

KAMSSA SENIOR FIVE SELF STUDY WORK
GENERAL PAPER
DAY 1

SECTION A

It usually consists of topics based in the following areas, one could be historical, environment, social media, social life, politics, economical aspects, literature, language, Art and craft / culture, science, diseases etc.

SECTION B

It consists of two numbers that is comprehension and logic. Comprehension is an English prose passage which tests the students' ability to re-express themselves in continuous form of the material supplied.

It also tests knowledge and understanding of common English usage.

The logic will test the student's ability to interpret information, logic tests and give logical and scientific reasoning.

MARKS FOR SECTION A

Spellings	05
Grammatical / expressions	10
Definitions	05
Content	30
TOTAL	50

Every point in the content takes three marks. A candidate is expected to mention a point with a sentence explain the point and give **examples** relating to the point.

M – Mention

E – Explain

E – Examples

SECTION A

TERMINOLOGIES USED IN SECTION A QUESTIONS

Account for: Give reasons for something with explanations e.g. Account for the rampant drug abuse in high schools.

Discuss:

It means carefully analyse and examine an issue. Be complete and give details if there are two sides to talk about and give a balanced conclusion. E.g. Discuss the increase in number of teenage pregnancy.

Assess: It means to examine closely with a view of measuring or weighing up a particular situation. Consider a balanced way; strength and weakness for points for and against. E.g. Assess the impact of swamp reclamation on the environment.

Analyse; It means to study in depth, identifying and describing in details e.g. Analyse the role played by youths in the development of your country.

Justify; Means to prove, make a case or give reasons for the decision or conclusion or take an effort to convince e.g. polygamy should be Abolished Justify the statement.

Examine; Look at an idea or situation from both sides. Draw critically a personal opinion.

To what extent; Here we show much a given expression or situation or factor contributes to the occurrence of a final event. The factor in this case may not be the only factor leading to the occurrence of the event therefore other factors must be considered.

Why; Here we give reasons for or purpose for an event or situation.

Trace: Here we describe in a narrative from the progress, development or sequence of events from the point of origin.

Describe; In this case we give a recount, characterise or relate in sequence or stay form.

Evaluate; Here we carefully upraise the issue at hand sitting both hands i.e. advantage and disadvantages, reasons for and against bring out views of authority as well as your personal judgement.

Illustrate; Means demonstrating or classifying a problem or situation by explaining either using figures, diagrams or specific examples.

Explain; Here we clearly interpret and spell out the materials giving reasons for important features or development.

Compare; Here we look for the characteristics that are similar but we should also put in to account the point of difference.

ESSAY WRITING

An essay is a piece of writing presenting a certain topic or an argument, expressing the writer's knowledge, views and opinions of the topic.

It does not require a title and therefore does not require subtitles. In many cases, students tend to express their 'views' or 'points' by writing subtitles however this is punishable by awarding of a zero.

General paper essays are argumentative. There are decisions of certain topics and mature reasoning is expected at this level following the rubric of the question.

When writing the general paper essay, the following are important.

- Choose the question you know something about in other words choose a question that you familiar with.
- Identify the key terms. This means you know what begins an essay (definition).
- List down all the possible points answering the question.
- Reflect and get the top quality points.

NB:

We aim at getting quality points therefore start with the best quality points. Make sure that the points are stated with the most notable ingredients.

An essay comprises of three basic parts and that is; introduction, body, conclusion.

CHARACTERISTICS OF AN INTRODUCTION

There must be a definition of the key words or terms

Contextualisation of key terms to the Uganda situation

Link the introduction to the body.

NB: The introduction must be in one traditional paragraph and it carries marks.

Sample of an introduction

QUESTION

“Politics is a dirty game” Discuss

Politics is the act of leading and influencing a given group of people in a society. In Uganda today, there are various political parties due to the fact that Uganda is a multi-party nation with democracy. These political parties include National Resistance Movement (NRM), Democratic Party (DP), Uganda people’s Congress (UPC).

BODY

The body comprises the core of the student’s argument.

It has the point or points of discussion of the topic at hand.

Each point must have a separate or independent paragraph.

The paragraph marks the beginning of the new points so there is no need of numbering of bulleting.

Do not skip lines as this will be considered disjointed work which may or will lead to loss of marks.

Each point must start with a topical statement. A topical statement is the sentence where the argument is clearly stated bearing in mind the question at hand.

Do not hide the points / arguments. State it in black and white in the first sentences of the paragraph.

Always strength your points by explaining in details in relation to the question.

CONCLUSION

The function of the conclusion is that it restarts the main argument.

It reminds the reader of the strengths of the argument that is, it reiterates the most important evidence supporting the argument.

Make sure, however, that your conclusion is not simply repetitive summary as this reduces the impact of the argument you have developed in your essay.

The conclusion should match the introduction in terms of the ideas presented and the argument put forward.

HIV / AIDS

EXAMPLE

What are the causes and effects of HIV/ AIDS?

HIV is Human Immune Deficiency Virus which causes a disease called Acquired Immune Deficiency Syndrome and this disease can generally lead to death and other health problems in case one misuses the drugs given to him or her. The cause of HIV / AIDS and effects may include the following;

HIV / AIDS is transmitted through sharing sharp objects with an infected person and here most people who are infected with HIV/AIDS in most cases want to spread the disease so they decide to use sharp objects such as razorblades, safety pins among others and share them with the people who are not affected knowingly.

Having unprotected sex where by a person who is not affected with the disease has sexual intercourse with a person who is affected especially this is among old men who cheat on their wives and later on the contract the disease so they also want to spread the disease through lying school going children especially the girls thus ending of spreading the disease.

Unfaithfulness among partners where by one or both partners do not trust in themselves. In most cases one of the partner may be having the disease and may not express him or herself thus end up spreading the disease to the fellow partner.

Permissiveness is yet another cause of HIV / AIDS where people below the age of eighteen (18) do whatever they feel like at any one time hence end up having sex with unprotected people thus contracting HIV /AIDS.

Improper handling of the umbilical cord of the mother during birth. If the mother is HIV positive, the blood of the mother may end up mixing with that of the baby hence the baby also ends up contracting the disease.

EXAMPLE 1

1. Discuss the causes and effects of land wrangle in your country.

INTRODUCTION

Land wrangles are disputes over ownership and management of land. They involve either physical confrontation or legal conflicts in courts of law. In Uganda places like Apaa village and kayunga district are example of some areas in the country that have experiences land

IN THE BODY CONSIDER THE POINTS BELOW

- wrangles.
- Corruption among some land authorities.
- Increase in population.
- Ignorance about the law on land ownership
- Poverty which has rendered some land owners and occupants easy targets of frued stars.
- Weak law enforcement

- Tribalism.
- Greed.
- Death of parents.
- Historical factors between communities.

Effects

- Death
- Destruction of property
- Disintegration of communities.
- Arrest of implicated parties
- Heightened hostilities amongst communities.
- Economic decline in the affected areas -Intervention line probes.

Det _____ *05*

S.p _____ *05*

Ge _____ *10*

Content _____ *30*

2.To what extent is juvenile delinquency in your country attributes to parental negligence?

INTRODUCTION

Juvenile delinquency refers to a situation whereby individuals who are below the age of consent get involved in criminal activities.

Juvenile delinquents are law breakers who are considered minors.

Parental negligence refers to the failure of parents to cater for the needs of their children.

This involves failure by parents to provide basic needs like food and medical care to their children.

IN THE BODY CONSIDER THE POINTS BELOW

- How parental negligence leads to juvenile delinquency.
- It renders the children desperate thus turning to crime.
- It exposes them to criminals who take advantage of them.
- It raises the urge for easy ways of making money.
- It makes the children rebellion to their parents and guardians thus turning to crime.
- Other factors.
- Poverty.
- Lack of guidance and counseling.
- Peer influence.
- Mass media.

- School drop-outs
- Poor examples in society.

Det _____ **05**

S.p _____ **05**

Ge _____ **10**

Content _____ **30**

3.Explain the causes of teenage pregnancies

INTRODUCTION

Teenage girls conceive. This involves girls between thirteen and eighteen years of age.

IN THE BODY CONSIDER THE POINTS BELOW

Causes.

- Peer influence.
- Mass media.
- Lack of guidance and counseling.
- School drop-outs.
- Parent negligence.
- Poor examples in the surroundings
- Poverty
- Cultural influence
- Communication and supervision.

Solutions

- Strengthening guidance and counseling in schools and homes.
- Strict law enforcement.
- Encouragement of members of society about early pregnancies.
- Control of the mass media against pornography.

Det _____ **05**

S.p _____ **05**

Ge _____ **10**

Content _____ **30**

4. Assess the challenges women face in the development of your country.

INTRODUCTION

A development refers to social, economic and political advancement. It involves better work and living standards in a given society.

IN THE BODY CONSIDER THE POINTS BELOW

The challenges women face in the development of Uganda.

- Gender stereo type's i.e. Women are considered weak and thus denied opportunities to explore their potential.
- Cultural influence in some societies which forbids women to get involved in some productive activities,

- Domestic Violence
- Exploitation of women at some places of work.
- Insecurity.
- Low level of education, mostly in the rural areas.
- Poor infrastructure, mostly in rural areas.
- Corruptions.

Det _____ *05*
S.p _____ *05*
Ge _____ *10*
Content _____ *30*

ACTIVITY 1

Choose one question and write an essay of between 500 and 800 words.

- 1.Support the view that Female genital mutilation should be abolished.
- 2.Assess the role played by foreign investors in the development of Uganda.
- 3.Discuss the causes of famine in Africa and suggest measures which should be taken to curb the problem of famine.
- 4.Examine the role of parliament in the promotion of Democracy in Uganda.

SECTION B

It consists of two numbers that is comprehension and logic. Comprehension is an English prose passage which tests the students' ability to re-express themselves in continuous form of the material supplied.

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LOGIC QUESTION. (QUESTION 5)

EXAMPLE

5.Study the table below showing some Central Government prisons in Uganda (1998) and answer the questions that follow:

Date	Name of Prison	Planned Number of Inmates	Actual Numbers of inmates			
			Convicts	Remands	Lodgers	Others
07/01	Murchison Bay	475	484	1,129	-	-
09/01	Luzira Upper	624	211	69	-	1,776
13/02	Arua	178	192	391	-	-
13/10	Rukungiri	120	47	203	-	-
04/11	Kumi	100	19	58	-	-

10/11	Jinja (Main)	490	249	338 committals	33	-
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Adapted: Uganda Human Rights Commission Report, (1998)

Note:

- Committals are remand prisoners on capital charge who have been committed for trials by the High Court. They are not eligible for bail.
- Lodgers are prisoners detained in prison without a court order.

Questions:

- (i) Determine the actual number of inmates per prison.
(ii) Draw a group (comparative) bar-graph to represent the planned and actual number of inmates for the prisons show in the table.
- (i) Identify the prison with the largest number of inmates.
(ii) Account for the large number of inmates in the prison identified in (b) (i) above.
- What are the consequences of exceeding the planned capacity of prison?

