

**S101/1**  
**GENERAL PAPER**  
**Paper 1**  
**July/August 2009**  
**2 Hours 40 Minutes**

**WAKISSHA JOINT MOCK EXAMINATIONS**  
**Uganda Advanced Certificate of Education**  
**GENERAL PAPER**  
**Paper 1**  
**2 hours 40 minutes**

**INSTRUCTIONS**

- *The total time of 2 hours 40 minutes includes ten minutes for you to study the questions before you begin your answers.*
- *Answer two questions which must be chosen as follows: one question from Section A and one from Section B.*
- *Answers to each question must begin on a fresh answer sheet and should then be fastened together.*
- *You are advised to divide your time equally between the two questions. All questions carry equal marks.*

## **SECTION A**

*Answer one question from this section.*

The essay should be between 500 and 800 words

1. To what extent is Africa's economic stagnation a result of bad leadership?
2. What are the causes and effects of land disputes in Uganda today?
3. Assess the role of mountains in Uganda.
4. Examine the problems facing women in Uganda today.
5. Assess the role of politicians in your country.
6. How should the government ensure quality education in the increasingly many Tertiary Institutions?

## **SECTION B**

*Answer one question from this section.*

7. Study the table below and answer the questions which follow:  
Text messages (SMS<sub>s</sub>) sent by Mobile phone subscribers in Uganda between 2007 and 2008

Categories of Net works	Years	
	2007	2008
Same network	215,000,000	185,000,000
Different networks	85,000,000	150,000,000
To international network	35,000,000	15,000,000
From international network	10,000,000	5,000,000

*Source: 2009 Uganda Communication Commission (UCC)*

**Questions:**

- a. i) Calculate the total number of text messages sent by mobile phone subscribers in Uganda in 2007 and 2008.
- ii) Considering that there are nine million mobile phone subscribers in Uganda, find the average number of short text messages sent by every subscriber per year.
- iii) Calculate the percentage change in short text messages sent by mobile phone subscribers who used the same network and those who used different networks in 2007 and 2008.
- b. Using the grouped bar graph method represent the statistics shown in the table above.
- c. Describe the trend of the statistics shown in the table above.
- d. Identify areas where text messages are vital in Uganda.
- e. Why have text messages become a popular way of communication in recent years?

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

CLASSES in society in the process of struggle produce their own ideologists, military strategists and political leaders. The rising proletariat had their ideologists and political leaders in Marx, Engels and Lenin. The masses in Africa, emerging from centuries of oppression and exploitation have their champion in Kwame Nkrumah.

More than any other leader, Nkrumah not only understood the inner dynamics, but felt the pulse and intensity of the African Revolution. He possessed the rare ability to see the African Revolution. He possessed the rare ability to see the continued struggle towards genuine liberation in its total international and Pan-African context, and he was quick to transform all new knowledge and conditions into practical action.

He **pioneered** the nationalist phase, was foremost in drawing up its program and in formulating its broad strategy and tactics. With the achievement of the political independence of Ghana in 1957, he raised the banner of the struggle against neocolonialism, exposing the puppet state and all it **entailed** as the new danger. Working ceaselessly to construct socialism in Ghana, at the same time he pursued a Pan-African policy for the total liberation and unification of Africa. After 1966, when he was no longer at the **political helm** in Ghana, he continued to develop the much-needed ideology, strategy and tactics for unfolding African revolution, and became even more closely involved in the day to day organizing of the liberation movements. The books he wrote in Conakry, among them *Class Struggle in Africa, the Handbook of Revolutionary Warfare, and Revolutionary Path*, analyse national and international class relations, and **chart** the way ahead, showing the necessity for armed struggle in the battle against neocolonialism.

One of the tests of a genuine revolutionary is the ability to adopt to new conditions. In 1966, imperialism believed that with the overthrow of the CPP government and the **character assassination** campaign, Nkrumah was finished. It was true that he no longer had state power nor the resources of Ghana behind him. He could no longer use international political forums such as the UN and the OAU to politicize, expose and make practical suggestions to promote the African socialist revolutionary struggle. But he turned the period in Guinea into a positive and **constructive experience**. Freed from routine administrative duties he had more time to think, to write, and to prepare. During those years, as a freedom fighter against neocolonialism, he was constantly in touch with liberation

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movements. More freedom fighters passed through Villa Syli than through Flagstaff House in the pre-1966 period. It was for the freedom fighters of Africa that Nkrumah wrote the *Handbook of Revolutionary Warfare*, which he dedicated to them.

While concerned first and foremost with the African people and peoples of African descent, Nkrumah's thinking and his policies and actions took account of all the oppressed and exploited peoples of the world. The revolution in Ghana he saw as part of the African Revolution, which in turn was inseparably linked with the world socialist revolution.

Nkrumah declared openly that Ghana was to be a base area from which a struggle for the total liberation and unification of Africa could be launched. He gave material and financial help to liberation movements till it hurt, and allowed freedom fighters to organize and to train in Ghana. “**Accra during the time of Nkrumah became the freedom fighters' Mecca.** If the exigencies of the struggle required that they have Ghanaian passports, they were given these. To protect them, to save them from the insults of neocolonialists governments, to support their cause, he was prepared to go to any length. In the early years of the OAU he accused the Liberation Committee point blank of failing in its duties towards the freedom fighter. He was equally blunt when he told the OAU that it had failed in its obligations towards ‘refugees’. For him, it was **inconceivable** to regard any African as a refugee or an alien while he was on African soil.

#### Questions:

- a) Suggest a suitable title for this passage.
- b) What does the writer mean by the following:-
  - i) “Accra during the time of Nkrumah became the freedom fighters' mecca”
  - ii) “.....He was prepared to go to any length”

- c) In about 100 words summarise the contribution of Nkrumah to the African revolution.
- d) Explain the meaning of the following words and phrases as used in the passage, using your own words whenever possible.
- i) pioneered
  - ii) entailed
  - iii) political helm
  - iv) chart
  - v) character assassination
  - vi) constructive experience
  - vii) descent
  - viii) inseperably linked
  - ix) till it hurt
  - x) Inconceivable.

**END**

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**Turn Over**

## **SECTION A**

*Answer one question from this section.*

*Answers should be between 500 and 800 words.*

1. Account for the negative attitude towards practical subjects in secondary schools in Uganda.
2. "Famine in Africa is man made." Discuss
3. What are the causes of political unrest in many African states today? Suggest measures to solve this problem.
4. Assess the role of liberalised mass media in your community.
5. Examine the contribution of religious organizations to the development of your country.
6. Examine the problems facing women in your community today.

## SECTION B

*Answer one question from this section.*

7. The government of Uganda introduced Universal Primary Education (UPE) in 1997. 360,000 primary school children sat Primary Leaving examinations in 2001, of these 250,000 qualified for post primary education, however only 150,000 children were admitted into the 734 government aided schools and 29 technical and rural farm schools. There was also a 57% dropout in primary schools and 43% completion rate of both boys and girls in 2001.

### Questions

- a. (i) Assuming 360,000 children represent the 43% how many children dropped out before they reached Primary Seven before 2001.
- (ii) Express the number of those who joined government aided schools, and technical farm schools as a percentage of the total number of those who sat Primary Leaving Examinations in 2001.
- (iii) Calculate the percentage of children who failed in 2001.
- b. Assuming 1,100,000 children enrolled in Primary One in 2012, how many children are likely to complete Primary Seven at an assumed constant dropout rate of 10% per year.
- c. What are the possible causes for the dropout rate?
- d. Suggest solutions to reduce the school dropout rate.

