Candidate’s name:

Index number:

112/1

ENGLISH LANGUAGE

PAPER ONE

2024 JUNE

2 HOURS

Ryeru Schools Pre-mock examinations 2024.

UGANDA CERTIFICATE OF EDUCATION

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.*

*SECTION A*

*Item on2e.*

*Read the passage below and answer the question that follows.*

When plants and animals die on land, they fall to the ground and lie exposed to the atmosphere. Those that die in water sink to the sand, mud, or whatever the bottom deposit may be. Most of these dead bodies will be destroyed by bacteria and fungi, or eaten by living animals, and disappear without leaving any record of their existence. A few, however, will be preserved, either completely or in part, forming fossils which are the record of past forms of life.

In very rare cases, whole animals have been preserved by being trapped in some material which prevented the body from decaying. In Siberia, for example, entire mammoths have been found embedded in ice and looking exactly as they did when alive. Insects, almost intact, have been found trapped in amber, which must have exuded from a tree as a sticky liquid that caught the unwary insect, and then set hard. Of course, preservation is seldom so complete, far more frequently, only the shells of animals, such as molluscs and echinoderms, or the skeletons of animals, such as corals and chordates, remain. Plants are normally found as fragments, and it is very difficult to decide which pieces of root, stem, leaf, and fruiting body have come from the same plant.

Of course the skeletons or the solid parts of animals, such as shells, survive unchanged long after soft parts of the body have disintegrated. Even these hard bony parts eventually break down, but in a few rare instances they become covered by some material that is forming the rock even after the structure itself has totally decayed. Such an impression, called a cast, shows the surface details of the structure, and may be all that is left of a plant or animal. At times, another mineral may have filled the cast, producing a solid mass with the details of the body impressed on the surface.

Some plants have hollow stems and others have a pith or soft central core that decomposes more quickly than the outer wall. A mineral may fill such stems before they decay and form an impression which is left in the rock. This material hardens around them, and a clear impression, called a cast, shows the surface details of the structure, and may be all that is left of a plant or animal. At times, another mineral may have filled the cast, producing a solid mass with the details of the body impressed on the surface.

Some plants have hollow stems and others have a pith or soft central core that decomposes more quickly than the outer wall. A mineral may fill such stems before they decay and form an impression of the stem's internal structure. This kind of fossil is common in a group of plants which we know today as ferns and horsetails. Finally, fossils are produced when the complete chemical materials, which make up the bodies of plants and animals, are replaced after death by a different chemical material, such as silica or calcite. When this happens the body is preserved in 'stone' and it is said to be petrified. Petrified plants have their internal and external structure very well preserved. The real problem, however, is that they are not found as whole plants, but as fragments, which makes it very difficult to reconstruct the complete body

(Adopted from; The Story of life by D.H. Udall, in Practical English for the East African Certificate by Rodney Nesbuitt.)

**Question**

It is your turn to write for the science column in your school magazine. You have found this article in a scientific magazine. You need to inform readers about the different types of fossils and how they are formed.

Using the information given in the article, write your summary in not more than 150 words.

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Item two.

On the first day of my secondary school, my teacher, Mrs. Rhoda, told a story about her husband, Dennis, who is a brain cancer survivor. She became emotional as she talked about their journey through his treatment and recovery. I have never seen a person **radiate** so much hope from an **adverse** situation. After what she experienced with Dennis’ illness, she dedicated part of her life to helping people in similar situations. She told us about a local organisation she was part of called *Positive Living*, which supports and comforts families with a member suffering from brain cancer**.** Her strength and attitude towards her situation inspired and made me realise some significant lessons about positivity, love and hope.

My parents taught me from a very young age that making wise choices with my money is important. This financial wisdom led me to save my money. I would always set aside part of my pocket money**. One day, I was looking at the money that I had saved, wondering what to do with it.** I did not feel like any travels or concerts was worth my savings. I thought about the stories Mrs. Rhoda had told us about Dennis and all the other remarkable people she worked with. I decided that was where I wanted my money to go. I started putting some money aside every month and a little extra at Christmas and on my birthday. By the year end, I had saved over a million shillings, one thousand three hundred and twenty thousand shillings to be exact.

