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UCE English

Paper 2

August, 2023

2 hours



UNNASE MOCK EXAMINATIONS

Name.....

All questions in this paper must be answered in the space provided.

ENGLISH LANGUAGE

PAPER 2

2 HOURS

This paper consists of two sections. Candidates are required to answer all questions in both sections. The time available for answering the questions in each section is indicated above. Candidates are advised to spend equal time on each section. Candidates are not allowed to leave the examination room during the examination.

INSTRUCTIONS TO CANDIDATES

- All questions are to be answered.**
- All your answers must be written on this question paper.**

Answers should be written in ink or blue or black ball point pen, of legible handwriting. Handwriting which is difficult to read will not be marked. Candidates are advised to spend equal time on each section. Candidates are not allowed to leave the examination room during the examination.

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

Mob justice has persisted because most people do not know the law, says Kampala police spokesman, Simeo Nsubuga. He warns that communities do not have rights to kill anybody. All victims accused are innocent until proven guilty, he cautions. To prove that someone is guilty, the person has to be tried in court and given a chance to defend himself or herself.

He also blames local leaders for inciting citizens to carry out mob justice and adds that the police has limited capacity to respond to cases of mob justice. Currently Uganda has about 20,000 policemen, including local administration police and special police constables serving a population of 31 million people. This implies that there is one policeman for every 1,500 Ugandans as opposed to the internationally recommended ratio of one to 500.

The LC1 chairman for Kyebando- Kisalosalo argues that the police and judiciary often frustrate citizens, forcing them to resort to mob justice. In the process the lives of innocent people are lost. For instance, someone who loses a mobile phone can spend a lot of time and money going to police and court, in the end he could fail to recover his phone. So people find going to court a waste of time. He adds that corruption in the police often discourages people as suspects are released without charges, exhibits go missing and files disappear. Also, some cases are dismissed for lack of witnesses. In some cases, the victim lacks money to transport their witnesses to court hence the case fails and suspect is set free. In such a situation,

when a person goes back to the village and commits another offence, the villagers resort to killing.

But Nsubuga says most people simply do not understand how the police and judiciary work. The suspect has a constitutional right to get a police bond or court bail. When such a person gets back to the community then they say, "You see there is no point taking them to police" so they end taking the law in their own hands.

Nsubuga suggests that the community service scheme should be expedited so that citizens see a law breaker serving his sentence within their vicinity. This way the community will feel satisfied that an offender has been punished.

Mob justice can be reduced by creating jobs especially for the youth. Many of the victims as well as the mob participants tend to be unemployed youth. The government should also strengthen institutions like the police and judiciary. There is a call for transparency in the police and the judiciary, speedy investigations and trials and salary increment for law enforcers. Community leaders should be sensitised on the law and the dangers of mob justice. LCs should be empowered to handle certain petty cases to save citizens from the usual lengthy and expensive process at the police and judiciary.

Whereas the different parties differ about who is to blame and how to solve the problem, they agree that mob justice is leading to unnecessary loss of lives and that something should be done about it.

(Adapted from: *The New vision*, August, 25 2007)

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

The assembly hall was packed to capacity. Everybody was wearing a **grave expression** on his or her face. The teachers were dressed in dark suits, white shirts and black ties and sat at the front row. The English headmaster was at the back of the hall as was his habit on such occasions, smoking a pipe and apparently absorbed in deep reflection. The occasion was an especially important meeting of the Debating Club to debate the motion that 'the present self-governance arrangement should be extended for a period of five years to allow Ugandans to get adequately prepared for independence'. The deputy headmaster was the chairman. The proposition side was led by the history teacher, Mr. Roman, seconded by Katera, the head prefect; while the opposition was led by Mr. Bangirana, the Mathematics teacher, a Ugandan who was a Member of Parliament, assisted by the president of the Debating Club, Kasikura. There was an undercurrent of tension, but everybody was conscious of the need for tolerance and responsibility.