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

On June 5<sup>th</sup> 1981, the Centre for Disease Control (CDC) reported a cluster of cases of pneumocystis pneumonia, a very rare condition, in five gay men in Los Angeles. This was the discovery of a new disease that would be called AIDS.

But the 30-year story of HIV/AIDS commemorated last month is severely truncated. The HIV story typically starts from the first diagnosis of AIDS but ignores where, when and how the virus originated. Theories propagated in 1980s by western scientists about the African origin of HIV/AIDS through eating monkeys and chimpanzees became increasingly ridiculous, untenable and laughable, and were quietly discarded. It was a scientific fraud.

By the end of 1981, 121 people in the US had died of AIDS and were from San Francisco, Los Angeles and New York. It means they had been infected at least two years earlier that is in 1979. They had never been to Africa, or eaten monkeys or chimpanzees.

The very first Aids patient was called Gaetan Dugas from Manhattan, New York, referred to as Patient Zero. An epidemic moves from an epicentre to non-infected area and it takes time. It follows that from the origin in the US to Africa it took two to five years.

The earliest recognised AIDS case in Uganda was diagnosed in 1982, in Kenya 1983, in Burundi 1984, Botswana 1986, and Ethiopia 1987. Between 1981 and 1983, there were 5,660 AIDS cases in the US compared to only 17 for the entire Africa, suggesting that US was the epicentre and origin of H1V and Aids.

HIV never existed before 1978, when HIV was manufactured in a laboratory in the US. The origin of H1V is associated with a programme in the States called the Special Virus Cancer Programme (SVCP) which started in 1964 for the "development, production, seeding and deployment of animal cancer and immune-suppressant viruses".

A major activity of this programme was to create mutant viruses by breaking pieces from different viruses and recombining these to create new viruses.

The viruses were grown or cultured in human cells, thus making them specific to humans. By 1974 an HIV - like virus had been created and consisted of 24% Bovine Leukaemia Virus (BLV) and 33% Bovine Visna Virus (BVV).

In 1985 *Science Magazine* published an electronic picture of HIV and found that a good part of it was indistinguishable from BVV. Further genetic engineering experiments involved Herpes virus and retroviruses. In 1973, a Danish

pathologist,) Clemmensen, warned at a conference that genetically altered viral agents could cause a global epidemic if they ever left the lab.

Through the SVCP, the entire science and technology of retroviruses and immune response testing were developed before the emergence of AIDS. T-cells, reverse transcriptase, retroviruses, and the Western Blot testing machine were all discovered/ invented in 1970s, before HIV and AIDS. The researchers at SVCP were for a whole decade "detecting, locating, isolating and culturing retroviruses" before the emergence of HIV and AIDS.

The spread of HIV across the world is linked to the experimental Hepatitis B vaccine which was tested on young Volunteer homosexual men from 1978 to 1981 in the United States. This vaccine was contaminated with HIV, probably by mistake.

Within three years, 64% of those who got the vaccine had HIV. It would have been useful to determine the genetic sequence of the blood samples of the original patients but the samples are now stored in a freezer sealed by US Department of Justice.

The first fourteen AIDS patients were from Manhattan and Greenwich Village, New York. When their **addresses were plotted**, the New York City Blood Centre, which was administering the hepatitis B vaccine, was found to be the epicentre of the disease.

Contrary to the puzzlement of AIDS scientists about the origin of AIDS being in Haiti (African link). New Yorkers who routinely go for sex tourism in Port au Prince actually took AIDS to Haiti in 1979 after Hepatitis experimental vaccination had got under way. And so Haiti became the fourth epicentre of HIV and AIDS after New York, Los Angeles and San Francisco. Hepatitis vaccine was introduced in Kenya, Gambia, Uganda and Zambia in 1981. By 1982 these countries had begun to experience HIV/AIDS- From 1982 to 1983 the vaccine was introduced in Mozambique, Senegal, Ivory Coast, and Swaziland. Aids epidemic started in these countries from 1983 -1985.

These countries became HIV/AIDS epicenters in Africa. This explains why the epicenters are thousands of kilometers apart.

In the early 1980s, Wilson Casselwell, a Scottish surgeon based at Mulago Hospital, carried out a study in which he tested 716 sexually active and healthy young adults and compared the results with those of elderly and not sexually active persons. 15% of the young adults were HIV positive and none of the elderly people was HIV positive. He concluded that HIV was not an old disease in Uganda but had only recently reached the country.

Turn Over  
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The untold story of the origin of HIV has lessons for us all. As a country we need to seek crucial information about the origin of diseases ourselves if common information is deceptive. We should not depend on international experts.

Vital information on disease can be suppressed in the interest of one country to the detriment of other countries. Racial bias and profiling have defined the way in which the origin of HIV has been explained. It has been treated as a disease of Africans. We should reject such **racial profiling** and stick to objectively describing diseases.

Disease-causing agents can be manufactured and HIV is an example. It may be accidental, through neglect, deliberate (for example as a biological weapon) or malicious by **rogue scientists**. We need to develop capacity to gather intelligence on such agents.

The need to check all drugs and vaccines for quality cannot be over emphasised. The danger of importing fake, contaminated and substandard pharmaceutical products is real and increasing.

(Slightly adapted from Dr. Sam Okuonzi, New vision P.16, 18<sup>th</sup> July 2011)

- a. Suggest suitable title for the passage.
- b. Explain the false impression that was created about the origin of AIDS and state why it was created.
- c. What does the writer say is the actual origin of AIDS.
- d. What measures does the writer suggest to avoid problems as encountered during the spread of AIDS?
- e. How did the researcher conclude that AIDS was a new disease in Uganda?
- f. Explain the meaning of the following words (phrases) as used in the passage;  
(i) ...that would be called AIDS...  
(ii) ...truncated...  
(iii) ...propagated...  
(iv) ...scientific fraud...  
(v) ...epicenter...  
(vi) ...mutant virus...  
(vii) ...indistinguishable  
(viii) ...addresses were plotted...  
(ix) ...racial profiling...  
(x) ...rogue scientists...

END

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## **SECTION A**

**Choose one of the following topics and write a composition between 500 – 800 words.**

What are the merits and demerits of having no presidential term limits in Africa?

What are the causes of deforestation and what steps should be taken by the government to preserve forests?

Assess the contribution of education to national development.

Discuss the advantages and disadvantages of the internet in Uganda today.

## **SECTION B**

**Answer one question from this section.**

The table below shows some of the world's populous states and their estimated populations by 2010. Study the table carefully and answer the questions that follow.

<b>Country</b>	<b>Population in '000'000</b>
1. Nigeria	160
2. U.S.A	300
3. Egypt	120
4. China	1000
5. Japan	600
6. India	800

i) Rank the countries in descending order of their population.

ii) Draw a simple bar graph to represent the information in a (i) above

iii) Name the country with the largest population.

Express the population of China as a percentage of the total population of the countries shown in the table.

Account for the rapidly increasing population in the world today.

Explain the problems associated with a large population to a country.

Read the following passage carefully and answer the questions that follow using your own words wherever possible.

Lately there has been a lot of hoo-ha over the role of the Church in politics, following pronouncements by two prominent clerics on the **vexed** question of presidential term limits.

The nay-sayers have, as expected, been quick to denounce the bishops. The public is debating it, and so are the **inner sanctums** of the Church itself. It is an **age-old question** arising out of many different perceptions of how the Church relates to matters temporal. From the transition of Israelite rule from the Judges to monarchical Kings in the Old Testament, through the frequently misperceived "Give unto caeser what is caeser's and unto the Lord what is God's" (more on that later), into the Reformation's Separation of Church and State in the 1500s, down to the Liberation Theology of South America in the 1970s, when also Archbishop Janani Luwum took on Idi Amin, **the question of the church and politics just will not go away.**

Now it is here. Interestingly in Uganda, one's for or against depends, many times, on the benefit for proponent or opposer. Thus when politicians want to curry favour with the electorate (and when the churches need **political goodwill**), they will seek time at the pulpit "to greet the Christians", or sit in the front pews. Some have been known, in the churches that grant them, to seek titles like Canon, etc.