SOLUTION

NO5a(i)

1. Muchion Bay
484+1,129
=1613

3. Rukunyiri
47+203
=250 No. of prisoners

5. Jinja
249+338+33
=620 No. of prisoners

2. Arua
192+391
=583

4. Kumi
19+58
=77 No. of prisoners

b) i. -Luzira upper prison has the largest number of inmates

ii. -Population growth

-Urbanization

-Political campaigning

-Improvement in law enforcement

-Mass police arrests and fabricated charge place upon randomly arrested people

-Delayed appeals

-Long remands and prisoners on misters' orders

-Forced confessions

c) Over crowding

Prison food is nutritionally deficient, living in mater vulnerable to infections

Water is often unclean or unavailable

Poor hygiene; no soap, lice and scabies are rampant

Mosquitoes and malaria are a constant threat

A brutal compulsory labour system operates in rural prisons countrywide

Prisoners are beaten and abused within the prison

Presentation and treatment of disease pose major problems. T.B spreads quickly in prisons' bank, overcrowded and poorly ventilated wards

His prevalence in Uganda prisons is at 11%. Condoms are universally prohibited because consensual sexual conduct offence

The health needs of pregnant woman are also largely unmet. Pregnant inmates receive little

COMPREHENSION

EXAMPLE

6. Read the passage below and answer the questions that follow, using your own words where possible.

There is another feature of present-day society which has played a part in the development of a counseling profession. It is instability generated by the rapid changes that have been occurring in our ways of life. Sociologists as well as poets have labeled this an 'age of individualism', factors ranging all the way from broken home to the threat of atomic **annihilation**. It is true that it would be very difficult to prove that this age is more anxious than previous period. There are no statistics which permit us to compare the incidence of even more impossible to gauge the comparative frequencies of neuroses and the lesser varieties of disequilibrium. Nevertheless, in the books we write and the picture we paint there is much to suggest that the prevailing mood of our time is one of uncertainty apprehension.

The most serious of the social instabilities for the individual, if the concluding of psychiatrists and other mental health worker are sound, is the threat to the family. Amount of clients who come to a counselor with personal problems. A very considerable proportion is children of divorced parents. Sometime during their childhood, long before emotional growth was completed, they have been confronted with problems of conflicting loyalties would have strained even the capacities of maturity. The counseling process constitutes for them a new opportunity to think the whole thing through and assimilate the experience and its consequences in their later development.

If divorce itself were the only problem, however our task would be considerable easier than it is. It is emotional conflicts that lie at the back of these break-up rather than the separations themselves which unsettle children. Naturally, not all persons seeking psychotherapy are the products of divorce but most if not all of them reflect in their attitudes the strains to which their children home were subject. For every marriage that ends in the divorce court their home has had to learn to cope with bitterness, hatred, neglect and to put up some sort of defenses against the anxiety such attitudes bring.

It goes without saying that social problems are not to be solved by counseling alone. Many agencies and organization are concerned with the family and are attempting to improve on unsatisfactory situation there. To the extent that long-range educational programmes aimed at improving family relations succeed, counseling to ameliorate the effects of bad family situation will become necessary. For the present, however, home difficulties are a major source of problems for workers in three types of settings. Child guidance clinics are attempting to help the children themselves at the time when their problems are most acute. Marriage counselor have developed a specialized service for men and women who to try to salvage their

relationship rather than to break it off. General counseling agencies in schools, even when their principal 3 function is to help students make good educational and vocational choices, also help individual to understand and modify emotional attitudes that have grown out of home environments.

Many other social problems of our time are reflected in the insecurities clients bring to counselors. The rapidity with which urbanization has proceeded has brought into the incredibly complex city environment large numbers of individuals whose upbringing has not prepared them to cope with it. Threats of war, and actual wars in which our country is involved...not only add to the complexity of the task of career planning, but also face young men and women with difficult choices among conflicting values. The constant threat of unemployment arising from technological change hangs over men and women most of whom have no control over their own jobs. The emphasis a competitive society place on success inevitably produces anxiety in persons who cannot be sure that they are 'winners'.

While the counselor, as a citizen, may be vitally concerned with these social problems in their entirety, it is particular aspects of them, often not the most important that confront him in his day work. The possibility of sudden death and destruction does not seem to produce as much anxiety as do the minor worries about one's own immediate future. Will be drafted this year or not? Shall enlist now or wait? What good will it do me to study this term if am not going to be allowed to finish my education anyway? It is through such questions that the trouble international situation makes it impact on the individual: will I ever be able to get my grades up high enough so that I will be admitted to medical school? How we keep up our country club membership and the social activities that go with it unless I can make up country club membership and the social activities that go unless I can make more money? How can I ever face mother if her sorority doesn't pledge me? How can I get over my inferiority complex? Wherever I go I never feel good as other problems that our competitive economic and social system raises for each personal they may see trivial by comparison with the large social issues, but they are the stuff individual human experience.

Questions

- (a) Suggest an appropriate title for the passage.
- (b) Explain what the author means by:
 - i) 'Conflicting loyalties'.
 - ii) 'but they are the stuff of individual human experience'.
- (c) In not than 100 words give a summary of the problems a counselor has to deal with.
- (d) Explain the meanings of the following words and phrases as used in the passage using your own words wherever possible.
 - i. Annihilation
 - ii. Gauge the comparative frequencies
 - iii. Of uncertainty and apprehension
 - iv. Assimilate

- v. Lie at the back of
- vi. Ameliorate
- vii. Salvage
- viii. Principal function
- ix. Technological change
- x. Inferiority complex

SOLUTION

6. (Comprehension)

(a) Suggest an appropriate title for the passage.

THE CHALLENGES A MODERN COUNSELLOR FACES.

THE CHALLENGES OF A MODERN DAY

COUNSELLOR THE PROBLEMS WHICH A

COUNSELLOR TO DEAL WITH THE PROBLEMS OF A

MODERN DAY COUNSELLOR.

6.(b) Explain what author means by

(i) “conflict loyalties”

The puzzlement on who of the parents the child should support.

(ii) “But they are the stuff of individual human experience.

They are the usual challenges an individual encounters

6.(c) In not more than 100 words, give a summary of the problem a counselor has to

deal with **THE PROBLEMS A COUNSELLOR HAS TO DEAL WITH.** (12 marks)

CONSIDER THE POINTS BELOW IN THE SUMMARY

-The treat to the family.

-Children with strained maturity as a result of their divorced parents.

-The emotional conflicts behind the break-ups.

-Home difficulties

-The insecurities of the clients.

-The rapidity of urbanization which individuals fail to cope with.

-The threats of war.

-Career planning.

-Young man and women with conflicting values.

-Constant threat of unemployment arising from technological changes.

-The emphasis of a competitive immediate future.

6.(d) Explain the meanings of the following words and phrases as used in the passage using your own words wherever possible.

(i) Annihilation- Complete destruction caused by the atomic bomb

(ii) Gauge the comparative frequencies. -Measure the number of times.

- (iii) Of uncertainty and apprehension -Skepticism and fear.
- (iv) Assimilate - Fully understand.
- (v) Lie at the back of - The real reason behind the break ups
- (vi) Ameliorate - To reduce the effects.
- (v) Lie at the back of - The real reason behind the break ups
- (vi) Ameliorate - To reduce the effects.
- (vii) Salvage - To save the relationships.
- (viii) Principal function - Main aim
- (ix) Technological changes - Advancement of machines.
- (x) Inferiority complex - Lack of confidence due to low status. 2 mark @ 2 x10 20 marks.

ACTIVITY 2

2. Read the passage blow and answer the questions that follow:

Let us start with some biological “givens” since development is fundamentally a biological process. The key concept is multi-potentiality. Any living creature, but especially the higher animals and man, possesses a large number of possibilities for action at any one time, and for development over the whole life span. One way of characterizing the whole process of development is to say that it consists of the transformation of a large number of potentialities into a limited number of actualities.

The earlier the development stage we are considering, the larger is the of potentialities. The act of conception rules out a tremendously number of egg-sperm combinations that might have occurred before one particular combination takes place. A newborn infant has an almost infinitely large number of possibilities for personality development that could occur I different kind of family situation and cultural environment. All these diverse potentialities are quickly lost when he beings to develop in the one family to which he has been. At the age of one, a child has potentialities for fluent expression in several thousand languages. By the time he is two, most of these potentialities have been lost because he has the mark of one language stamped upon him for life.

The second major biological pillar is the concept biologists have called time’s arrow. Whatever may be the status of time as a variable in the physical Sciences, for living being the important thing about it is that it runs in one direction. Furthermore, for any single individual, it is limited, and eventually it runs out.

The third biological fact to be emphasized follow from the first two. It is the concept of *selection*. From birth to death, an organism is repeatedly required to select which possibilities are to be utilized in actions and development. The factors that control the selection are in part external and in part internal- environmental pressures, motives and desires. For the human species, part of this selective process occurs though conscious choice. The person is aware of the possibilities he faces and deliberately chooses one of them.

The fourth biological imperative is a fact of a somewhat different sort- the phenomenon of spontaneous activity. It is a literal fact that a living creature is in some way active at every instant from conception to extinction. Something is always' going on –the cell divides, the heart beats, the muscles contract, electrical impulses keep up their rhythmic ebb and flow. The human infant cries and kicks and looks around him, whatever his surroundings. The child walks and talks, plays and imitates, in every variety of family and culture. What those who guide development do is to modify patterns of activity, not create them. Thus we should aim at an understanding of motivation that explains the *direction* an individual's activities take rather than the reason for his being active at all. The emphasis psychologists have placed on stimulus response formulations about behavior can lead to an unexamined assumption that an organism acts only when we or some other agent stimulates it. What is being emphasized here is that whether or not any identifiable stimulus is present, if a creature is alive, it will be *doing something*.

The fifth of the essential biological ideas is the concept of *organizing Structures*. The thing that transforms spontaneous activity into meaningful actions together into an organized whole. More than anymore else, it was Piaget who brought this biological concept into developmental psychology. He calls such a structure a *schema*, and has devoted a lifetime of research to finding out how the simple schemata that control infant behavior are elaborated into the complex schemata characterizing mature thinking.

The sixth concept, emphasized perhaps more by philosophers than by biologists themselves, is *emergence*. At some point in the transformation of simple organization into systems of increasing complexity, the complex organization acquires genuinely new properties. The major evolutionary points at which such shifts have occurred are the junctures where *matter* took on life, and where *life* took on *mind*. According to the way of thinking, biology must make room for principles not to be found in biology. There need be nothing unnatural or supernatural about this. The new quality is a function of the complexity of the organization itself. While not all biologists and psychologists are convinced of the soundness of this concept of emergence, it is at least a useful tentative assumption in a theory designed to undergird counselling, because it leads us to attach some importance to what a person *thinks*, as we try understand his behavior and developmental possibilities.

Questions:

- a. Suggest a suitable title for this passage.
- b. What does the author:
 - (i) Mean by "...transformation of a large number of potentialities into a limited number of actualities"? (line 6-7)
 - (ii) Say about "times arrow" (line19)
- c. In **not** more than 100 words, summaries the factors that influence human development and behavior, to the passage.
- d. Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible:
 - (i) act of conception (line 08)
 - (ii) stamped upon (line 15)
 - (iii) spontaneous (line27)

(iv) rhythmic ebb	(line 29)
(v) motivation	(line 33)
(vi) identifiable stimulus	(line 37)
(vii) evolutionary	(line 49)
(viii) took on life	(line 49)
(ix) make room for	(line 50)
(x) tentative	(line 54)

ACTIVITY 3

GENERAL PAPER PAPER I

Answer **one** question from Section A and one from Section B.

SECTION A

Choose one question below and write an essay of between 500-800 words.

1. Account for the negative attitude towards taxation in Uganda and how this attitude can be changed.
2. "The struggle for gender equality has not improved on the status of women in Uganda." Discuss.
3. Assess the role of Agriculture in the development of your country. What challenges does Agricultural sector face in Uganda today?
4. To what extent have the traditional African practices outlived their usefulness in modern times?

SECTION B

5. Study the following information carefully and answer the questions which follow.

PART I

A second year student of Diploma in computer science has a course schedule running from September through June. In this period, he must take a course in windows, four courses in Word Perfect, Lotus and 1 and 2, and Financial Accounting 1, 2 and 3.