The future of the country was at stake and everybody rose to the occasion, at least judging by expressions on their faces, by the usual level of restraint in interrupting speakers, and by the impressive effort which every speaker made to find lofty phrases to express his patriotism and readiness to serve the country. Occasionally, **inflammatory phrases** slipped through the otherwise responsible tone of the speeches, but the chairman quickly re-established decorum through deep grunting sounds in his throat and well-timed

side-glances at the speaker who strayed outside the latitude of responsible criticism.

When words like "imperialism" and "exploitation" were used, the chairman wrinkled his face into the agony of being betrayed and that switched the attention of the audience away from the speaker. The speaker would instinctively follow the eyes of the audience, turn and encounter the agony on the face of the deputy headmaster. One glance was enough to force the speaker to moderate his language. There was a continuous low murmur as teacher after teacher, most of them British, took turns to plead passionately for patience and common sense. Nobody was saying that independence was bad, but Africans needed time to acquire the necessary skills to run a modern state. Time was needed for old tribal hostilities to subside, for religious animosities to be brought under control, and for the general populace to be educated about democracy. The audience listened patiently, saw the logic behind the arguments and duly clapped for the effort in erudition made by each speaker; but there were no loud cheers, no enthusiasm in the clapping except for the two Ugandan teachers who **denounced imperialism** without any reservations, and called for the immediate departure of colonial administrators.

When the leader of the opposition rose to speak, he was cheered wildly, mainly on account of the reputation which he had established in parliament as a man who had lost patience with the pretensions of colonial goodwill.

"If they are so kind-hearted as to care for our education and democracy, why don't they stay here after our independence and give

us that education without being our rulers?" Loud cheers from the students forced him to take a break.

"How can we learn about democracy when they have never allowed us to practise it? Why did they wait until we asked them to go away before they could remember their self-assigned duty?" Again loud cheers erupted from the listeners.

The chairman shook his head in disappointment so that the cheerers restrained themselves. Several white teachers got red in the face and around the ears. One of them stormed out of the hall. Some of the students cast shy glances at the headmaster but he maintained a calm remoteness, like a sage. Some of the students refrained from further cheering. They became uncomfortable because they were torn between their emotions and their respect for school authorities.

Questions:

2.1 Suggest a suitable title for the passage.

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2.2 Which side of the debate did the headmaster support? Give reasons.

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2.3 Why was Mr. Bangirana's speech treated with great excitement?

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2.4 Outline at least two reasons why there was need to delay independence.

2.5 Explain the meaning of the following expressions as used in the passage;

i. graveexpression

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.....

ii. inflammatory phrases

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.....

iii. denounced imperialism

.....
.....

iv. got red

.....
.....

2B Read the following passage carefully and then answer questions followingit.

We found her crushing millet for the evening meal. My father stood a long while watching the pestle rising and falling into the mortar. He hardly knew where to begin. He knew that the decision he had to make would hurt my mother and he himself had a heavy heart. He stood there watching the pestle and saying nothing and I dared not lift my eyes. But my mother did not take long to guess what was in the

wind. She only had to look at us to understand everything or almost everything.

"What do you want?" She said "Can't you see I'm busy? And she began pounding faster and faster,

"Don't go so fast," father said. "You'll wear yourself out."

"Are you trying to teach me how to pound millet?" she said. And then all of a sudden she went on angrily. "If you want to discuss our son's departure for France, you can save your breath. He's not going."

"That is just it," said my father 'You do not realise what such an opportunity means to him."

"I do not want to know," she said. Suddenly she dropped the pestle and took a few steps towards us. "Shall I never have peace of mind? She cried. "Yesterday it was the school at Conakry. Today it's the school in France. Tomorrow...What will it be next? Everyday there's some mad scheme to take my son away from me! Have you forgotten already how sick he was at Conakry? But that's not enough for you. Now you want to send him to France! Are you crazy?..... and as for you" she cried turning towards me, "you are nothing but an ungrateful son. Any excuse is good enough to you to run away from your mother – But this time it won't be, as you want. You'll stop right here. Your place is here. What are they thinking about at the school? Do they imagine I'm going to live my whole life apart from my son? Die with him far away? Have they no mothers, those people? But they can't have mothers, of course. They would not have gone so far away from home if they had had mothers.

And she lifted up her eyes to the sky and addressed the heavens.
"He's been away from me so many years already," she said "And now they want to take him away to their own land...!"