The key argument of those who oppose the Church's involvement in politics is that one exclusively handles matters spiritual and the other worldly things. They say politics is too controversial for a genteel institution, one whose principle call is peace unto men. But isn't Christianity inherently controversial? Jesus Christ was unconventional and was very involved in the political economy of His day. Actually, a deeper understanding of His mission statement "He has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favour" (Luke 4:18-19) has some political mandate. He regularly took on the Sadducees, the political class of the day.

William Wilberforce, the English MP who did more than any other man to abolish the slave trade, used his church-based convictions to tackle the big political problem of the day. It is written of him that he was "intensely conscious of the fact that it was not sufficient merely to go to church and to try and observe the Ten Commandments to be a Christian." To buttress his anti-slave trade struggle, he wrote an influential book, with the rather interesting title, *The Practical view of the Prevailing Religious System of Professed Christians in the Higher and Middle Classes in the Country Contrasted with real Christianity.*

Addressing a large body of undergraduates, Winston Churchill - he who called Uganda 'the Pearl of Africa'-said with emphasis that every young should regard it as part of his or her religion to see that the country (Britain) was well governed.

Most Christians are familiar with the Lord's Prayer 'our Father in Heaven...' It does have a line "Your kingdom come on earth as it is in Heaven". Deeper scrutiny of that line

Turn Over

probably refers to the implementation of the world we live in of divine principles which, in all probability, will include matters political.

Detractors of church involvement in politics often point to the words of Jesus "Give unto Caesar what is Caesar's and unto the Lord what is God's" (Matthew 22:21), but do not realise that Jesus was responding to a tricky question asked on whether to pay taxes or not. I believe that Christians pay taxes;

Today in Uganda and elsewhere, there is a growing **school of thought**, coming out of fresh biblical revelation, which points to the Church taking an increased role in various spheres of influence, including the economy, education, government, media, family, arts/entertainment, and religion. There is nothing new under the sun.

It is not about establishing a theocracy - after all, Christians say, "there is no authority except that which God has established" (Romans 13:1), though. He also deposes them (Daniel 2:21). It is about the interplay between Church and society. The Church risks **alienation** and irrelevance when it does not relate to **contemporary issues**. Some of the last words of the Bible warn against a **lukewarm** church that would be spat out. And when detractors point to death/martyrdom as the supposed futility of involvement in politics, they are ignoring the imperative of suffering and death as being central to the life of the Church. Christianity in Uganda is all the stronger for the martyrs of the 1880s and the killing of Janani Luwum in 1977.

It was the Irish political philosopher Edmund Burke who said: "**Nothing is so fatal to religion as indifference.**"

*Adopted from the Daily monitor Tuesday 24<sup>th</sup> April 2012.*

- a) Suggest an appointment title for the passage above.
- b) What does the writer mean by the following expressions?
  - (i) "Give unto Ceasor what is Ceasar's and unto the Lord what is God's."
  - (ii) "Nothing is so fatal to religion as indifference."
  - (iii) According to the passage explain the argument forwarded by those who oppose the church's involvement in politics.
- c) In about 100 words, summarise the reasons according to the passage why the Church gets involved in politics.
- d) Explain the meaning of the following words as used in the passage.
  - (i) pronouncements
  - (ii) vexed
  - (iii) may – sayers
  - (iv) an old age question.
  - (v) political good will
  - (vi) buttress
  - (vii) school of thought
  - (viii) contemporary issues
  - (ix) lukewarm.

END

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Uganda Advanced Certificate of Education

GENERAL PAPER

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## SECTION A

Choose one of the following topics and write between 500 – 800 words in length.

1. Examine the problems facing the judiciary in Uganda today. (50 marks)
2. Explain how lakes in Uganda can be conserved. (50marks)
3. What are the problems faced by urban authorities in your country today? Suggest solutions to contain the problems. (50 marks)
4. What are the causes and effects of the increasing religious denominations? (50 marks)

## SECTION B

Answer one question from this section.

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

A table showing the percentage trust in institutions in Uganda between 2005 and 2008

Institution	YEARS	
	2005	2008
Presidency	78	56
Legislature	70	51
Electro commission	65	40
Ruling party	72	45
Opposition	35	39
Police	63	38
Judiciary	72	51

Adapted from the Afrobarometer survey by the international  
republic institute, 30 April, 2009.

### Questions

- a) i) Draw a comparative bar graph to represent the above statistics. (13 marks)  
ii) State the institution (s) that gained popularity among Ugandans between 2005 and 2008. (13 marks)  
iii) Account for the increase in popularity for the institution named in (a) (ii) above. (04 marks)
- b) i) State the most popular institution among Ugandans for the period under review. (01 mark)  
ii) Account for its high popularity (04 marks)
- c) i) Which institution incurred the biggest loss in popularity. (02 marks)  
ii) Why did the institution in (c) (i) above decline in popularity? (06marks)
- (d) What can public institution do to improve their image? (08 marks)

Spelling, punctuation, grammar and expression (10marks)

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

The current debate on the Marriage and Divorce Bill is a public manifestation of the **incessant battle** for the control of women's sexuality, which is multi-faceted battle-call it right to property, marital rape, bad cultural practices like bride wealth, immorality, promiscuity, etc. The debate questions the status quo, which interestingly is **buttressed** by two major pillars of our society-culture and religion. More captivating is the fact that marriage (family) is the bedrock of and nursery bed for culture and religion. This battle effectively plays into state politics and its legal means of control-law or legislation, which by our legal system is a more compelling and superior command than morality and codes of religious rules.

The proponents and the supporters of the bill in its current form have designed a very compelling and persuasive narrative in defence of the provisions - protection of the person and property rights of the female sex. No sane man would oppose such protection for our mothers, wives, sisters and members of the congregation or community. On the other hand, those who **smell a rat** with some of the provisions in the Bill also make interesting and forceful moral and religious arguments like increased breakdown of marriages, curbing promiscuity, women fleecing men of their property, etc.

Among the hotly contentious provisions of the Bill, is the introduction of marital rape, which effectually would make women, have full control on when to have sex or not. Its practicability, enforcement and effects will be left for another forum. Another **contentious issue** is sharing of property at dissolution of marriage. For the rural families and communities in which the only asset is customary land, will this entail sharing of customary land, which the husband may not own but only have rights to dig? Will this provision have any relevance and meaning to their lives?

Of great concern to me is the provision that marriage gifts should not be an essential part of customary marriage. Majority of marriages in Uganda are customary and or religious marriages. Most of the religious marriages are **celebrated** after religious ministers have ascertained that customary marriage has already been solemnised.

In my culture among the Acholi, bride wealth is at the centre of the marriage ceremony, which is not a mere union of a man and woman but by extension, a union of two communities. Marriage between relatives is forbidden. In the evening of the marriage ceremony, the grooms entourage will bring the gifts that would have been contributed by relatives and not the groom alone. This contribution accords the bride security in the community as her husband alone should not make decisions to divorce her or separate with her without having valid reasons. The most acceptable was witchcraft.

To **demonstrate humility** and obedience, the groom's entourage would keep time and sit properly in the home of the in-laws to be, among others. Before negotiations or discussions about the gifts are started, the **consent** of the bride is publicly sought.