There are some guiding regulations;

- (i) Each course is one month long and must always be taken alone.
- (ii) Windows can only be taken after Lotus 1 has been taken.
- (iii) Lotus 2 can only be taken after windows has been taken.
- (iv) Financial Accounting courses cannot be taken in consecutive months.
- (v) Word Perfect 1 and 2 must be taken in consecutive months.
- (vi) Word Perfect 3 and 4 must be taken in consecutive months.

Questions:

- (a) In which pairs of months can the student take the two Lotus courses?
- (b) If the student takes Word Perfect courses in September and June, in which months other than September and June, will it be impossible to take a Lotus course?

(c) Make a schedule in which the student takes the two Lotus courses, one Word Perfect course, and one financial Accounting course from September to January.

(d) When does a student who wishes to complete both Lotus courses before taking any Financial Accounting course take Word Perfect?

PART II

The American units of money are the dollar and the cent and one dollar = 100 cents. The symbol for the dollar is \$. Therefore \$ 24.60 means 24 dollars and 60 cents. The rate of exchange to the pound (the symbol for the pound is £) is \$2.40 which means that for every £1 changed into dollars, you receive 2 dollars and 40 cents.

The French unit of money is the Franc and Cents. 1 Franc = 100 cents, the rate of exchange is 1375 Francs for £1.

Recently the French introduced a heavy Franc which is equal to 100 of the old Francs. The Uganda unit of money is the shilling. The exchange rate is 1680 shillings for £1

Questions:

(a) How many shillings are needed for?

- (i) One old Franc?
- (ii) One new Franc (the heavy Franc)?
- (iii) The dollar (\$)

(b) How many Heavy Francs are there in?

- (i) One pound (£)?
- (ii) One dollar (\$)

6. Read the passage below and answer the questions that follow, using your own words.

My grown up children are causing me a great deal of concern. My worries pale when I recall my grandmother, who found in popular wisdom an appropriate dictum for each event. She liked to repeat: "The mother of a family has no time to travel. But she still had to carry out her share of the duties. "Ah, if only I had a bed on which to lie down."

Mischievously, I would point to the three beds in her room. In irritation, she would say: "You have your life before and not behind you". May God grant you experience in what I have gone through.' And here I am today, 'going through' just that experience.

I thought that a child was born and grew up without any problem. I thought one mapped out a straight path and that he would step lightly down it. I now saw, at first hand, the truth of my grandmother's prophecies: 'The fact that children are born of the same parents does not necessarily mean that they will resemble each other.'

'Being born of the same parents is just like spending the night in the same bedroom.'

To allay the fear of the future that her words might possibly have aroused, my grandmother would offer some solutions: Different personalities require different forms of discipline.

Strictness here, comprehension there smacking which is successful with the very young ones, annoys the older ones. The nerves daily undergo serve trials! But that is the mother's lot.

Courageous grandmother, I drew from your teaching and example the courage that galvanizes in at the time when difficult choices have to be made.

The other night I surprised the trio (as they are popularly known) Arame, Yacine and Dieynaba, smoking in their bedroom. Everything about their manner showed that they were used to it: their way of holding the cigarette between the fingers or raising it gracefully to their lips, **of inhaling like connoisseurs**. Their nostrils quivered and let out smoke. And these young ladies inhaled and exhaled while doing their lessons and homework. They **savored their pleasure** greedily, behind the closed door, for I try as much as possible to respect their privacy.

People say that Dieynaba, Arame and Yacine take after me. They are bound by their friendship and willingness to help, as well as by a multitude of similarities; they form a block, with the same defensive or distrustful reactions before my other children; they swap dresses, trousers, tops, being nearly the same size. I have never had to intervene in their conflicts. The trio has a reputation of hard work at school.

But to grant themselves the right to smoke! They were dumbfounded before my anger. The unexpectedness of it gave me a shock. A woman mouth exhaling the acrid smell of tobacco instead of being fragrant. Woman's teeth blackened with tobacco instead of sparkling with whiteness! Yet their teeth were white. How did they **manage the fact**?

I considered the wearing of trousers dreadful in view of our build, which is not that of slim Western women. Trousers accentuate the ample figure of the black woman and further emphasize the curves of the small of the back. But I gave in to the rush towards this fashion, which constricted and hampered instead of liberating. Since my daughters wanted to be "with it," I accepted the addition of trousers to their wardrobes.

Suddenly I became afraid of the **flow of progress**. Did they also drink? Who knows, one vice leads to another Does it mean that one cannot have modernism without lowering moral standards?

As for myself, I let my daughters go out from time. They went to the cinema without me. They received male and female friends. There were arguments to justify my behavior. Unquestionably, at a certain age, a boy or girl opens up to love. I wanted my daughters to discover it in a healthy way, without feelings of guilt, secretiveness or degradation. I tried to penetrate their relationships: I created a favourable atmosphere for sensible behavior and for confidence.

And the result is that under the influence of their circle they have acquired the habit of smoking. And I was left in the dark, I who wanted to control everything. My grandmother's

wise words came to me: ‘You can feed your stomach as well as you please; it will still provide for itself without your knowing.’

I had to do some thinking. There was a need for some reorganization to stop the rot. My grandmother would perhaps have suggested, “for a new generation, a new method.” I did not mind being a ‘stick-in-the-mud’, I was aware of the harmful effects of tobacco, and I could not agree to its use. My conscience rejected it, as it rejected alcohol.

From then on, relentlessly, I was on the lookout for its odour. **It played hide-and-seek** with my watchfulness. Sly ironic, it would tease my nostrils and then disappear. Its favorite hiding place was the toilet, especially at night. But it no longer dared to expose itself openly, with **jaunty** shamelessness.

Questions:

- (a) Suggest an appropriate title for the passage.
- (b) What were the writer’s initial expectations about children?
- (c) In not more than 100 words, summarize the Author’s arguments for giving her children liberty.
- (d) Explain the meaning of the following words and phrases as used in the passage:
 - (i) my worries pale
 - (ii) allay the fear
 - (iii) inhaling like connoisseurs
 - (iv) savored their pleasure
 - (v) manage the feat
 - (vi) flow of progress
 - (vii) scam
 - (viii) stick-in-the-mud
 - (ix) played hide-and-seek
 - (x) jaunty

END

ACTIVITY 4
GENERAL PAPER

Answer two questions which must be chosen as follows: one question from section A and one question from section B.

SECTION A

Answers should be between 500 and 800 words in length.

- 1. Examine the causes and likely consequences of drug addiction (50 marks)
- 2. Examine the challenges facing the African culture today. (50 marks)
- 3. “Family planning should be mandatory in Uganda” Discuss. (50 marks)
- 4. Assess the importance of wildlife in the development of your country (50 marks)

SECTION B

Answer ONE question from this section

5. Read the following and answer the questions which follow.

The ministry of Ethics and Integrity is conducting a seminar in Hotel Adolphus designed to help companies improve efficiency in the work place and also reduce corruption. Global Tech Ltd is following five participants to the seminar.

The warden in charge of accommodation is putting the five participants on Block – level which has 5 rooms in a row labeled D2 –A, D2 –B, D2 –C, D2 –D, D2 – E. The best of the rooms is D2 –A and the worst is D2 – E which has toilets and washroom next to it. The following information has been availed to enable him locate the rooms.

Turyabe Silver joined the company fresh from the University. He had worked for some years to earn enough money to pay his university tuition. He graduated when he was 27 years old. He is a quiet character, doesn't make friends easily. He had worked for 6 years in the company before Mande Musisi came in.

Muganda Oscar is a decade older than Turyabe and is soon to be retired. He has a large family and is very corrupt man who only thinks about amassing as much wealth as possible before he retires. He joined the company 5 years after Mande Musisi came in.

Mande Musisi is a couple of years younger than Zabedi. They are good friends who work in the same office. He is cautious and serious young man who often cautions his friend Zabedi about his life style. He has spent 15 years with the company.

Zabedi Caliph is a half –caste, play boy type who joined the company in his S.6 vacation when he was 18 years old. He is a handsome man, a womanizer with many girlfriends. He has worked for the company double the time that Muganda Oscar has.

Opio James is responsible for recruiting people in the company. He is also in charge of processing their retirement package. He joined the company as a young trainee of 20 years, a couple of years before Zabedi joined the company.

Questions

(a) The warden made a list (list

1) based on the ages of the five participants in descending order. Whom did he allocate the:

(i) Best room?

(ii) The worst room?

(b) He gave the list to his secretary to type and she reversed his decision unintentionally.

Whom did he allocate the following rooms in her list? (list 2).

(i) Room D2 –B?

(ii) D2-E?

Who remained in the same room on both list 1 and list 2?

- (c) A few days later the warden was bribed by one of the participants to be allocated the best room. He therefore made a third list (list 3) based on the number of years which the participants had worked for the company.
- (i) Who called him and bribed him?
 - (ii) How were the rest of the rooms allocated?
- (d) (i) Explain the causes of corruption in Uganda's society today.
- (ii) What are its effects in society?

6. Read the passage below and answer the questions which follow:

Liberal feminists wish to give women the same rights as men in political, economic and social life, and thus to make human rights work in women's favor; they also favor equality of opportunity. But they would argue that even in liberal societies which promise equal opportunity there is over or *covert discrimination*. Or else institutions and practices are constructed according to male norms in such a way that women are in practice unequal and discriminated against. Sex discrimination occurs where gender is brought into an appointments process or any other allocation process in an *arbitrary* or irrelevant way. Because of sex discrimination legislation, Britain has changed from a society in which, thirty years ago, jobs were strongly gendered to a society where it is illegal for job advertisements to express any preference for male or female employees. Critics of this development would say that it is *rational* and necessary to allocate some jobs on the basis of sexual differences such as physical strength- for example men make better miners. To concede that sex or gender differences are sometimes relevant would lead to the *endorsement* of an equal but in some respects different approach; such a move is strongly criticized by the more radical feminists who claim that the concept of difference itself always relates to a male norm or to the 'normal male' as Mendes argues.

Discrimination in employment is a key issue for liberal feminists since it makes nonsense of equality of opportunity. Despite the existence of sex discrimination laws, the allocation of jobs (or other benefits) according to gender- neutral criteria will not guarantee equality if the nature of the work is already 'gendered', and even gender- neutral criteria may be covertly discriminatory. Suppose an apparently neutral job specification requires that the successful applicant will spend a week every month in America on business and one of the selection criteria is therefore that 'applicants must be free to travel'. Is this indirectly a discriminatory criterion and a gender biased job, because women with family responsibilities could not take on such a work? If so, should such jobs be out- lowed because of their inbuilt discrimination, or *radically transformed* by say, job sharing? Similar questions have been asked about parliamentary jobs because MP's *notoriously eccentric* hours of work are incompatible with family obligations.

The argument against discriminatory, gender- biased criteria can be extended to call into question the entire idea of qualifying criteria for any kind of work. In the mid 1970's, I sat on a university working party to monitor possible discrimination in the employment of women academics, who were severely under- represented among the permanent staff at the time. Among other issue, we considered whether the normal expectation that applicants for lectureship should have a PhD was discriminatory. Some people argued that since fewer

women (at that time) took higher degrees, because they had married and had children after their first degree, the requirement of a PhD was indirectly discriminatory. It was not a gender- neutral criterion.

Should we then conclude that if women cannot compete on equal terms in a particular arena, we should change the rules of the competition? Liberal feminists would be reluctant to agree to such a radical conclusion, since they believe in merit as well as in equality of opportunity, an alternative to changing the rules of the competition is to adopt a policy of positive discrimination (which Americans, less pejoratively, call ‘*Affirmative action*’). In the above example, this would require appointment boards to view an intelligent woman without a PhD as no less appointable than an equally intelligent man (or indeed, another woman); it also threatens to **subvert the notion** of appropriate job qualifications. Critics argue that positive discrimination in favor of some is always discrimination against others- also, that it is unjust to appoint a woman on the basis of her membership to a group or category (i.e. because she is a woman) rather than on her personal merit. How then can liberal feminists *cope with the conundrum* those equal opportunities for women in a gendered society may only be achieved through positive discrimination in favor of the less well qualified, which means less than equal opportunities for men? In such a context, implementation of this liberal principle appears self-defeating...