Questions:

2.6. In the first paragraph, "what was in the wind" implies:

- A. what had been kept secret from her.
- B. what she had known all this time.
- C. what she could sense from the surrounding
- D. what she had little knowledge of

2.7. "What do you want?" She said "Can't you see I'm busy?" And she began pounding faster and faster.

The implication of the sentence is.....

- A. that the writer's mother did not take interest in any other matter except household work.
- B. that the writer's mother lacked good manners.
- C. that the writer's mother did not know why her husband and son visited her.
- D. that the writer's mother did not want to be told the reality.

2.8. "I don't want to know," she said. This shows

- A. that the mother was not at all concerned about her son.
- B. that the mother was not ready to discuss a plan, which would send her son away from her.
- C. that the mother did not want her son to make any progress in life.

- D. that the mother was only interested in dropping the pestle and walking towards us.
- 2.9. From the passage we can tell that the mother was.....
- A. a stubborn woman never ready to listen to reason.
 - B. a hot-tempered woman always looking for a quarrel.
 - C. a loving protective woman out to have her son in her care.
 - D. a simple-minded woman who did not know the importance of education.
- 2.10. In the last paragraph, the mother.....
- A. makes an impassioned appeal for her son to be left with her.
 - B. makes an angry cry expressing her disgust about her son going away.
 - C. takes her husband to task for being a cruel father.
 - D. loudly addressed those to take her son and abuses them.
- 3A. ***Re-write the following as instructed. Do not change the meaning of the original sentence.***
- 3.1. It would be better to wait until he arrives rather than go away now. (**Re-write: Waiting...preferable...**)
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.....
.....
- 3.2. Regardless of anything they say, I will attend the leavers' party.
(Begin: No matter...)

.....
.....
3.3. "Did you check your work? Do it again. It is full of errors." Mrs. Semivule said to me. (Use Reported speech)

.....
.....

3.4. She was disappointed to find that her name was not on the official list. (Begin: To her...)

.....
.....

3.5. Martha is physically handicapped. She is a hardworking girl. (Re-write using:...in spite of...)

.....
.....

3.6. He wanted to talk to her, but she was with his mother-in-law. (Use: ...if...)

.....
.....

3.7. We all knew it was a dangerous task. (End: ...was.)

.....
.....

3.8. Arua is so far away from Kampala that the "Link bus" cannot reach there within four hours. (Begin: Being...)

3.9. I can't give in to his demand. (*Begin: In no circumstances...*)

3.10. Nobody knows where Kato is. (Use: *whereabouts*)

3B. Complete the items 3.11 to 3.20 by circling the best alternative.

3.11. Let's move to the theatre,.....?

3.12. Having washed the plates.....

- A. food was served immediately.
B. the girl went to town.
C. cups had to be washed next.
D. the hungry cat came closer.

3.13. The doctor dissuaded him.....eating meat.

- A. against
 - B. off
 - C. from
 - D. into

3.14. At the ceremony, she was clad in a.....dress.

- A. party tight nylon beautiful fashionable

- B. beautiful tight fashionable nylon party
- C. fashionable beautiful tight party nylon
- D. nylon party fashionable beautiful tight

3.15. What have you done? Shame.....you.

- A. at
- B. upon
- C. about
- D. on

3.16. "Do you have a driving license?" the policeman asked me. "No," I replied. The policeman asked me whether

- A. I had a driving license and I answered no.
- B. I have a driving license and no was my answer.
- C. I had a driving license and I said I didn't.
- D. I had a driving license and I said I hadn't.

3.17.....his strength, he fears to move at night.

- A. Although
- B. For all
- C. Despite of
- D. In spite

3.18. Although everyone played well,

- A. we lost the game.
- B. but we lost the game.
- C. we lost the game all the same.
- D. however, we still lost the game.

3.19. John and.....will bail out the starving old man.

- A. me
- B. myself
- C. me too
- D. I

3.20. She has.....on that mat since morning.

- A. lain
- B. lied
- C. laid
- D. lay

END

17. Lucy has been married with Tom for 10 years.
Everybody here has known them for a long time.

Lucy has been married with Tom for 10 years.
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