Turn Over  
3

The negotiation about the gifts must be conducted courteously while exhibiting ability and capability as opposed to show of greed or arrogance on either side.

I have witnessed a marriage ceremony where the bride price was deposited in the bank. 40 The elders refused to give their blessing. This is increasingly happening with inter-marriages. It makes a marriage ceremony more of the couple's affairs than the community's. In rural Uganda, the communities contribute a lot to the well being of a child and are not prepared to let go easily off their sons and daughters rewarding them by way of such ceremonies. The communal way of life and sharing common resources may 45 not favour individual ownership, control and accumulation of private resources.

A piece of legislation should not apply to a section of the community. At the same time, it should peacefully transform bad practices. According to the sociological school of law, law and society should be at the same level not one ahead of the other. A few provisions of the Bill are ahead of society and if passed, maybe redundant for many years before 50 society catches up with them. The bill is putting the cart before the horse! We already have very many laws and their implementation is proving to be a challenge. Let me be clear, I am not saying our mothers, wives and sisters should continue to suffer. We have laws starting from the constitution, which are used to protect them.

- a) Suggest a suitable title for this passage. (04 marks)
- b) What does the author mean by;
  - i) "... the bed rock of and nursery bed for culture and religion..." (line 6) (03marks)
  - ii) "... bride wealth is at the centre of marriage" (line 28) (03marks)
- c) In not more than 120 words, summaries the author's views about the marriage and divorce bill. (10 marks)
- d) Explain the meaning of the following words and phrases as used in the passage. (20marks)
  - i) insessant battle (line 2)
  - ii) buttressed (line 4)
  - iii) smell a rat (line 14)
  - iv) contentious issue (line 19)
  - v) celebrated (line 26)
  - vi) demonstrate humility (line 35)
  - vii) consent (line 37)
  - viii) piece of legislation (line 47)
  - ix) putting the cart before the horse (line 51)

Spelling, punctuation, grammar and expression (10marks)

END

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## SECTION A

*Answer one question from this section.*

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

1. Examine the challenges facing African culture today? (50marks)
2. What role is played by foreign aid in the development of a country? (50marks)
3. How can corruption be overcome in Uganda? (50marks)
4. Explain the benefits of wild life conservation to a country. (50marks)

## SECTION B

*Answer one question from this section.*

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

Alice has two sons, both of them have sat for Uganda Advanced Certificate of Education (UACE) from the same secondary school.

1. They have been together in the same schools because they are very close and Alice does not wish them separated.
2. They are seeking admission to the University but the problem is that they still want to keep together and study at the same University.
3. They have agreed that if possible, they can stay at different residences but attend the same University so that they can keep in touch.
4. They want to apply and make decision about the courses when they are already there.
5. Odong wants to study sciences and Opio prefers to study arts.
6. Odong wishes to study any of the following;

A degree in maths, economics and education.

Or maths, physics and education.

Or maths, physics and computer.

7. Opio wishes to study any of the following;

Literature, English and education.

Or religious studies, philosophy and linguistics.

Or political science, literature and philosophy.

The universities are named A, B, C, D and E.

The table below shows the codes of Universities in the country and the courses available.

**Various universities and the subject of study available.**

University code	A	B	C	D	E
Codes of subjects of study	M	Ps	Ls	ED	H
	ED	CO	Rs	CO	ELS
	PH	ED	Ps	PH	LIT
	CO	PH	PY	LIT	CO
	LIT	ELS	EC	H	ED
	ELS	H	ELS	EC	M
	H	EC	H	PY	PY
	Ec	PY	LIT	RS	EC
	Rs	Rs	PH	Ps	PS
	Ls	M	ED		RS
	Ps	Ls	CO	LS	LS
			M		PH

### **Key subject and their codes.**

M	- Maths.	LIT	- Literature.	PY	- Physics.
CO	- Computer.	ELS	- English.	RS	- Religious Studies.
ED	- Education.	H	- History.	LS	- Linguistics.
PH	- Philosophy.	EC	- Economics.	PS	- Political Science

### **Questions**

- (a) State the universities ; (3marks)  
(i) to which they should apply  
(ii) to which they should not apply (4marks)
- (b) If Odong changed his mind not to study maths at all and Opio felt he can study History instead of Literature; which universities should they apply to? (5marks)
- (c) What are the challenges facing students at universities? (14marks)
- (d) What are the likely benefits of students' fees loan scheme at universities? (14marks)

### **Spelling, punctuation, grammar and expression (10marks)**

#### **6. Read the following passage and answer the questions that follow using your own words wherever possible.**

It was, however, a miscalculating right-wing politician – Franz Von Papen, leader of a small group with industrial and nationalist links – who eased Hitler's way. Von Papen persuaded Hindenburg that he could deal with the situation with Hitler's support and could at the same time keep Hitler under control. This was like trying to ride on the back of a tiger. The aged field – marshal, who had love for the former corporal, reluctantly sanctioned the experiment. On 30<sup>th</sup> January 1933 Hitler became 5 chancellor and Von Papen vice – chancellor. Only three seats in the cabinet of twelve went to Nazis. The rest went to men of the right who imagined, wrongly, that they would be **calling the tune**.

The next elections were scheduled for March 1933. Before they could take place the Reichstag **went up in flames**. The probability is that this was solely the work of the half-mad Dutch communist who was executed for it; but the Nazis maintained that it was part of a planned communist insurrection – 10 here had already been communist riots in protest against unemployment – while the communists swore that it was a Nazis trick to discredit them. The Nazis of course played up a crime for all it was worth; and the elections were held in an atmosphere of violence and anti – communists hysteria. The Nazis got forty – four per cent of the votes – more than any other party. They lost no time pressing home their victory. As soon as the new Reichstag met – with Nazi storm troopers lining the corridors – 15 it sanctioned the granting of unrestricted powers for four years to Hitler and his new all – Nazi government. Hitler was now complete dictator – or, as he preferred to put it, **führer** (leader) of Germany. Though his rise had been greatly helped by **strong – arm methods** against opponents, he had got there – like Mussolini in Italy – legally, and because very large numbers of Germans saw in him some kind of savior.

20

He was, of course, a hypnotic orator, but his appeal went far beyond this. Many Germans who were not at first Nazis were attracted by his personality, or at least by the image of it skillfully put over by his propaganda chief, Josef Goebels. As he appeared to the public, Hitler was a man utterly without self-interest. Unmarried (though of course fond of children), and despising wealth and show and class distinction, he cared only for Germany. When in due course people joined his movement and marched 25 about their towns or villages in their brown shirts with swastika arm bands, they felt a warm glow of purpose and unity. Hitler had 'made them all one' regardless of wealth and class. Rich and poor, employer and employed, all were working together happily for the father land.

Basically, then Hitler's appeal was to patriotism; and its strength was the greater because it drew on the power not only of love but of hate. The trouble of Germany, Hitler averred, had not been caused by true, patriotic, racially pure Germans. They were the fault, he declared, of internationally - minded socialists and communists whose doctrines stemmed from the Jew Karl Marx, and whose revolutions 'stabbed Germany in the back' in November 1918 while her armies were still un defeated. They were the fault of these same communists who created disorder in the streets and in the factories on orders from Moscow. They were likewise the fault of Britain, France and others who at Versailles had nailed the lie of war guilt on Germany, and under that excuse had kept her disarmed, tried to wring vast sums from her, and torn away her empire and even parts of the sacred Reich itself. They were the fault, too, of the German regime - the Weimar Republic - which had tolerated these restrictions. And above all, Hitler insisted, Germany's woes were without question the fault of the Jews, who had become communists leaders, flooded into Germany in large numbers from eastern Europe, flourished in business by sharp practice at the expense of simple folk, and launched degenerate movements in art and entertainment. If he should come to power, the German people understood, Hitler would suppress the communist party, rebuild Germany's might, release her from the shackles of the versailles treaty, and enhance her racial purity by freeing her from the Jews. He would also sponsor much needed social reforms and big programmes of public works, and in so doing would cure unemployment. In addition, those who had read Mein Kampf and took it seriously - though this was not many - knew that Hitler would also aim to acquire living - space (*lebensraum*) for Germany in the great grain lands of eastern Europe at the expense of the Poles and the Russians. In the circumstances of 1933, this programme looked good enough to forty - four per cent of German voters for them to put Hitler into power. And once he was in power they had no way short of a revolution of getting him out again, even had they wanted to.