As the last day of school approached, I used the money to buy a gift for Mrs. Rhoda and I told my parents about it. It was a diamond necklace. My mother helped me wrap the heart-shaped box containing the diamond necklace. After all the other kids had left on the last day of school, I handed Mrs. Rhoda the present. As she opened it, I told her that I wanted the necklace to be auctioned at the *Positive Living*’s annual fundraiser and auction and the proceeds go to people like Dennis. She broke into tears and hugged me tightly. At first, I did not understand why – all the other kids had brought her end-of-the-year gifts. What was so special about mine?

It was until the third term that I began to understand the meaning of that little box containing the necklace. I was invited to *Positive Living*’s fundraising and auction. The night’s theme was *hope and giving*. Many stories were shared; one of the most inspirational ones was of a young boy named Joel. He had a brain tumour. I remembered him from the stories Mrs. Rhoda always shared. She had explained to us that despite his sickness Joel always managed to have a positive and happy attitude. I understood then that it was people like Joel who **kindled** the hope that fuelled organisations like *Positive Living*.

At the end of the night’s auction, people were asked to donate what they could. I was called on stage, and stood8 next to Joel’s siblings. The auctioneer told everyone the story of my gift to Mrs. Rhoda, the nine hundred and ten thousand diamond necklace. He then asked for generous donations, working back from high Shillings amounts. At the end, he asked, “How

many of you are willing to do what a teenager did and donate such a necklace?” At that point, nearly everyone in the room raised their bidding numbers. I then realised that four months’ savings had become something bigger than that.

Today, I still try to stay with *Positive Living* and stay connected to Mrs. Rhoda. The joy that I found in this organisation never came from any recognition that I received for my action. I gained perspective and hope from the people that I met and worked with there. These events and experiences have taught me how much love can **ensue** in bad situations. I want to spend much of my life volunteering and hearing about new ideas and people. People may not always realise how big an impact one kind gesture can make. One teacher sparked a decision in my life that has changed how I live

Respond to each of the following tasks with guidance from the task.

1. Life is full of challenging experiences. Society if full of many refugees and many victims of sickness and violence. Why did the writer give a necklace to the teacher?

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1. **One day, I was looking at the money that I had saved, wondering what to do with it.** Re-write the statemen beginning with ‘’Looking at.......’’

**.**...................................................................................................................................................................................................................................................................................................

1. What did the writer gain from their act of charity?

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1. Our feelings towards people are triggered by what they do. What are your feelings towards the writer and why?

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1. Write a saying or proverb to use in advising your sibling or friend on the importance of extending a helping hand.

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1. Give the meaning of words as used in the passage.
2. **Radiate**

**............................................................................**

1. **Adverse**

**...........................................................................**

1. **Kindled**

**.................................................................................**

**SECTION B**

Choose one question

Either 3: There is a growing wave of indiscipline and decline in good manners among

citizens today. Government workers steal money. Soldiers kill people in broad

daylight. Security operatives arrest people in public without being touched.

Motorists such as bodaboda commit acts which are against the law. The courts too

cannot be relied on to give justice. A person’s land can be ‘grabbed’ by a stranger

who claims to own it. University academic documents can be forged by any

willing person. Some businessmen refuse to pay tax. Many citizens like you, feel

that something should be done to save the situation.

You have been called upon to deliver to people on the patriotism function whose theme is,

‘’integrity for better service delivery and better living’’ Write down your presentation .

Or 4: There are marketing gaps in community regarding your school. You’ve been tasked to form and create a document to solve this challenge. Among many inform the community about the vacancies in school, scholarships and any attraction about it. Prepare a document to be used.

End by Griffin.