....
9. Anne doit quitter parce qu'elle a .....
10. Robert et Anne, quand est-ce qu'ils vont se rencontrer ? .....



**314/2B**  
**FRENCH**  
**Paper 2**  
**2024**  
20 minutes



**UGANDA NATIONAL EXAMINATIONS BOARD**

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**FRENCH**

**Paper 2B**  
**Speaking**

20 minutes

**INSTRUCTIONS TO CANDIDATES:**

*Cet examen est composé de deux parties; Partie I et Partie II*

*Répondez aux **deux (2)** tâches.*

*Vous avez **dix (10)** minutes pour préparer pour les deux parties, I et II.*

*Après la préparation, vous avez **dix (10)** minutes pour présenter.*

## **Partie I**

### **Topic presentation**

1. Vous êtes en France avec votre famille pour vos vacances. Vous tombez malade et ils vous emmènent chez le docteur.

Expliquez-lui votre maladie

**Ou**

2. Le chef de votre village vous invite à une réunion des réfugiés francophones pour discuter comment protéger l'environnement. Alors le chef du village vous demande de les aider.

Comme étudiant(e) de français, faites une présentation pour expliquer comment ils peuvent protéger leur environnement

## **Partie II**

### **Role play/discussion**

1. Votre mère vous a demandé de préparer la sauce pour le dîner. Elle vous a donné une liste de choses à acheter. Vous êtes au marché dans un pays francophone.

Négociez avec le vendeur.

**Ou**

2. Vous arrivez dans un hôtel en France avec vos camarades de classe. Vous êtes le seul qui parle français.

Posez des questions au réceptionniste de l'hôtel pour avoir quelques informations sur les services de l'hôtel.