There is little evidence that they had any such wish, Hitler's regime was over thrown in 1945 not because the German people withdrew its support but because Germany's enemies had developed overwhelming military strength.

**Questions:**

- a) Suggest an appropriate title for the passage. (2marks)
- b) What does the writer mean by the following?
  - (i) "This was like trying to ride on the back of a tiger" (line 5). (3marks)
  - (ii) "Hitler had "made them all one" (line 33) (3marks)
- c) In not more than 120 words summarize according to the author what helped Hitler rise to power? (12marks)
- d) Explain the meaning of the following words and phrases as used in the passage. (20marks)
  - (i) calling the tune (line 7).
  - (ii) went up in flames (line 8).
  - (iii) discredit (line 12).
  - (iv) Strong-arm methods. (line 18).
  - (v) averred (line 30).
  - (vi) stabbed ....in the back (line 33).
  - (vii) nailed (line 36).
  - (viii) wring (line 36).
  - (ix) might (line 43).
  - (x) over whelming (line 54).

Spelling, punctuation, grammar and expression (10marks)

END

**S101/1**  
**GENERAL PAPER**  
**PAPER 1**  
**July / August 2015**  
**2hours 40 minutes**



## **WAKISSHA JOINT MOCK EXAMINATIONS**

**Uganda Advanced Certificate of Education**

**GENERAL PAPER**

**Paper 1**

**2hours 40 minutes**

### **INSTRUCTIONS TO CANDIDATES:**

- *The total time of 2 hours 40 minutes includes ten minutes for you to study the questions before you begin answering.*
- *Answer two questions which must be chosen as follows: One question from section A and one question from section B.*
- *You are advised to divide your time equally between the two questions.*
- **All questions carry equal marks.**
- *Any additional question(s) answered will not be marked.*

## SECTION A

Answer one question from this section.

Answers should be between 500 and 800 words in length.

1. Examine the contribution of wild life to the development of your country? (50 marks)
2. Explain the importance of safe water supply. How can the government ensure safe water supply to your community? (50 marks)
3. Discuss the merits and demerits of a multi-party democracy? (50 marks)
4. "Success is a result of one's family background." Discuss. (50 marks)

## SECTION B

Answer one question from this section.

5. Study the table below which shows Shatifah's growth rate up two years and answer the questions that follow.

Age in Months	Weight in Kg
0	3.0
1	3.8
2	4.2
3	4.8
4	5.4
5	5.8
6	6.2
7	7.0
8	6.4
9	6.4
10	6.4
11	6.4
12	6.4
13	6.2
14	6.0
15	6.2
16	7.0
17	7.2
18	8.0
19	8.6
20	9.0
21	9.8
22	10.1
23	11.0
24	11.4

- (a) (i) What was Shatifah's weight at birth? (1 mark)  
(ii) What did Shatifah weigh at one year? (1 mark)  
(iii) State the months when Shatifah's weight remained constant. (6 marks)
- (b) (i) Construct a curve graph to show the trend of Shatifah's growth rate. (6 marks)  
(ii) Describe the trend of Shatifah's growth rate from the time of birth. (6 marks)  
(iii) Explain the trend of Shatifah's general growth rate from the time of birth. (3 marks)

- (c) Suggest measures that should be taken to prevent such trends of growth in children. (3 marks)
- (d) Mention immunisable diseases in your community today. (3 marks)
- 6. Study the passage below and answer the questions that follow.**

Understandably, emotions are running high. How do black South Africans dare mistreat African migrants after what Africa did to bring the apartheid system that ran from 1948 to 1994 to a halt?

Never in history has the entire African continent been single-minded in fighting evil like it did with apartheid in South Africa. The front line States - Angola, Botswana,<sup>5</sup> Lesotho, Mozambique. Swaziland, Tanzania and from 1980 Zimbabwe, bore the brunt of the subsequent recalcitrant National Party governments in South Africa that thought they could sustain a system based on the fallacious logic of racial superiority. Others such as Libya and Uganda provided financial and moral support for South Africans against <sup>10</sup> apartheid.

In the late 80's under sustained armed, moral and financial pressure, the regime of FW de Klerk caved in and opted for a negotiated settlement. The minority White regime went into this settlement armed with the experience of European powers, Portugal, Britain, France and Belgium that exited the continent in the <sup>15</sup> 1960s.

The majority Black freedom fighters led by Nelson Mandela similarly came to the negotiating table with the very attitude their counterparts on the African continent had at the end of the colonial era and the dawn of 'Independence'.

The National Party ceded political power. But like the colonialists, held onto the economic and financial power with banking, manufacturing, the service industry and other <sup>20</sup> sectors remaining firmly in their hands.

As for the Blacks, besides the milestone of being able to vote for the first time in April 1994, they had the trappings of political power hitherto held by the Whites - but without considerable economic power.

With their economic muscle, the minority Whites could still have a huge say in the <sup>25</sup> destiny of South Africa. The majority Blacks, despite the political power, could not easily match that. This has been the tragedy of Independent Africa from the 1960. We have political power without being able to determine our destiny because we have not developed the economic ability -despite the opportunity and the resources.

In South Africa, economic power kept the spirit of apartheid alive. A black person <sup>30</sup> wallowing in poverty and is unemployed may not go to a hotel like his white counterpart who has a well-paying job despite the fact that both of them are 'equal', have a right to vote, and there are no restrictions to either.

In 1994, many had not had an education that - all things remaining constant - would guarantee them good employment. This would imply that the children they bore would <sup>35</sup> also have to struggle with poverty and its effects. The effects of apartheid, especially poverty, would follow them for a long time and that is where they find themselves today.

In this vein. Things changed but remained the same. Blacks are almost where they had been before 1994 - only that they have the right to vote. It is not by accident that South Africa has one of the highest crime rates in the world. Incidents of rape, murders, <sup>40</sup> carjacking, mugging, theft are well-documented. This is the effort of many of the black people in trying to put bread on the table.

The government in South Africa (like with most of Africa), has found itself impotent in delivering economic prosperity and hope to the majority despite the optimism that came with the end of apartheid and colonialism. Governments can easily talk about<sup>45</sup> 'exciting' things like freedom, self-determination and 'victory' over imperialism, etc. But people do not eat that high sounding rhetoric.

Killing foreigners for 'taking their jobs' (imagine an illiterate killing a medical doctor) is just an avenue to vent pent-up anger and frustration at a weak link in the chain. The government looks on haplessly because that provides a diversion and temporary relief<sup>50</sup> for failure to actualise its mandate.

And now with the neo – liberal economic policies in vogue; the ones that insist that governments leave market forces to determine the distribution of resources, most governments are at the 'mercy' of the private sector. It is very difficult for, say the government, to intervene with policies of affirmative action to provide massive employment, cheap hous-<sup>55</sup> ing, transport and healthcare by subsidising State-owned enterprises.