Equal opportunities are not achieved simply by making all jobs equally open to both sexes, because women may be less well qualified, or less free to adapt to the job’s requirements because of family ties. Moreover, some feminists argue, work is a male defined activity, defined so as to make women appear unsuitable for work. Radcliffe Richard puts the case: “if women had been fully involved in the running of society from the starts, they would have found a way of arranging work and children to fit each other... the modest, *reformist demand* for liberal equality logically takes liberal feminists beyond equal employment legislation and commits them to advocating either a radical re- structuring of work to fit in with family life or a radical re- structuring of family life, motherhood and childhood.

Questions

- a) Suggest a suitable title for the above passage.
- b) What does the author mean by?
 - i. “... Jobs were strongly gendered?”
 - ii. “In such a context, implementation of this liberal principle appears self-defeating...”
- c) In about 100 words, describe the views of the liberal feminists on gender equal opportunities in society.
- d) Explain the meaning of the following words and phrases in the passage, using your own words as much as possible:
 - i. Covert discrimination (02 Marks)
 - ii. Arbitrary (02 Marks)
 - iii. Rational (02 Marks)
 - iv. Endorsement (02 Marks)

- v. Radically transformed (02 Marks)
 - vi. Notoriously eccentric (02 Marks)
 - vii. Affirmative action (02 Marks)
 - viii. Subvert the notion (02 Marks)
 - ix. Cope with the conundrum (02 Marks)
 - x. Reformist demand (02 Marks)
- Spelling and Grammatical Expressions (SPGE) = (10 Marks)

END

ACTIVITY 5

GENERAL PAPER (S101)

One question from section A and one question from section B.

SECTION A:

Answers should be between 500 and 800 words in length.

1. Alcoholism and drunkard ness in Uganda are some of the causes of poverty and underdevelopment in the rural, areas Discuss.
2. "Free access to information at all levels is a natural right of man, denial of which is stepping on one of the basic ingredients of their freedom".
Basing yourself on this statement, comment on the functions of the media in Uganda.
3. Poverty alleviation in Uganda is a myth. Discuss.
4. Decentralization is another way of initiating democracy in Uganda. Do you agree with this statement?
5. Globalization has uprooted the Africans form their valuable indigenous background; this has alienated them and made them loose sense of cultural direction. Discuss.
6. *"Amidst the changes in the world's economy, in spite their high levels of education, some Ugandans must return to the land"*.
Critically interpret this statement.

SECTION B:

Answer one question from this section

1. You wish to buy a mini-bus for purposes of public transport here in Uganda. The local Toyota and Benz dealers give you the following data. A friend who has imported both types of vehicles and uses them as taxis provides you with additional information. Study the data and answer the questions that follow;

Data from Toyota Dealer	Data from Benz dealer
1. A reconditioned vehicle is one that has been used for several years and then overhauled, repaired and	1. A new Benz van (Combi) costs the equivalent of US \$2,500 in Germany.

<p>made to look new before being resold.</p> <p>2. A reconditioned Toyota costs U.S. \$2,000 in Japan.</p> <p>3. Petrol consumption: six kms per litre.</p> <p>4. capacity: 14 passengers</p> <p>5. special offer: a cassette player fitted in every reconditioned Toyota imported.</p>	<p>2. Capacity: 12 passengers and a large luggage space</p> <p>3. petrol consumption: eight kms per litre.</p> <p>4. guarantee: initial servicing and correction of any defects found in a new Benz free of charge for one year.</p>
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DATA FROM FRIEND

1. There is a direct flight by Air Uganda between Entebbe and Cologne, Germany, but transport by air from Tokyo to Entebbe requires a change of flight at least twice.
2. To transport cargo from Germany to Uganda costs half as much as from Japan either by air or by water.
3. It costs U.S. \$1000 to air freight a vehicle from Cologne to Entebbe, and U.S. \$600 to ship and rail it from Tokyo to Kampala.
4. Given the rough country roads, after ten months a conditioned Toyota begins to give frequent mechanical problems, costing an average of U. shs 70,000 a month.
5. A brand new Benz has a stronger engine and lasts longer on our country roads than a reconditioned Toyota.
6. By air it takes a minimum of one week to transport cargo from either Japan or Germany.
7. It takes about four weeks and six weeks for shipments to arrive in Uganda from Germany and Japan respectively.
8. Spare parts from a Toyota are more readily available in Kampala than for a Benz van.
 - (a) Choose between a new Benz van (combi) and a reconditioned Toyota mini-bus and justify your choice.
 - (b) Explain how you would transport your vehicle to Kampala giving reasons for your choice of means of transport.

9. Read the passage below and answer the questions which follow, using your own words wherever possible.

A survey conducted by the National Agency for the campaign Against Drug Abuse (MACADA) in 2002 established that Kenya is a nation deeply under the influence of drugs. The survey also established that up to 92% of young people aged between 16 and 26 years are reported to have experimented with drugs. More than half of these stops

using drugs after sometime. Out of the 92%, 25% continue abusing drugs. About 20% of these young people, the report says, end up getting addicted to the drugs.

The NACADA survey also established that alcohol and tobacco are the doors for young people to start abusing hard drugs. Alcohol and tobacco are therefore the initiators into what for many young people end up being an addiction to drugs like cocaine, heroin, mandrax and hashish. For most of the young people, escaping from this addiction is virtually impossible – and some end up dying before their twentieth birthday. Although it is important to address the problems of addiction to cocaine, heroine, mandrax and hashish, which are the substances on the United Nation's list of illicit drugs, it is equally important to tackle the problem of alcohol and tobacco abuse among young people. For most students in school, tobacco is usually the first drug they experiment with.

Studies show that most young people are influenced to start smoking by their friends and older siblings. Peer pressure consciously or unconsciously lures young people into smoking. Since they want to feel part of the peer group young smokers will withstand the headache, coughing, nausea and dizziness that first smokers experience. They also have to live with the unpleasantness of blackened fingers and bad odour. The irony is that getting accustomed to smoking calls for someone to withstand a lot of inconveniences but when one is addicted and they want to stop they are very unpleasant side effects. These include headache and dizziness when people avoid by smoking more.

Young people become a target of multinational tobacco companies based in Western countries. The companies spend a lot of money on advertisements that portray glamorous people smoking. Young people become vulnerable to this manipulation, as they are very image conscious. The advertisements also make smoking appear socially acceptable and "cool"

Tobacco is a major health hazard. It contains over 4,000 different chemicals, many of which are harmful. Nicotine, carbon monoxide and tar are the three main chemicals that affect the human body and cause disease. These lead to the death of millions of people around the world every year. However, since smoking related diseases take a long time to develop after someone starts smoking, most people are casual about the side effects of this fatal habit.

Some of the side effects and disease caused by smoking are lung cancer, heart attack, stomach ulcers, defective vision, coughing, shortness of breath and cancer of the mouth, nose, throat, bladder and blood. Researchers estimate that girls who smoke are 70% more likely to develop breast cancer than those who do not. Yet 26% of girls aged between 15 to 21 years are regular smokers. Other effects of tobacco on women include spontaneous abortion and other pregnancy complications, babies with low birth weight and still births, cancer of the cervix and early menopause.

The tricky thing about tobacco is that one does not have to smoke directly to be affected by cigarette smoking. Tobacco smoke is made up of side stream smoke from the burning tip of a cigarette, and mainstream smoke that is inhaled by the smoker. Anyone in the environment of a smoker either in the house, at a bus stop or any other place breathes in the side stream smoke.

Questions:

- (a) Suggest a suitable title for this passage.
- (b) According to the passage, how can someone become a smoker?
- (c) How may it be difficult to avoid the consequences of smoking?
- (d) Write a summary about the consequences of smoking in not more than 80 words
- (e) Explain the meaning of the following words or phrases as used in the passage
 - (i) addiction (paragraph 2)
 - (ii) virtually impossible (paragraph 2)
 - (iii) glamorous (paragraph 4)
 - (iv) lure (paragraph 3)
 - (v) image conscious (paragraph 4)

ACTIVITY 6

S101

GENERAL PAPER

Instructions to students

Answer *two* questions which must be chosen as follows: one from section **A** and another question from section **B**.

SECTION A:

Answers should be between 500 and 800 words in length.

1. What is drug abuse and how can it cause student unrest in schools?
2. How can mass media assist Uganda in the fight of poverty alleviation?
3. What are the causes and effects of corruption in Uganda?
4. Colonialists gave Africa a paper rose Independence. Discuss.

SECTION B:

1. Study the table below showing some central government prisons in Uganda (1998) and answer the questions that follow.

Date	Name of prison	Planned number of inmates	Actual numbers of inmates			
			Convicts	Remands	Lodgers	Others
07/01	Murchison bay	475	484	1,129	--	--

9/01	Luzira (upper)	624	211	69	--	1,776
13/02	Arua	178	192	361	--	--
13/10	Rukungiri	120	47	203	--	--
04/11	Kumi	100	19	58	--	--
10/11	Jinja main	490	249	338 (committals)	33	--

Adapted Human Rights Commission Report. (1988)

Note: Committals are remand prisoners on capital charges who have been committed for trial by the high court. They are not eligible for bail.

Lodgers are prisoners detained in prison without a court order.

Questions

- (i) Determine the actual number of inmates per prison.
(ii) Draw a group bar-graph to represent the planned and actual number of inmates for the prisons shown in the table.
- (i) Identify the prison with the largest number of inmates.
(ii) Account for the largest number of inmates in the prison identified in b (i) above
- What are the consequences of exceeding the planned capacity of prisons?

2. Read the passage below and answer the questions which follow using your own words wherever possible.

Sometimes language lags behind history. Take the Third World. Did we ever have another name for the poor, unstable nations of the south? In fact, the Third World is a 1950s *coinage*, invented in Paris by French intellectuals looking for a way *to lump* together the newly independent former European colonies in Asia and Africa. They defined le tiers monde by what wasn't: neither the First World (the West) nor the Second (the Soviet bloc). But now the cold war is over, and we are learning a *new political lexicon*, free of old standbys like "Soviet Union" that no longer refer to anything. It's a good time to get rid of the Third World, too.

The Third World should have been abolished long ago. From the very beginning the concept swept vast differences of culture, religion and ethnicity *under the rug*. How much did El Salvador and Senegal really have in common? And what did either share with Bangladesh? Many former colonies remained closer to *erstwhile* European metro poles than to their fellow "new nations."

Nevertheless, the Third World grew. Intellectuals and politicians added a socio-economic connotation to its original geopolitical meaning. It came to include all those exploited countries that could meet the unhappy standard set by Prime Minister Lee Kuan Yew of Singapore in 1969; "poor, strife-ridden, chaotic." (That was how Latin America got into the club.) There's a tendency now to *repackage* the Third World as the "south" in a global North-South, rich-poor division. To be sure, in this sense, the Third World does refer to something real: vast

social problems-disease, hunger, bad housing- matched by a chronic inability to solve them. And relative deprivation does give poor nations some common interests: freer access to Western markets, for example. But there are moral hazards in defining people by what they cannot do or what they do not have. If being Third World meant being a perennial victim of the First and Second Worlds, why take responsibility for your own fate? From Cuba to Burma, Third Worldism became the refuge of scoundrels, the “progressive” finery in which despots draped their repression and economic mismanagement. Remember “African socialism” in Julius Nyerere’s Tanzania? It left the country’s economy in shambles. A good many Western intellectuals hailed it as a “homegrown” Third World Ideology.