The market thinks about cost and profit and rarely entertains that attitude of the legendary mother goose that fends for its young ones. It is going to require great leadership and ingenuity to get South Africa out of this situation. Unfortunately, President Jacob Zuma has not demonstrated any of these traits.<sup>60</sup>

- (a) Suggest a suitable title for the above passage. (02 marks)
- (b) What does the author mean by;
  - (i) “.....fallacious logic of racial superiority.....” (04 marks)
  - (ii) “.....impotent in delivering economic prosperity.....” (04 marks)
- (c) In about 100 words, explain how things changed and remained the same in South Africa. (10 marks)
- (d) Explain the meaning of the following words and phrases in the passage, much your own words as much as possible.
  - (i) bore the brunt (line 6) (20 marks)
  - (ii) apartheid (line 5)
  - (iii) trappings (line 23)
  - (iv) wallowing (line 31)
  - (v) in this vein (line 38)
  - (vi) vent pent-up anger (line 49)
  - (vii) mandate (line 51)
  - (viii) vogue (line 52)
  - (ix) weak link in the chain (line 49)
  - (x) ingenuity (line 59)

Spelling and grammatical Expressions (SPGE).

(10 marks)

END

**S101/1**  
**GENERAL PAPER**  
**PAPER 1**  
**July / August 2015**  
**2hours 40 minutes**



## **WAKISSHA JOINT MOCK EXAMINATIONS**

**Uganda Advanced Certificate of Education**

**GENERAL PAPER**

**Paper 1**

**2hours 40 minutes**

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## SECTION A

*Answer one question from this section.*

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

1. Examine the contribution of wild life to the development of your country? (50 marks)
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3. Discuss the merits and demerits of a multi-party democracy? (50 marks)
4. "Success is a result of one's family background." Discuss. (50 marks)

## SECTION B

*Answer one question from this section.*

5. Study the table below which shows Shatifah's growth rate up two years and answer the questions that follow.

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**Study the passage below and answer the questions that follow.**

Understandably, emotions are running high. How do black South Africans dare mistreat African migrants after what Africa did to bring the apartheid system that ran from 1948 to 1994 to a halt?

Never in history has the entire African continent been single-minded in fighting evil like it did with apartheid in South Africa. The front line States - Angola, Botswana,<sup>5</sup> Lesotho, Mozambique, Swaziland, Tanzania and from 1980 Zimbabwe, bore the brunt of the subsequent recalcitrant National Party governments in South Africa that thought they could sustain a system based on the fallacious logic of racial superiority. Others such as Libya and Uganda provided financial and moral support for South Africans against<sup>10</sup> apartheid.

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**Turn Over**

The government in South Africa (like with most of Africa), has found itself impotent in delivering economic prosperity and hope to the majority despite the optimism that came with the end of apartheid and colonialism. Governments can easily talk about 'exciting' things like freedom, self-determination and 'victory' over imperialism, etc. But people do not eat that high sounding rhetoric.<sup>45</sup>

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The market thinks about cost and profit and rarely entertains that attitude of the legendary mother goose that fends for its young ones. It is going to require great leadership and ingenuity to get South Africa out of this situation. Unfortunately, President Jacob<sup>60</sup> Zuma has not demonstrated any of these traits.

- (a) Suggest a suitable title for the above passage. (02 marks)
- (b) What does the author mean by;
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  - (vii) mandate (line 51)
  - (viii) vogue (line 52)
  - (ix) weak link in the chain (line 49)
  - (x) ingenuity (line 59)
- Spelling and grammatical Expressions (SPGE). (10 marks)

**END**

S101/1  
**GENERAL PAPER**  
**PAPER 1**  
**July/August 2017**  
**2<sup>2</sup>/<sub>3</sub> hours**



**WAKISSHA JOINT MOCK EXAMINATIONS**

**Uganda Advanced Certificate of Education**

**GENERAL PAPER**

**Paper 1**

**2hours 40 minutes**

**INSTRUCTIONS TO CANDIDATES:**

- *The total time of 2 hours 40 minutes includes ten minutes for you to study the questions before you begin answering.*
- *Answer two questions which must be chosen as follows: One question from section A and one question from section B.*
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- *All questions carry equal marks.*
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## SECTION A

*Choose one of the following topics and write an essay using 500 - 800 words.*

1. Explain the causes of abortion and suggest possible solutions. (50 marks)
2. ✓ To what extent has increased cost of living been a result of climate change. (50 marks)
3. Justify the need for wild life conservation. (50 marks)
4. Examine the relevance of having local council I (L.C I) leadership in Uganda today. (50 marks)

## SECTION B

*Attempt either question 5 or 6 in this section.*

5. Study the table below, showing the percentage of Ugandans who have two or more sexual partners, and answer the questions that follow:

Categories of people	% of Male Gender	% of female Gender
No education	36.1%	1.1%
Primary education	19.0%	1.7%
Secondary or higher education	18.0%	2.0%
Married	7.5%	1.4%
Never married	23.7%	1.5%
Previously married	25.7%	3.4%

*Source: The Uganda Demographic and Health Survey, by Uganda Bureau of Statistics (June- December, 2011).*

### Questions

- a) Draw an appropriate graph to represent the level of education and promiscuity (having many sexual partners) for both men and women in Uganda. (12 marks)
- b) (i) What is the observable relationship between gender (being male or female) and promiscuity? (02 marks)  
(ii) State the possible reasons for the relationship observed in b (i) above. (06 marks)
- c) (i) What is the relationship between the level of education and promiscuity among women? (02 marks)  
(ii) Suggest possible reasons for the observation in c (i) above. (04 marks)  
(iii) What is the relationship between the level of education and promiscuity among men? (02 marks)  
(iv) Suggest possible reasons for the pattern observed in c (iii) above. (04 marks)
- d) Explain the effects of promiscuity in society today. (08 marks)

**Spelling, punctuation, Grammar and expression (10 marks)**

6.

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

Language is the subject. It is the written form with which I've managed to keep the wolf away from the door and, in diaries, to keep my sanity. In spite of this, I consider the written word inferior to the spoken, and much of the frustration experienced by novelists is the awareness that whatever we manage to capture in even the most transcendent passages fall far short of the richness of life. Dialogue achieves its power in the dynamics of a fleeting moment of sight, sound, smell and touch. 05

I'm not going to enter the debate here about whether it is language that shapes reality or vice versa. That battle is doomed to be waged whenever we seek intermittent reprieve from chicken and egg dispute. I will simply take the position that the spoken word, like the written word, mounts to a nonsensical arrangement of sounds or letters without a consensus that assigns "meaning". And building from the meanings of what we hear, we order reality. Words themselves are innocuous; it is 10 the consensus that gives them power.

I remember the first time I heard the word nigger. In my third grade class, our math tests were being passed down rows, and as I handed the papers to a little boy in back of me, I remarked that once again he had received a much lower mark than I did. He snatched his test from me and spit out that word. Had he called me a nymphomaniac or a necrophilia, I couldn't have been more puzzled. I didn't 15 know what a nigger was, but I knew that whatever it meant, it was something he shouldn't have called me. This was verified when I raised my hand, and in a loud voice repeated what he had said and watched the teacher scold him for using a "bad" word. I was later to go home and ask the inevitable questions that every black parent must face - "Mommy, what does 'nigger' mean?"