Paternalism is one characteristic Western response to a “victimized” Third World. Racism is another. To nativists such as France’s Jean-Marie Le Pen or Patrick Buchanan, “Third World” is a code phrase for what they see as the inherent inferiority of tropical societies made up of dark-skinned people. Either way, the phrase Third World, so suggestive of some alien plant, abets stereotyping. “The Third World is a form of bloodless universality that robs individuals and societies of their particularity,” wrote the later Trinidad born novelist Shiva Naipaul. “To blandly *subsume*, say, Ethiopia, India, and Brazil under the one banner of Third World is as absurd and as denigrating as the old assertion that all Chinese look alike.”

Today, two new forces are finishing off the tattered Third World idea. The first is the West’s victory in the cold war. There are no longer two competing “worlds” with which to contrast a “third.” Leaders can’t play one superpower off the other or advertise their misguided policies as alternative to “equally inappropriate communism and capitalism. The second is rapid growth in many once poor countries. The World Bank says developing countries will grow twice as fast in the ‘90s as the industrialized G-7. So much for the alleged immutability of “Third World” poverty – and for the notion that development must await a massive transfer of resources from north to south. No one would call the Singapore of Lee Kuan Yew poor, strife-ridden or chaotic: per capita GNP is more than \$10,000, and its 1990 growth rate was 8 percent. South Korea, Taiwan and Hong Kong also have robust economies, and Thailand and Malaysia are moving up fast.

American steelmakers have recently lodged “dumping” complaints against half a dozen Asian and Latin American countries. Cheap wages explain much of these foreign steelmakers’ success, but the U.S industry’s cry is still a backhanded compliment. “A nation without a manufacturing base is a nation heading toward Third World status,” wrote presidential candidate Paul Tsongas. But Tsongas was using *obsolete* imagery to make his point: soon, bustling basic industries may be the hallmark of a “Third World” nation.

Patina of modernity: Nor can the Third World idea withstand revelations about what life was really like in the former “Second World.” It was assumed that, whatever the U.S.S. R’s political deformities, that country was at least modern enough to give the west a run for its money in science and technology. In fact, below *a patina of modernity* lay gross industrial inefficiency, environmental decay and ethnic strife. Nowadays, it is more common to hear conditions in the former Soviet Union itself described as “Third World,” and Russia seeks aid

from South Korea. Elsewhere in Europe, Yugoslavia's inter-ethnic war is as bad as anything in Asia or Africa. The United States itself is pocked with "Third World" enclaves: groups with Bangladeshi life expectancies and Latin American infant-mortality rates.

A concept invoked to explain so many things probably cannot explain very much at all. The ills that have come to be associated with the Third World are not confined to the southern half of this planet. Nor are democracy and probity the exclusive prerogatives of the North. Unfair as international relations may be, over time, economic development and political stability come to countries that work, save and organize to achieve them. Decline and political order come to those who neglect education, public health – and freedom. The rules apply regardless of race, ethnicity religion or climate. There's only one world.

Questions:

- (a) Suggest a suitable title for the passage
- (b) According to the writer what new forces are finishing off the tattered Third world idea?
- (c) Why does the writer say that there is only one world?
- (d) Summarise in 150 words why the writer thinks that it's is high time we got rid of the phrase code Third world
- (e) Explain the meaning of the following words and expressions as used in the passage
 - (i)coinage
 - (ii)to lump
 - (iii) new political lexicon ...
 - (iv) under the rug.
 - (v) erstwhile
 - (vi)repackaged..
 - (vii)subsume
 - (viii) a patina of modernity
 - (ix) repression
 - (x) obsolete.....

END

ACTIVITY 7
GENERAL PAPER

Answer **two** questions which must be chosen as follows: **One** question from section **A** and **one** questions section **B**.

SECTION A

Answer should be between 500 and 800 words in length

1. Examine the causes of the increased rate of HIV/AIDS infection in Uganda today. Suggest measures to avert the problems. (50marks)
2. What has the government of Uganda done to boost the agricultural sector in-on the economy? (50marks)

3. Assess the impact of CORONA VIRUS in the developing countries. (50marks)
4. Discuss the causes of the negative attitude towards practical subjects in secondary schools in Uganda. (50marks)

SECTION B

Answer one question from this section.

5. Study the information provided in (i) and (ii) carefully and then answer the questions which follow. (50marks)

- (i) A grocer will offer a particular kind of fruit for sale
Only on the day it is delivered

The delivery schedule is the same each week.

The grocer's store is open for business Monday.

Through Saturday only

Bananas are delivered every other business day

Oranges are delivered every business day.

Passion fruits are delivered on two other business day.

Business days, but not on Monday, Friday or Saturday.

Lemons are delivered on the same days as Bananas

But also on Saturdays

Pineapples are delivered only on the two consecutive

Days on which lemons are delivered.

Answer the following questions, showing how you arrive at your answer, in each case.

- (a) What is the maximum number of days on which both lemons and passion fruits can be purchases?
- (b) On which days are the fewest kinds of fruits mentioned above, for sale?
- (c) If each delivery of bananas during a week were delayed one day, but all other deliveries are made according to schedule, on what days could bananas, oranges and passion fruits be purchases on the same day?
- (d) On days when lemons and oranges are delivered, which fruits is being also delivered?
- (ii) Offshore blasting in Oil exploration at Lake Katwe does not hurt fishing; blasting started last year, and year's Nile perch catch has been the largest in a long time.

Questions:

If the argument above is true, can each of the following inferences be validity dawn? Support your answer.

- (e) The noise of the blasts interferes with the food chain Nile perch depend on.
- (f) Factors that have nothing to do with the well –being of Nile Perch may significantly affect the size of one year's catch.
- (g) The rapid changes of water pressure caused by the blasts make Nile Perch mate more frequently.

6. Read the passage carefully and answer the questions that follow:

Reading is essential for the success of every society as it imparts knowledge. The ability to read is highly valued and important for social economic advancement.

Uganda has a large number of children whose educational concerns could be **endangered** because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy.

The Universal Primary Education (UPE), though celebrated, is producing a number of **underachievers** estimated at between 15% and 20% of school- going children who fail to acquire basic skills at primary level and lag behind in secondary.

In 2001, for instance, 360,000 children sat the primary leaving examinations and of these 250,000 qualified for post primary education. However, only 150,000 children were admitted into the 734 government aided secondary schools and 29 technical and farm rural schools.

There is also a 57% drop-out rate in primary school and 43% **completion rate** of both boys and girls.

Despite having introduced UPE, the government has not been able to provide scholastic materials, structure and an environment that promotes quality education.

According to the 2004 school census, the number of primary schools has increased over the years. For example, in 2014, there were 10,876 government aided schools, 1,521 private ones and 937 **community schools**.

In Uganda, 10 to 30% of the adult population has difficulty with basic reading, writing and **numeric skills**.

Difficulties in reading originate from rising demand for literacy and limited education resources; the highest **risk group** being children.

The difficulty to read and understand can be prevented by building comprehension skills. This can be done by encouraging learners to read widely to build a knowledge base. Most children begin school with a **positive attitude** and expectations for success and by the end of primary level and increasingly thereafter, some children get **dismayed**.

Children from poor neighborhoods those with limited **proficiency** in English, children with hearing difficulties, those with pre-school language impairments and children whose parents have difficulty reading are particularly at risk of attending school with weakness and hence lag behind from the outset.

I recommend attention to ensuring high quality pre-school and kindergarten environment. The excellent factor being in providing excellent reading instruction with necessary linguistic, cognitive and early literacy skills.

A full array of early reading should include, reading the alphabet sight word, reading words by mapping speech sounds to parts of words so as to achieve fluency and understanding.

Good instruction is more important than dividing children in classes of the bright, fair performers and poor performers. A good literacy environment and effective instruction are a requirement to ensure all children succeed through school.

Each child needs to have enough study materials and good teachers at pre-school and primary level. In addition, a teacher's knowledge and experience needs to be up to scratch with the modern times.

It is important for us as a country to ensure teachers have access to the tools and knowledge required when conducting classes.

As in every domain of learning, motivation is crucial; with teacher supervision, provision of ongoing guidance, support of mentorship programmes, reading difficulties can be prevented and our overall national literacy goal will eventually be achieved.

If bookshops can facilitate the above and improve reading in this country, even to a small extent, we would feel grateful that we would have achieved our objective.

Questions

- (a) Suggest an appropriate title for this passage.
- (b)(i) Why according to the author is ability to read important?
- (ii) What are the problems facing UPE?
- (c) In not more than 150 words summarize how according to the writer, reading can be improved.
- (d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible.
 - i. endangered (line.....)
 - ii. though celebrated (line
 - iii. underachievers (line.....)
 - iv. completion (line.....)
 - v. community schools (line.....)
 - vi. numerical skills (line.....)
 - vii. risk group (line
 - viii. positive attitude (line.....)
 - ix. dismayed (line.....)
 - x. proficiency (line.....)

END

ACTIVITY 8

GENERAL PAPER

TIME: 2 HOURS 40 MINUTES

Instructions:

Attempt one question in section A and another in section

SECTION A (Use 500 – 800 words)

1. “The current political situation in the country is warranted” Discuss. (50 marks)
2. To what extent is the education system responsible for the current rate of unemployment in Uganda? (50 marks)
3. Examine the causes of child trafficking in Uganda. Suggest measures to the above evil. (50 marks)
4. “Poverty is the cause of the rampant rural- urban migration in Uganda” Discuss. (50 marks)

SECTION B:

5. In Queen Elizabeth national park, a survey was made about animal and the following was information was captured;

- The national park has 40% animals as carnivores and the rest are herbivores
- The animals were grouped into “Small” and “large” according to their sizes.
- 10% of all animals are small carnivores and 200 animals are large herbivores.
- Small carnivores eat 4kg of meat per day while large carnivores eat 10kg of meat per day.
- Small herbivores eat 2kg of leaves per day whereas large carnivores eat 8kg of leaves per day.

(a) Copy and complete the table of percentages

	Herbivores	Carnivores	Total
Large	---	---	---
Small	---	10%	---
Total	--	40%	100%

(b) Find the number of animals in the national park (04 marks)

(c) Find the amount of food in kg that is required for

(i) Carnivores in one day (07 marks)

(ii) Herbivores in a week (09 marks)

(d)(i) Explain the challenges faced by people who stay near game parks and how they can be addressed by government. (15 marks)

6. Read the following passage and answer the questions that follow:

The date: 19 August 1967. The time: 2:00pm to midnight. The place: The National Cultural Center of Uganda in Kampala. They came in tight jeans and large studded belts. They wore sharp pointed shoes and cowboy leather boots. Some had somebrero hats and brightly colored shirts and neckerchiefs. The girls were the tiniest of minis such as would make Kamuzu weep. Some had loud colored slacks. Asian and white boys trimmed their hair in the fashion of the Beatles and some black boys wore blond wigs.

They called themselves Mods and Jets. Fourteen groups: in all one hundred and fifty artists. There were the Echoes and Slingers, the Spears, the Drifters, the Jeabralas, the Cranes, the Vibrations, the Thunderbirds, the Sparrows, the Phoenix and the Kisubi Boys. The Flames motored all the way from Nairobi to be the guest artistes. The festival was organized by a highly talented Ugandan young man. His name? Jesse James, Jr.! No, he is not in any way related to the legendary America gangster Jesse James!

The National Cultural Center shook. Trumpets blasted. Saxophones blared. Guitars yelled. Drums thundered. The singers brayed like billy-goats chasing she-goats. Whatever words they were singing; I could not hear them above the din. Did the singers understand that the songs were all about? I doubt it. But the audience, packed like live termites in a basket, screamed, hissed, whistled, wept, jumped and clapped. Their electrified bodies surged and swayed to the savage rhythm of the youthful music. The Cultural Center had been captured by the pop music lovers. This was their first invasion ever. In my brief talk at the end of the festival I invited them to make the Center their cultural home.

A regular visitor to the Center, enraged by what he described as ‘this satanic and insane noise,’ demanded, ‘what the hell is going on there?’ A man in a dark suit (he was returning home from a movie – perhaps one of the westerns!) accused the leadership of the Center of hypocrisy. ‘Apemanship! This is what you people keep shouting about. And now, of all people, you yourselves promote this kind of slave mentality! How hypocritical can you get?’ A revolutionary student at Makerere – there are not many of his type in that institution or others like it anywhere in Africa – cried bitterly, ‘Where is your nationalism, man? How can you allow this kind of rubbish in our national Cultural Center?’

The youths of Uganda, like the youths of other African countries, fall into two main groups. The village youths are steeped in the popular arts of the countryside: the ‘get stuck’ dance of northern Uganda, the mpango of Western Uganda, the **nankasa** of Buganda, and so on.

The youths in our towns and cities have taken over the popular art forms of the towns. They are influenced by the films they see on television and on the cinema screens. They enjoy the latest pop hits on the radio and buy the records in the music chops, and they learn to play the guitar or saxophone or the drum, their music heroes are those who have become international successes in the field of music, and the film stars. Most of them are from the Western World.

Both the village and town youths are characterized by their youthful vigor. Both are engaged in finding suitable and meaningful! Outlets for their deeply felt desires and feelings, channels for their adolescent vitality and creativity; And, as the city pop music loves in that overcrowded center screamed and jumped, I recalled the vigorous and healthy movements of the ‘get-study’ dance

When the drums are throbbing
And the black youths
Have raised much dust
You dance with vigor and health...
You dance with confidence
And you sing
Provocative songs ...
Sad songs of broken loves ...

Now, whether they live in the towns or the countryside, the youths of Uganda are all Ugandans. Their creative activities are equally important to the nation as a whole. Their songs are equally valid and significant. The Center, which is an experiment workshop, belongs to both groups, as indeed it belongs to all Ugandans. The Center does not, and cannot afford to discriminate. It must not be reactionary like some old men who reject all foreign art forms, nor must it reflect the bigoted ideas of some mis-educated men who despise all things African. It must regard and treat any kind of creativity with respect and sympathy and sponsor and encourage creativity wherever it may be found.

But what about blond wigs on the heads of black Ugandan youths? Why the meaningless names; Jeabrals, phoenix, Mods and Flames? Why should a black Ugandan young man name himself after a white America robber, and be proud of it?

There is no creativity in 'aping'. The poems that the youths of America and Europe sing are commentaries on situations in their own countries and protect against the social ills of their own system. Their protests are irrelevant in an African country. Let the youths of Uganda and Africa sing of the joys and sorrows of Uganda and Africa. Let them use their varying talents to enrich Uganda and Africa, by singing meaningful songs, songs that are relevant to the Ugandan and the African predicament. How can youths be proud of the Uganda and the Africa predicament. How can our youths be proud of singing like some foreign poet – when they sing to us in mostly irrelevant? Why don't our youths aspire to a level better than other youth of the world?

(From: Africa's Cultural Revolution, by Obote p'Bitek)

Questions

- (a) Suggest an appropriate title for the above passage (8 marks)
- (b) Explain with evidence from the passage, why you think the speaker presents
- (c) With illustrations from the passage, describe the event in the passage. (02 marks)
- (d) In not more than 60 words, summarize the characteristics, behavioral patterns of the youth
- (e) Give the contextual meaning of each of the following words and expressions as used by the passage;
 - (i) Loud coloured
 - (ii) Surged and swayed
 - (iii) 'apemanship' (penmanship)
 - (iv) Slave mentality
 - (v) Adolescent vitality and creativity
 - (vi) Reactionary
 - (vii) Mis-educated men
 - (viii) Bigoted ideas
 - (ix) Social ills
 - (x) African predicament

ACTIVITY 9

S101/1GENERAL PAPER

INSTRUCTIONS TO CANDIDATES;

Answer **two** questions which must be chosen as follows: **one** question from Section A and **one** question from Section B.

SECTION A

Answer **one** question from this section.

Answers should be between **500** and **800** words in length.

1. "You don't have to believe in a supernatural power or attend a place of worship to be religious." Discuss. (50marks)
2. Patriotism is no longer relevant in an increasingly borderless world. Do you agree? (50marks)
3. The media has a negative influence on our society. Do you agree? Give reasons for your answer. (50marks)
4. Describe and illustrate what you consider should be the short and long term priorities for the relief of natural disasters. (50marks)

SECTION B

5. Read the information below carefully and answer the questions that follow;

A rather silly car thief stole, without knowing it, the car of the chief of police. The police immediately started an investigation and based on witness depositions, four suspects were arrested that were seen near the car at the time of the crime.

Because the chief of police took the case very seriously, he decided to examine the suspects personally and use the new lie detector of the police station. Each suspect gave three statements during the examinations, which are listed below;

Suspect A:

1. "In high school, I was in the same class as suspect C."
2. "Suspect B has no driving license."
3. The thief did not know that it was the car of the chief of police."

Suspect B:

1. "Suspect C is the guilty one."
2. "Suspect A is not guilty."
3. "I never sat behind the wheel of a car."

Suspect C

1. "I never met suspect A until today."

2. "Suspect B is innocent."
3. "Suspect D is the guilty one."

Suspect D:

1. "Suspect C is innocent."
2. "I did not do it."
3. "Suspect A is the guilty one."

With so many contradicting statements, the chief of police lost track. To make things worse, it appeared that the lie detector did not quite work yet as it should, because the machine only reported that exactly four of the twelve statements were true, but not which ones.

- a) Using the given information, identify who the car thief is. Show your working. (20 marks)
 - b) Which of the suspects has an equal number of both true and false information about them? (4 marks)
 - c) Account for the increased rate of armed robbery in Uganda today. (8 marks)
 - d) What plausible measures can the government put in place to solve this problem? (8 marks)
- Spelling, Grammar and Expression. (10 marks)

6. Read the passage below and answer the questions which follow, using your own words wherever possible.

Sociology has always attracted scholars driven by a desire to make sense of misery and to bring justice to the world. Karl Marx, reacting to horrible conditions of poverty and the accumulation of wealth by a few people, was inspired by a vision of equality for all. Emile Durkheim, reacting to conditions of rapid social change and rising individualism, sought a world of people bound together through a shared sense of morality. American sociologists, reacting to problems of migration, urbanisation, poverty, and social inequality, were inspired to create a practical science applied to serious social problems. Indeed, like Fromm, many sociologists begin their intellectual journey because of their desire to improve the human condition. August Comte, the nineteenth-century founder of sociology, believed that he was founding an academic discipline that would save humanity by studying and solving the problems that **plague humankind**. Comte undoubtedly exaggerated what sociology could do, but there is still a faith in most of us that sociological knowledge can make substantial contribution to improving the world.

Strangely enough, it is difficult to define misery. "unhappiness" and "suffering" come close, but unhappiness is less acute, and both terms imply a more temporary state. Everyone is unhappy sometimes; everyone suffers occasionally. Perhaps misery is best understood as a **state of chronic suffering** and unhappiness.

It is important to make a distinction between the **subjective feeling** of misery and the objective conditions that we think cause misery. On the one hand, misery should be thought of as a state

of mind, how people feel, how they perceive their own lives. Individuals can experience misery because of a lot of reasons: bad luck, mistakes, chemical imbalance, **genetic predispositions**, early childhood training, over demanding parents, rejection by peers, trauma, and personal failure. Drug and alcohol abuse, depression, lack of self-worth, hopelessness are all types of misery that many people feel. People in all types of social circumstances can experience lives of misery. Having wealth does not prevent misery; getting a Ph.D. or M.D. does not guarantee against it. Indeed, it is also possible that people living in conditions of poverty or oppression do not live lives of misery although we may expect it. For any number of reasons, some people who are surrounded by misery are able to live relatively happy and productive lives. They would not admit to feeling misery in their lives.

However, misery does not simply happen to some and not others because of simple accident. Certain conditions tend to create it among people. There have always been causes, and claiming that it is not conditions that create it-physical, psychological, social-is to deny a very important truth, to ignore making changes in these conditions, and to refuse to make efforts to help people who are caught in these conditions.

Sociologists do not concentrate on why people feel misery so much as on the conditions that encourage misery. It should be no surprise that sociologists focus on social conditions. Poverty is one such condition. In every society, poverty creates life problems for people: oppression, chronic economic hardship, victimization, lack of opportunity in society, an inability to protect one's self and family from disease, starvation, and crime.

Sociology is not the only **perspective** that helps us understand misery in the world. Psychologists and psychiatrists test and treat people who are schizophrenic, **paranoid**, suicidal, **manic-depressive**, who lack self-worth and self-control. They have identified some very important clues to why misery exists, including chemical imbalance, genetic predisposition, early childhood training, trauma, personality development, and failures in school and friendships. Religious leaders and philosophers normally look to spiritual causes and call for spiritual solutions. Misery exists because our choices are not right, our values are poor, our actions are immoral. They often seek to understand why so many of us live without religious or **ethical principles**.

Misery is a religious question because for thinking people it gets at the heart of what God is and what the meaning of life is. For many twentieth-century religious leaders, the question is: How can a just God allow a world in which so much misery exists? Look at the wars of this century. Look at the **holocaust** during World War II, and the murder of millions after World War II. Look at the hunger in the world, the epidemics that destroy many thousands and even millions of innocents. Look at the innocent people who are murdered every day, the **muggings**, the drug dealers, the neighborhoods to which many people are condemned. What is the role of God? Is God truly loving? Is God the cause in any way? Is it our turning from God? How do we explain misery?

Questions

- a) Suggest a suitable title for the passage. (2marks)
- b) Explain the relationship between poverty and misery according to the passage. (4marks)
- c) In not more than 120 words, give the writer's understanding of what misery is and what he thinks are its main causes. (14marks)

d) Give the meaning of the following words or expressions as used in the passage.

- | | |
|--------------------------------|----------|
| i) plague humankind | (2marks) |
| ii) state of chronic suffering | (2marks) |
| iii) subjective feeling | (2marks) |
| iv) genetic predispositions | (2marks) |
| v) perspective | (2marks) |
| vi) paranoid | (2marks) |
| vii) manic-depressive | (2mark) |
| viii) ethical principles | (2marks) |
| ix) holocaust | (2marks) |
| x) muggings | (2marks) |

Spelling, Punctuation and Grammatical Expression (SPGE) (10marks)

****END****

ACTIVITY 10

S101/1 GENERAL PAPER

Instructions to candidates:

- (i) Answer two questions which must be chosen as follows: one question from section A and one question from section B

SECTION A:

Answer one question from this section. Answers should be between 500 and 800 words in length

1. To what extent is Africa's economic stagnation a result of bad leadership? (50 marks)
2. Discuss the respects and ways in which religion has become an opium to the people. (50 marks)
3. What are the causes and effects of female Genital Mutilation (F.G.M) in some selected parts of Africa? (50 marks)
4. Present an essay about the loopholes associated with Bride – price as a cultural practice. (50 marks)

SECTION B:

Answer one question from this section.

5. Study the information below and answer the questions that follow.

The police crime report for the last five years shows the crime rate is still high. In 2009, police handled 103,592 crimes, 99,917 crimes were handled in 2010, 99321 crimes were committed in 2011, 100,465 crimes were handled in 2012 and 99,959 in 2013.