And what exactly did it mean? Thinking back, I realize that this could not have been the first 20 time the word was used in my presence. I was part of a large extended family that had migrated from the rural South after World War II and formed a close-knit network that gravitated around my maternal grandparents. Their ground-floor apartment in one of the buildings they owned in Harlem was a weekend mecca for my immediate family, along assorted friends. It was a bustling and open house with assorted neighbours and tenants popping in and out to exchange bits of gossip, pick up an 25 old quarrel or referee the on-going checkers game in which my grandmother cheated shamelessly. They were all there to let down their hair and put up their feet after a week of labour in the factories, laundries and shipyards of New York.

Amid the clamour, which could reach defining propositions - two or three conversations going on simultaneously, punctuated by the sound of a baby's crying somewhere in the back rooms or out on 30 the street - there was still a rigid set of rules about what was said and how. Older children were sent out of the living room when it was time to get into juicy details about "you-know-who" up the third floor who had gone and gotten herself "p-r-e-g-n-a-n-t!" But my parents, knowing that I could spell well beyond my years, always demanded that I follow the others out to play. Beyond sexual misconduct and death, everything else was considered harmless for our young ears. And so among the 35 anecdotes of triumphs and disappointments in various workings of their lives, the word nigger was used in my presence, but it was set within contexts and inflections that caused it to register in my mind as something else.

In the singular, the word was always applied to a man who had distinguished himself in some 40 situation that brought their approval for his strength, intelligence or drive:

"Did Jonny really do that?"

"I'm telling you, that nigger pulled in \$6,000 of overtime last year. Said he got enough for down payment on a house."

When used with a possessive adjective by a woman - "my nigger" - it became a term of endearment for husband or boyfriend. But it could be more than just a term applied to a man. In their 45 months it became the pure essence of manhood - a disembodied force that channeled their past history of struggle and present survival against the odds onto a victorious statement of being: "Yeah, that old foreman found out quick enough - you don't mess with a nigger".

**Turn Over**  
3

In the plural, it became a description of some group within the community that had 'overstepped the bounds of decency' as my family defined it: parents who neglected their children, a 50 drunken couple who fought in public, people who simply refused to look for work, those with excessively dirty mouths or unkempt households were all "trifling niggers." This particular circle could forgive hard times, unemployment, the occasional bout of depression - they had gone through all of that themselves - but the unforgiveable was lack of self-respect.

A woman could never be a "nigger" in the singular, with its connotation of confirming worth. 55 The noun "girl" was its closest equivalent in that case, but only when used in direct address and regardless of the gender doing the addressing. "Girl" was a token of respect for a woman. The one-syllable word was drawn out to sound like three in recognition of the extra ounce wit, nerve or daring that the woman had shown in the situation under discussion.

"G-i-r-1, stop. You mean you said that to his face?" 60  
But if the word was used in a third-person reference or shortened so that it almost snapped out of the mouth, it always involved some element of communal disapproval. And age became an important factor in these exchanges. It was only between individuals of the same generation, or from an older person to the younger (but never the other way round), that "girl" would be considered a complement.

I don't agree with the argument that use of the word nigger at this social stratum of the black 65 community was an internalization of racism. The dynamics were the exact opposite: the people in my grandmother's living room took a word that whites used to signify worthlessness or degradation and rendered it impotent. Gathering there together, they transformed "nigger" to signify the varied and complex human beings they knew themselves to be. If the word was to disappear totally from the mouths of even the most liberal of white society, no one in that room was naive enough to believe it 70 would disappear from white minds- Meeting the word head-on, they proved it had absolutely nothing to do with the way they were determined to live their lives.

So there must have been dozens of times that the "nigger" was spoken in front of me before I reached the third grade. But I didn't "hear" it until it was said by a small pair of lips that had already learned it could be a way to humiliate me. That was the word I went home and asked my mother 75 about. And since she knew that I had to grow up in America, she took me in her lap and explained.

### Questions

- a) Suggest a suitable title for the passage. (02 marks)
- b) (i) What is the original situation in which the writer recognises that "nigger" can be a hate word? What confirms her suspicion that the word is "bad"? (03 marks)  
(ii) The writer argues that the definition of words emerges from consensus. How does this idea get reinforced in the last paragraph of the passage. (03 marks)
- c) In about 100 of your own words, summarise the author's message in the passage. (12 marks)
- d) Give the meaning of the following words and phrases as used in the passage:  
(i) to keep the wolf away from the door. (line 1 - 2) (02 marks)  
(ii) intermittent (line 7) (02 marks)  
(iii) the inevitable questions (line 18 - 19) (02 marks)  
(iv) anecdotes of triumphs (line 36) (02 marks)  
(v) distinguished himself (line 39) (02 marks)  
(vi) a term of endearment (line 44 - 45) (02 marks)  
(vii) overstepped the bounds of decency (line 50) (02 marks)  
(viii) dynamics (line 66) (02 marks)  
(ix) varied and complex human beings (line 68 - 69) (02 marks)  
(x) humiliate (line 75) (02 marks)
- Spelling, punctuation, Grammar and expression (10 marks)

END

**S101/1**  
**GENERAL PAPER**  
**PAPER 1**  
**July/August 2018**  
**2<sup>2</sup>/<sub>3</sub> hours**



## **WAKISSHA JOINT MOCK EXAMINATIONS**

**Uganda Advanced Certificate of Education**

**GENERAL PAPER**

**Paper 1**

**2hours 40 minutes**

### **INSTRUCTIONS TO CANDIDATES:**

- *The total time of 2 hours 40 minutes includes ten minutes for you to study the questions before you begin answering.*
- *Answer two questions which must be chosen as follows: One question from section A and one question from section B.*
- *You are advised to divide your time equally between the two questions.*
- *All questions carry equal marks.*
- *Any additional question(s) answered will not be marked.*

## SECTION A

Choose one topic from the following and write about it using 500 to 800 words.

1. Explain the challenges faced by the Uganda Parliament today. (50 marks)
2. Account for sexual harassment against women in your community today. (50 marks)
3. To what extent has technology benefited your Country? (50 marks)
4. "One man's meat is another man's poison," Discuss. (50 marks)

## SECTION B

Answer one question from this section.

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

Women of Bwawu Mpologoma Village in their effort to fight poverty have started a saving and credit society (SACCO).

The conditions are as follows;

- It is for women only.
- Payment is made in dollars.
- The exchange rate of the dollar is 4,000 shillings.
- Membership fee is 10 dollars.
- A member has to go through seven levels and then back to level one until the other members have gone through the same levels.
- At each level the following amount is supposed to be saved 25, 50, 100, 200, 400, 800 and 1600 dollars.
- A member can save numerous times.
- Whoever joins the SACCO must recruit two members.
- After the two people brought by a member have recruited two member each, a member receives four times the amount saved.
- The amount retained with the SACCO after receiving the profits qualify one to the next level.
- A member can save once or three times at every level before proceeding to the next.
- A member is not supposed to leave the SACCO.

Questions;

- a) i) How much money in Us dollars does one need to become a member of the SACCO? (2 marks)
- ii) If the group decides that a member saves three times at each level, how much profit in shillings will one receive after all levels? (14 marks)
- b) In a certain meeting it was decided that all members save once at each level. How much in dollars will Mrs. Mwawu get after all levels. (7 marks)
- c) i) How many members will be under the first person at the seventh level. (4 marks)
- ii) How many people does the SACCO need for every member to reach level seven? (3 marks)
- d) What are the problems faced by savings and credit societies in your community? (10 marks)  
Spelling, punctuation, grammar and expression (SPGE) (10 marks)

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

After damning politicians up hill and down dale for many years, as rogues and vagabonds, frauds and scoundrels, I sometimes suspect that, like anyone else, I often expect too much of them. Though faith and confidence are surely more or less foreign to my nature. I do not frequently find myself looking to them to be able, diligent, candid and even honesty. Plainly enough that is too large an order, as anyone must realize who reflects upon the manner in which they reach public office. They seldom if ever get there by merit alone at least in democratic states. Sometimes to be sure, it happens but only by a kind of miracle. They are chosen normally for quite different reasons, the chief of which is simply their power to impress and enchant the intellectually under privileged. It is a talent

like any other, and when it is exercised by a radio crooner, a movie actor or a bishop, it even takes on a certain austere and sorry respectability. But it is obviously not identical with a capacity for the intricate problems of statecraft.