Source: daily Monitor 8th April 2014

Questions:

- (a) (i) Draw a bar graph to represent the above information. (6 marks)
- (ii) Calculate the percentage increase or decrease of the crimes committed every year. (8 marks)

The police annual crime report for the year 2013 shows that murder cases increased from 8,076 in 2012 to 9598 in 2013, defilement cases increased from 8,076 in 2012 to

9,598 in 2013. Domestic violence cases increased from 2,793 to 3,426. The report also shows rape cases increased from 530 in 2012 to 1,042 in 2013 and 641 people died in traffic accidents in 2013 as compared to 224 in 2012.

Most defilement cases were reported in the districts of Iganga, Mbale and Kamuli (all in Eastern Uganda) while Kampala registered higher cases of domestic violence.

- (b) Calculate the percentage increase of the various crimes in 2013. (10 marks)
- (c) Account for the increased crime rate in Uganda. (6 marks)
- (d)(i) In your view, why is the defilement rate high in Eastern Uganda as opposed to other parts of Uganda? (6 marks)
- (ii) Why is domestic violence high in Kampala? (4 marks)

6. Read the passage below and answer the questions using your own words whenever possible.

Most parents think that the child is too young to understand that they are quarrelling as he is too young to comprehend the reason for the discord. What most parents are not aware of is that, innocent children are definitely aware of the fighting between the parents and quite often believe that parents are fighting because of them.

Each child is a unique human being with a complex set of emotions and sensibilities. Each child's reaction is individualistic too. There is no set or definite Pattern as to how a child will react to the warring parents. Undoubtedly, whatever the reaction might be, the child would be hurt by the disagreement between the parents.

Some children might just withdraw and become total introverts, others might show maturity much beyond their years. There might be a third reaction altogether, making some children revolt and become unmanageable. They end up being rude and cruel to other children around them, turning into bullies. They do not follow any set rules of society. Research done in the field of child Psychology has proved that the children who see the violation interaction between their parents seem to be surrounded by troubles all their lives. They are through all their growing years constantly living with the fear that if their parents separated, from their siblings, or have only one parent around them.

Similarly, in cases when a divorce takes place and where one parent gets remarried, the child believes that the union might break as well. He does not let himself get too close to the step parent in such cases. It is true that the fighting between the spouses is essentially a physical, mental and emotional torture for the child. It might physically affect the health and growth of the child as well. Even a normal child could start stammering, or his development might be hampered.

In their innocence, the children might spill the details of the parents' constant fighting among the relatives and friends, thereby creating embarrassment for the parents. If they feel they are not getting due care and affection from both of their parents, they might turn to strangers for it. They often become vulnerable to the negative sections of society who might abuse their trust. Imagine a situation where a child says to a stranger or a relative, "you love me so much but my own mother does not love me at all"

When parents fight constantly, the child feels a physical, mental, emotional and social separation and therefore suffers. His understanding of "Marriage" gets distorted and when this child reaches adulthood, the fear of marriage sets deep in his Psyche, Marriage to him

becomes not a balanced equation of love and trust, but something that would bring fights and discord in their lives. It is every parent's moral duty to take full responsibility for the child's physical and mental development.

Questions

- (a) Suggest an appropriate title for the passage. (2 marks)
- (b) What major misconceptions do parents have about children? (6 marks)
- (c) In not more than 100 words, give a summary of the effects of fighting between parents on the children. (12 marks)
- (d) Explain the meanings of the following words and phrases as used in the passage using your own words wherever possible.
 - (i) Individualistic
 - (ii) Definite pattern
 - (iii) Introverts
 - (iv) Essentially
 - (v) Spill
 - (vi) Negative sections
 - (vii) Psyche
 - (viii) Balanced equation
 - (ix) Discord in their lives
 - (x) Moral duty.

(20 marks)

(SPGE 10 marks)

ACTIVITY 11

GENERAL PAPER

INSTRUCTIONS TO CANDIDATES:

- The Candidate is supposed to attempt TWO questions in all: **One** question from section A and **One** question from section B.

SECTION A

Answers should be between 500 and 800 words in length.

1. What accounts for the high level of corruption in Uganda? Suggest practical ways to deal with the problem. [50 marks]
2. "Government should stop subsidizing post-secondary education in Uganda" Discuss
3. What is a capital crime? Justify the use of capital punishment in Uganda today.
4. "politics is considered to be a dirty game" Do you agree? [50 marks]

SECTION B

5. Read the two parts of this question and answer the questions on each.

PART ONE

Nalubale hockey club is the most formidable club in eastern Uganda. When the goalie has been chosen, the Nalubale hockey team has a starting line-up that is selected from two groups: **First Group:** John, Dexter, Bart, Erwin; **Second Group:** Leanne, Roger, George, Marlene, Patricia.

When deciding on the players in the line up, the coach considers the following requirements:

- Two players are always chosen from the first group, while three are chosen from the second group.
- George will only start if Bart also starts
- Dexter and Bart will not start together.
- If George starts, Marlene won't start.
- The four fastest players are: John, Bart, George and Patricia
- Three of the four fastest players will always be chosen.

Questions

- a) If George is in the starting lineup, who must also start? (04 marks)
- b) Which of the following pairs cannot start together? (04 marks)
- c) If Marlene is on the starting line-up, which of the following players on the first group of players will also be starting? (04 marks)
- d) Of the following hockey players, who must start? (04 marks)
- e) What are the disadvantages of team sport? (06 marks)

PART TWO

It's traditional on New Year's Eve to announce your New Year's resolutions, those things that you're going to do better or more of during the New Year. The four couples met at Mark's place for New Year's Eve made no exception to this tradition. Each couple announced their resolutions for the New Year, vowing that this year, they would do them. To help them with this goal, each made their resolution a specific, achievable goal, rather than the ethereal "I'll do more" kind of resolution.

- Tom and his wife were determined to take their kids camping during the end of year holiday.
- Mr. Club, who wasn't Greg, announced that they were planning to exercise at least twice a week.
- Martha wasn't married to Mark.
- Sam didn't plan to buy a new home.
- Carol Diamond didn't plan to lose 30 kilograms.
- Greg wasn't married to Sara.
- Sam Spade wasn't married to Sara.

Each couple is represented by: Mr. and Mrs. Spade, the couple who plan to buy a new home, Paula and her husband, and Tom Heart.

- f) Determine the full name of each couple and the New Year's resolution each couple announced. Show how you get your answer. (14 marks)
- g) How effective are new-year resolutions? (04 marks)

Spellings and grammatical expressions (SPGE) (10 Marks)

6. Read the passage below and answer the questions which follow (50 marks)

I feel that this award was not made to me as a man, but to my work – a life's work in the agony and sweat of the human spirit, not for glory and least of for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only

mine in trust. It will not be difficult to find a dedication for the money part of it **commensurate** with the purpose and significance of its origin. But I would do the same with the acclaim too, by using this moment as **a pinnacle** from which I might be listened to by the young men and women already dedicated to the anguish and travail, among whom is already that one who will someday stand where I am standing.

Our tragedy today is a general and universal physical fear so long sustained by now that we can even hear it. There are no longer problems of the spirit. There is only one question: when will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because that is worth writing about, worth the agony and the sweat. He must learn them again. He must teach himself that the **basest of all things** is to be afraid; and teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the universal truths lacking which any story is **ephemeral and doomed** – love and honour and pity and pride and compassion and sacrifice. Until he does so, he **labours under a curse**. He writes not out of love but of lust, of defeats in which nobody loses anything of value, and **victories without hope**, and worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Until he learns these things, he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure: that when the last **ding-dong of doom has clanged** and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures **has an inexhaustible voice**, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's duty is to write about these things. It is **his privilege to help man endure** by lifting his heart, by reminding him of the courage and honour and hope and pride and compassion and pity and sacrifice which have been the glories of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

Questions

- a) Suggest an appropriate title for this passage (02 marks)
- b) What does the writer mean by?
 - i) 'a life's work in the agony and sweat of the human spirit' in the first paragraph (03 marks)
 - ii) 'I decline to accept the end of man' in the fourth paragraph? (03 marks)
- c) In a paragraph of not more than **120 words**, summarize the main ideas articulated in the passage. (12 marks)
- d) Explain the meaning of the following words and expressions as used in the passage 'commensurate'
 - i) 'pinnacle'
 - ii) 'our tragedy today'
 - iii) 'basest of all things'
 - iv) 'ephemeral and doomed'

- v) 'labours under a curse'
- vi) 'victories without hope'
- vii) 'ding-dong of doom has clanged'
- viii) 'has an inexhaustible voice'
- ix) 'his privilege to help man endure'

Spellings and grammatical expressions (**SPGE**)

ACTIVITY 12

S101 GENERAL PAPER

2 HOURS 40 MINUTES

INSTRUCTIONS TO CANDIDATES:

- Answer two questions which must be chosen as follows:
one question from section A and **one** question from section B.

SECTION A:

Answer one question from this section. Answers should be between 500 and 800 words in length.

1. To what extent have human rights been observed in Uganda?
2. To what extent is cost-sharing in public institutions a necessary evil?
3. Examine the merits and demerits of credit schemes by non-governmental organisations.
4. 'Justice delayed is justice denied' Discuss.

SECTION B:

5. Study the following information carefully and answer the questions that follow:

A study was made to investigate the intellectual and achievement characteristics of adolescent juvenile offenders. The table below shows figures from selected case files of five adolescents aged between 11 and 17 years which were analysed based on selected factors including age, level of intelligence, academic achievement, and types and frequency of offences.

Academic achievement levels reported were based on reading comprehension and arithmetic comprehension. The behavioural factors were based on the number of previous arrests and convictions for truancy, aggression and defiance. The level of intelligence of each subject is shown by the full scale I.Q score. The social economic background (SEB) is presented in weights. The higher the weight, the better the SEB.

subjects	Age	Reading comprehension	Arithmetic comprehension	No of previous convictions	No of previous arrests	Full scale I.Q	SE B
A	16	6.50	4.00	1	3	73.0	1.0
B	11	12.00	5.25	0	0	77.0	4.0
C	17	4.25	1.90	3	9	95.0	0.5
D	15	9.05	3.50	2	4	78.0	1.5
E	13	11.00	4.75	0	0	82.0	3.0

Questions:

- (a) What is the observable relationship between age and?
 - (i) academic achievement

- (ii) behavioural problems
- (iii) level of intelligence
- (b) Explain the relationship between SEB and the
 - (i) behaviour of the subjects
 - (ii) academic achievement of the subjects
- (c) Suggest measures that should be taken to address the behavioural problems of juveniles.

6. Read the passage below and answer the questions that follow, using your own words whenever possible.

On the morning of October 3, 1990, 18 – year old Monica Young nearly seven months pregnant with her second child, walked into the medical university of South Carolina in Charleston complaining of abdominal pains. Her girlfriend, she said, had accidentally kicked her in the stomach. The hospital, a sprawling, state-run complex whose various clinics constitute a medical safety net for many of the areas impoverished residents, admitted young for observation and tests. Included was a urinalysis, which the hospital had recently begun administering to any woman suspect of taking drugs during her pregnancy. The results: positive for cocaine.

The second of six children, young was raised and still lives on Charleston's largely poor and black East side. It is a neighbourhood of ramshackle houses, dirt yards, and garbage-strewn vacant lots – a place that is easy walking distance yet light years in spirit from the gracious antebellum homes and elegant shops of the city's postcard – pretty historic district. Young admits that she was using cocaine but never more than a couple of times a week, she insists. Yes she had heard that the drug could pose dangers for the baby growing inside her. But she says she was running with an older crowd that seemed to think it was okay- “falling behind the big girls” is how she put it. ‘I saw them do it, and I just wanted to experience it. I was just living for myself, I wasn't facing reality.

Two days later after her admittance to the hospital, Young was forced to face reality when two Charleston policemen came knocking on her door. “Are you Monica Young?” The officers asked as they entered her seventh floor room. “Yes” came the surprised response. “We have a warrant for your arrest,” they said. The charges: procession of cocaine and distribution of drugs to a person under 18. (In the past, the South Carolina courts have treated a viable foetus as a human being) And with that, Monica Young, some 28 weeks pregnant, was handcuffed, escorted downstairs, and placed in a patrol car waiting at the hospital door.

Later that day, still in handcuffs, bound now by iron shackles around her ankles as well, Young was led before summary court judge Jack Guedalia. He set her bond at \$ 80,000. “I felt I had to put her under some sort of control so that she would not harm the unborn child.” Guedalia would later explain. “I had to think. How can I stop this woman?”

Stop her he did. Unable to make bond, Young was placed in the Charleston country jail. She would remain there for nearly six weeks. “I was treated like I was nothing” She says of her incarceration. “I had stomach pains. But they wouldn't let me see the nurse. “She alleges that once when she asked for help to relieve her pain, she was given hot water mixed with corn starch.

Finally, Patricia Kennedy, a private lawyer who had agreed to handle her case on a pro-bono basis, convinced Guedalia to reduce the bond to personal recognisance. Young was freed

on the strict condition that she lives under house arrest, save for daily visits to the country's outpatient drug programme for treatment and testing. The message was clear: One way or another, Charleston would stop Monica young and pregnant women like her from using drugs if it meant locking them up.

Monica young and a growing number of women around the country, nearly all of them poor, many of them black are guinea pigs in a new and fiercely controversial social experiment known as "foetal abuse" prosecution. Spurred by mounting public frustration over the arising toll of "Coke babies", more and more prosecutors, in many cases with full co-operation from local doctors and hospitals are bringing the power of the criminal justice system to bear on what was once considered a purely medical matter. What a pregnant woman chooses to do with her body.

The prosecutor's actions, proponents say are a bold and necessary response to an increasingly grim social reality: Approximately one in ten new borns in the United States are exposed to illegal drugs in the womb. In particular, cocaine and its more potent smokable derivative crack, have been claiming women of child bearing age at an alarming rate; drug-abuse experts now believe that roughly one half of the estimated half a million crack users in this country are female. (In contrast, women account for a third or less of all heroin addicts) As a result, prenatal cocaine abuse, especially in the poverty stricken inner cities where crack use is concentrated, has skyrocketed. In New York city for instance, health officials say cocaine abuse among pregnant women has increased 3,000% over the past ten years. And although the research on the effects of cocaine in utero is still in early stages, it is increasingly clear that a woman who uses cocaine – even occasionally – while she is pregnant runs at least some risk of causing serious damage in some cases death, to her unborn child.

The most serious consequences researchers believe so far, are impaired foetal growth and premature delivery both of which like the odds of infant mortality as well as the slew of complications associated with low birth weight – mental retardation and long problems among others. Preliminary studies have also linked cocaine to spontaneous abortion to small head size and birth defects such as genital urinary deformities, heart defects and brain damage and to sudden infant death syndrome. In addition, there is some evidence that maternal cocaine use may put children at greater-than-average risk for a whole host of long-range developmental problems, including learning disabilities, personality disorders and emotional withdrawal.

So far, few cities have chosen to follow Charleston's lead in actually imprisoning pregnant women who use illegal drugs.

Questions:

- (a) Suggest an appropriate title for the passage
- (b) According to the passage, why did Monica Young fall a victim of drug abuse
- (c) How justifiable was the arrest of Monica Young? (your answer should not exceed 100 words)
- (d) Explain the meaning of the following words and phrases as used in the passage.
 - (i) sprawling
 - (ii) impoverished
 - (iii) postcard- pretty
 - (iv) incarceration
 - (v) "foetal abuse"

- (vi) potent
- (vii) skyrocketed
- (viii) hike the odds of infant mortality
- (ix) spontaneous abortion
- (x) personality disorders.

END

ACTIVITY 13

S101/1 GENERAL PAPER

Instructions:

- Answer **two** questions which must be chosen as follows: **one** question from section A and **one** question from section B..

SECTION A

- Answers should be between 500 and 800 words in length.
1. Account for the recent increase in the sugar prices in Uganda. How has this impacted on the economy of the country?
 2. Do you agree that sim-card registration in Uganda is a government's weapon to deprive Ugandans of their rights?
 3. Evaluate the implication of artists in joining the politics of a country.
 4. "The day to day lives of Ugandans have been run by press media". Discuss.

SECTION B

*Answer **one** question from this section.*

5. Read the following information carefully and answer the questions that follow.

The solar year is 365days, 5 hours, 48minutes and 46 seconds. The year not being exactly divisible by months and days, the practice arose out of making arbitrary divisions and inserting extra days. The Gregorian Calendar in use today uses the same trick to "catch up" with the solar year. Hence the months of April, June, September and November have 3- days while January, March, May, July, August, October and December have 31 days. February has 28 days in ordinary years and 29 in a Leap year.

Since the ancient times, the days and months in a year have been associated with the movement of the stars and their placement in the heavens. Through careful observation and study of stars and planets, diviners called astrologers were able to forecast supposed influences of stars and planets on human affairs according to the seasons. This later developed into the present day "horoscope" or "Your Stars". The horoscope is a diagram of the relative positions of planets and signs of the Zodiac at the specific time (as at one's birth) for use by astrologers in inferring individual character and personality traits and in foretelling events of a person's life.

All this seems to control the life of Mzee Byarufu; an illiterate man living in the village of Kikongi; In his culture, it is believed that one's character and life are determined and influenced by the time of birth. Mzee Byarufu has led a very troubled life full of misfortunes. Being illiterate, he does not know when he was born. All he knows is that he was born the day after Christmas celebrations in the year World War II ended. On the day he was born, his father

died while on his way back from the frontline in Burma. His body was never returned for proper burial among his ancestors. Mzee Byarufu has been told that all his misfortunes are either related to the day of his birth or are a result of unperformed rituals relating to the death of his father. On the day he turned 13 years, his mother followed her husband to the grave. He later married and produced several children, half of whom perished in an accident exactly on one of his birthdays. Mzee Byarufu has since become very superstitious. He associates certain misfortunes to dates, numbers and numerous omens. He has been assured by witch doctors and astrologers that unless the exact date, day of week, month and year of his birth are discovered, his misfortunes would never end.

Questions

- a) Using today's modern calendar, help Mzee Byarufu find out date, day of week, month and year in which;
i) he was born
ii) his mother died (18marks)
- b) Mzee Byarufu got married at 18 years and produced children every other year until he was 30 years old. On his 31st birthday, some of his children perished in a road accident while coming from a party.
i) How many children did he;
- have by the age of 30 years?
- remain with after the accident? (6marks)
- ii) Identify the year in which Mzee Byarufu produced his last born child. (2marks)
- c) What are the problems which are likely to be faced by superstitious people like Mzee Byarufu? (10marks)
- d) Do you believe in the horoscope? Give reasons for your answer. (4marks)

Spelling and Grammatical expressions (SPGE)=(10marks)

6. Read the passage below and answer the questions that follow, using your own words wherever possible;

The principle of equality is a basic principle of the *democratic ethic*. Those who appeal to it in a society that professes to be democratic, yet often is not indict the disparity between democratic ideas and actual deeds. No individual can be free if he is denied certain elementary human rights. An unjust society is one in which there are obstacles placed in the path of human realization. When this condition exists, the only recourse may be social reform.

A *paradox* of the moral life is that the equality principle, like the liberation principle, can be misused. There is often great confusion as to what the principle of equality implies and how it should be interpreted. If it is abused, individual liberty may be destroyed. The principle of equality should not be equated with egalitarianism. It does not maintain that all men are born equal in talent and capacity. Rather it recognises the existence of biological and cultural inequalities and it admits differences in individual ability. The principle is not descriptive of what men are but prescriptive and normative of how they should be treated in the future.

The principle of equality involves equality at least three ancillary principles: first, that we should grant all human beings, who are equal in dignity and value, equality of consideration and equality of treatment; second, that we grant equality of opportunity by removing all *false*

barriers impeding individual and group advancement; and third, wherever possible, that we satisfy the minimum basic economic and cultural needs of all human beings.

The principle of equality should not necessarily imply a levelling down. It should be sensitive to the **plurality of human needs** and to the diverse means that may be required for their satisfaction. Nor should the principle mean the destruction of standards of excellence. Thus, for example, while all men should have equal opportunity to apply for admittance of a university or college (and, in my judgment, receive free scholarship tuition if they so qualify), this does not guarantee their admission if they lack talent, nor does it ensure everyone the 'right' to graduate-unless, that is, they demonstrate their competence in performance. The danger of the equalitarian principle is that it will be in discriminately misapplied by **well-meaning moralists**, and in the process destroy other meaningful principles and values. If properly understood and used, however, the principle can contribute immeasurably to the humanization of life and the development of a genuine community based on trust and cooperation.

Another important principle that has powerful appeal today is participatory democracy. According to this principle, individuals ought to have some decision over their lives, that is, power ought to be extended to those who are affected by it. "Power to the people" is a slogan that has usually been applied to a political democracy: it has meant that the governments ought not to govern without the consent of the governed. The moral revolution has now extended the democratic ethic and the ideal of participation to other institutions in society: to the school, church, economy, voluntary associations and organisations of all kinds. It claims that we need to democratize our institutions, to make them **amenable** and responsive to the views of those within them. Participatory democracy has thus become a new frontier for social reform.

The principle of participatory democracy was perhaps the most significant contribution to come out of the early Port Huron Statement (1962 of the SDS)-which at its inception was full of **humanistic idealism**. Unfortunately, moral ideas suffered this fate. The demand for participation needs to be balanced against the need to maintain standards of excellence. Democracy should not be **construed** as preventing those who have talent and competence from exercising leadership. To say this does not commit one to an anti-democratic "elitist" position. How participation works out- in the university, the hospital, the corporation-must be determined in each separate institution, in its own way, so as not to destroy the ability of the institution to function.

Participatory democracy, like liberty and equality is a vital moral principle. It recognises that the more human beings can take part in their own institutions, the better their quality of life experience and the less their chance of alienation.

A word of caution: moral principles when first enunciated may give way to uncritical fervor and passion. There is a tendency for men to be misled or trapped by their moral commitments, to be overwhelmed by fashionable sloganeering... surely we need to reconstruct the moral conceptions we have inherited from a previous age... But we must guard our new moral principles to prevent their degeneration into forms of **moral mysticism** or absolutism...

Accordingly, moral principles should be treated as hypotheses tested by how they work out in practice and judged by their actual consequences. They need to be hammered out on the

anvil of reason, not fed by the fires of neo-primitive passion. If so approached, the moral revolution can truly help to create a better life for all men.

Questions:

- a) Suggest a suitable title for the passage. (02 marks)
- b) How different is egalitarianism from the principle of equality? (04 marks)
- c) What are the components of the principle of equality? (04 marks)
- d) In not more than 100 words, summarise the author's view of participatory democracy.
- e) Explain the meaning of the following words and phrases as used in the passage:
 - i) democratic ethic
 - ii) paradox
 - iii) false barriers
 - iv) plurality of human needs
 - v) well-meaning moralists
 - vi) amenable
 - vii) humanistic idealism
 - viii) construed
 - ix) moral mysticism
 - x) anvil of reason

(20 marks)

Spelling, Punctuation and Grammatical Expressions (SPGE).

(10 marks)

****END****