Those problems demand for their solution – when they are soluble at all, which is not often – a high degree of technical proficiency, and with it there should go an adamantine kind of integrity, for the temptations of a public official are almost as cruel as those of a glamour girl or dipsomaniac. But we train a man for facing them, not by locking him up in a monastery and stuffing him with wisdom and virtue, but turning him loose on the sump. If he is a smart and enterprising fellow, which he usually is, he quickly discovers there that hooey pleases the boobs a great deal more than sense. Indeed, he finds that sense really disquiets and alarms them – that it makes them, at best, intolerably uncomfortable, just as a tight collar makes them uncomfortable, or a speck of dust in the eye, or the thought of Hell. The truth, to the overwhelming majority of mankind, is indistinguishable from a headache. After trying a few shots of it on his customers, larval statesmen concludes sadly that it must hurt them, and after that he taps a more humane keg, and in a little while the whole audience is singing "Glory, glory hallelujah," and when the returns come in the candidate is on his way to the White House.

I hope no one will mistake this brief account of the political process under democracy for exaggeration. It is almost literally true. I do not mean to argue, remember, that all politicians are villains in the sense that a burglar, a child-stealer, or a Darwinian are villains. Far from it. Many of them in their private characters, are very charming persons, and I have known plenty that I'd trust with my diamonds, my daughter or my liberty, if I had any such things. I happen to be acquainted to some extent with nearly all gentlemen, both Democrats and Republicans, who are currently itching for the Presidency, including the present incumbent and I testify freely that they are all pleasant fellows, with qualities above rather than below the common. The worst of them is a great deal better company than most generals in the army, or writers of murder mysteries, or astrophysicists and the best is a really superior and wholly delightful man – full of sound knowledge, competent and prudent, frank and enterprising and quite as honest as any American can be without being clapped into a mad house. Don't ask me what his name is, for I am not in politics. I can tell you that he has been in public for a long while, and has not been caught yet.

But this prodigy, or any of his rivals, ever unload any appreciable amount of sagacity on the stump? Will any of them venture to tell the plain truth, the whole truth and nothing but the truth about the situation of the country, foreign or domestic? Will any of them refrain from promises that he knows he can't fulfill – that no human being could fulfill? Will any of them utter a word, however obvious, that will alarm and alienate any of the huge packs of morons who now cluster at the public tough, wallowing in the pap that grows thinner and thinner, hoping against hope? Answer: maybe for a few weeks at the start. Maybe before the campaign really begins. Maybe behind the door. But not after the issue is fairly joined and the struggle is on in earnest. From that moment they will resort to demagogery and by the middle of June of election year the only choice among them will be a choice between amateurs of that science and professionals.

They will all promise every man, woman and child in the country whatever he. She or it wants. They'll all be roving the land looking for chances to make the rich poor, to remedy the irremediable, to sussor the succorable, to unscramble the unscrambleable, to dephlogisticate the undephlogisticable. They will all be curing warts by saying words over and over them, and paying off the national debt with money that no one will have to earn. When one of them demonstrates that twice two is five, another will prove that it is six, six and a half, ten, twenty, in brief, they will divest themselves of their character as sensible, candid and truthful men, and become simply candidates for office, bent only on collaring votes. They will all know by then even supposing that some of them don't know it now, that votes are collared under democracy, not by talking sense but by talking nonsense and they will apply themselves to the job with a hearty yo-heave-ho. Most of them, before the uproar is over, will actually convince themselves. The winner will be whoever promises the most with the least probability of delivering anything.

Some years ago I accompanied a candidate for the Presidency on his campaign tour. He was like all such rascals, an amusing fellow, and I came to like him very much. His speeches at the start were full of fire. He was going to save the country from all stupendous frauds and false pretenses of his

Turn Over

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rival every time that rival offered to rescue another million of poor fish from the neglects and oversights of God he howled his derision from the back platform of his train. I noticed at once that these blasts of common sense got very little applause and after a while the candidate began to notice 65 too. Worse, he began to get word from his spies on the train of his rival that the rival was wowing them, panicking them, laying them in the isles. They threw flowers, hot dogs and five cent cigars at him. In places where the times were especially hard they tried to unhook the locomotive train, so that he'd have to stay with them a while longer and promise them some more. There were no Gallup polls in those innocent days, but the local politicians had ways of their own for finding out how the cat 70 jumping and they began to join my candidate's train in the middle of the night and wake him up to tell him that all was lost, including honour. This had some effect upon him – in truth and effect almost as powerful as that of sitting in the electric chair. He lost his intelligent manner, and became something you would hardly distinguish, from an idealist. Instead of mocking, he began to promise, and in a little while he was promising everything that his rival was promising and a good deal more. 75

One night out in the Bible country, after the **hullabaloo** of the day was over, I went into his private car along with another newspaper reporter and we sat down to gabble with him. This other reporter a faithful member of the candidate's own party, began to upbraid him, at first very gently, for letting off so much hokum. What did he mean by making promises that no human being on this earth, and not many of the angels in Heaven, could ever hope to carry out? In particular, what was his idea in 80 trying to work off all those preposterous bile-beans and snake-oils on the poor farmers, a class of men who had been fooled and rooked by every fresh wave of politicians since Apostolic times? Did he really believe that the Utopia he had begun so fervently to preach would ever come to pass? Did he honestly think that farmers, as a body, would ever see all their rosy dreams come true, or that the share-croppers in their lower ranks would ever be more than a hop, skip and jump from starvation? 85 The candidates thought a while, took a long swallow of the coffin varnish he carried with him, and then replied that the answer in every case was no. he was well aware, he said, that the plight of the farmers was intrinsically hopeless and would probably continue so, despite doles from the treasury, for centuries to come. He had no notion that anything could be done about it by merely human means, and certainly not by political means; it would take a new Moses, and a whole series of 90 miracles. "But you forget, Mr. Blank," he concluded sadly, "that our agreement in the premises must remain purely personal. You are not a candidate for President of the United States. I am." As we left his interlocutor, a gentleman grown gray in Washington and long ago lost to every decency, pointed the moral of the episode. "In politics," he said, "man must learn to rise above principle," then he drove it in with another; "when the water reaches the upper deck," he said, "follow the rats." 95

### Questions

- a) Suggest a suitable title for the passage. (2 marks)
- b) On what grounds, in spite of all, does the writer indicates that he rather likes the politician? (8 marks)
- c) In about 100 words summarize the behavior of politicians in American democracy.(10 marks)
- d) Explain the meaning of the words and phrases in bold type as used in the passage. (20 marks)
  - i) **uphill and down dale** (line 1)
  - ii) **intricate problems** (line 10 – 11)
  - iii) **adamantine kind of integrity** (line 13)
  - iv) **exaggeration** (line 26)
  - v) **sagacity** (line 38)
  - vi) **alienate** (line 42)
  - vii) **collaring votes** (line 55)
  - viii) **rascals** (line 61)
  - ix) **stupendous frauds** (line 62)
  - x) **hullabaloo** (line 76)
- Spelling, punctuation, grammar and expression (SPGE) (10 marks)

END