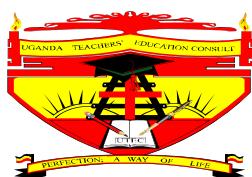


S101 / 1
GENERAL PAPER
Jul / Aug. 2023
2 hours 40 minutes



UGANDA TEACHERS' EDUCATION CONSULT (UTEC)

Uganda Advanced Certificate of Education

GENERAL PAPER

2 hours 40 minutes

INSTRUCTIONS TO CANDIDATES:

The total time of 2 hours and 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 from section **B**.*

*Any additional question(s) attempted will **not** be marked.*

You are advised to use your time equally between the two questions.

All questions carry equal marks.

SECTION A

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

Answers should be between 500 and 800 words in length.

1. Assess the impact of the COVID 19 pandemic on the lives of people in your community. **(50 marks)**
2. Justify the view that cultural leaders should hold elective rather than hereditary positions. **(50 marks)**
3. Explain the advantages and disadvantages of growing and consuming genetically modified food. **(50 marks)**
4. Examine the impact of corruption on the development of your country. **(50 marks)**

SECTION B

Answer **one** question from this section

5. Study the information provided below and answer the questions which follow:

Four people get involved in a motor accident on a certain highway, luckily none of them dies on spot but they sustain injuries and are rushed to the nearest health facility. After administering first aid, the doctor prescribed a unit of blood to be transfused for each patient, save for one who has lost more blood and would need two units. The nearest blood bank is 100km away and any delay puts the lives of the patients at risk. Four witnesses of the accident volunteer to donate blood and save the lives of the accident victims.

The names of the patients are Alice, Brenda, Clare and Irene.

The names of the blood donors are Andrew, Bruce, Collins and Fred.

Blood samples of both the patients and donors are taken for a lab test to ascertain their blood groups and establish who donates to who. The lab results are not well arranged but are recorded randomly as rough lab notes. Below is a table showing bio – medical facts about groups.

Blood	Antibodies present in the plasma	Antigens or red blood cells
Type O	Antibody a and b	Nil
Type A	Antibody b	A antigen
Type B	Antibody a	B antigen
Type AB	Nil	A and B antigen

Type O can donate to all but only receives from type O

Type A can donate to type A but can receive from type A and O

Type B can donate to type B but can receive from type B and O

Type AB can only donate to type AB but is universal recipient.

The rough lab notes indicate the following:-

1. All donors (except one) are willing to offer only one of blood and all recipients need only one unit except one who requires two.
2. All the four blood groups are represented on either side of the patients and the donors
3. Alice's blood has antibody b
4. Brenda is the patient who needs two units to survive but will not receive blood from Bruce.
5. Fred is willing to donate two units of blood
6. Iren's blood group is neither A nor AB
7. Bruce can donate to all patients but he is willing to offer only one unit of blood.
8. Collin's blood has neither antibody b nor antibody a.
9. Neither Andrew is willing to donate to the patient with B antigen.

Questions

- (a) (i) In two separate columns, show the blood groups of each donor and each recipient. **(08 marks)**
- (a) (ii) Show which patient(s) each donor donates to **(08 marks)**
- (b) (i) Which patient is a universal recipient? **(01 mark)**
- (b) (ii) Who is the universal donor among the four volunteers? **(02 marks)**
- (b) (iii) A part from Fred, who else donates blood to Brenda? **(01 mark)**
- (c) What are the causes of road accidents in your country? **(10 marks)**
- (d) What challenges are faced by medical workers in trying to save lives of accident victims? **(10 marks)**

SPGE = 10MARKS
CONTENT = 40 MARKS

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

The door to the waiting room flew open. A woman, shrieking hysterically, burst into the room. She was pursued by a man just a few steps behind her. The woman screamed that the man was trying to kill her and cried out for the people to save her. I was standing nearest the door. The woman grabbed me, still shrieking. I tried to protect her behind me. The man tried to sweep me aside to get at her. He rushed at me, caught the woman's wrist with one hand, tore her loose and pulled her through the doorway.

The woman fell to the ground and was dragged by the wrist just outside the waiting room. I tried to free her wrist. The man broke off, grabbed the woman's pocketbook and fled on foot.

We carried the woman inside the waiting room, sat her down, and telephoned the police. The woman's eye was badly cut, she was moaning. I looked around the room. Except for three or four persons who came up to her, the people in the room seemed unconcerned. The young men in uniform were still standing in the same place, chatting among themselves as before. I am not sure which was greater, the shock of the attack that had just occurred or the shock caused by the apparent detachment and unconcern of the other people, especially the men in uniform.

The next morning, I read in the newspaper of another attack. This one was carried out in broad day light on a young boy by a gang of teenagers. Here, too, a number of people stood around and watched.

It would be possible, I suppose, to take the view that these are **isolated instances** and that it would be a serious error to read into these cases anything beyond the facts that the bystanders were probably paralyzed by the suddenness of the violence. Yet I am not so sure. I am not sure that these instances may not actually be the product of something far deeper. What is happening, I believe, is that **the natural reactions of the individual against violence are being blunted.** The individual is being desensitized by living history. He is developing new reflexes and new reposed that tend to slow up the moral imagination and **relieve him of essential indignation over impersonal hurt.** He is becoming **casual about brutality.** He makes his adjustments to the commonplace, and nothing is more common place in our age than the ease with which life can be smashed or shattered. The range of the violence sweeps from the personal to the impersonal, from the amusements of the crowd to the policies of nations. It is in the air, quite literally. It has **lost the sting of surprise;** we have made our peace with violence.

No idea could be more untrue than that there is no connection between what is happening in the world and the behavior of the individual. Society does not exist apart from the individual. Its transfers is apprehensions or its hopes, its fatigue, or its vitality, its **ennui** or its dreams, its sickness or its spiritually to the people who are part of it.

Can the individual be expected to retain the purity of his responses, particularly sensitivity to the fragile of life, when society itself seems to measure its worth in terms of its ability to create and possess instruments of violence that could **expunge civilization** as easily as ... destroy a village? Does it have no effect on an individual to live in an age that has already known two world wars; that has seen hundreds of cities ripped apart by dynamite tumbling down the heavens; that has witnessed whole nations stolen or destroyed; that has seen millions of people **exterminated** in gas chambers or other mass means; that has seen governments compete with one another to make weapons which even in the testing, have put death into the air?

To repeat, the causative range is all the way from petty amusements to the **proclamations of nation**. We are horrified that teenage boys should make or steal lethal weapons and then proceed to use them on living creatures; but where is the sense of horror or outrage at the cheapness of human life that is exploited throughout the day or night on television? It is almost impossible to see television for fifteen minutes without seeing people beaten or shot or punched or kicked or jabbed. It is also almost impossible to pick up a newspaper without finding someone in a position of power here or elsewhere, threatening to use nuclear explosives unless someone else becomes more sensible.

The young killers don't read the newspapers, true. They don't have to. If they read at all, they read the picture – story pulps that **dispense brutality** as casually as a vending machine its peanuts. In any case, the heart of the matter is that the young killers do not live in **the world of their own**. They belong to the large world. They may magnify and intensify the imperfections of the large world but they do not invent them.

The **desensitization** of twentieth – century man is more than a danger to the common safety. It represents the loss or impairment of the noblest faculty of human life – the ability to be aware both of suffering and beauty; the ability to share sorrow and create hope; the ability to think and respond beyond one's wants. There are some things we have no right ever to get used to. One of these most certainly is brutality. The other is the irrational. Both brutality and irrational have now come together and are moving towards a dominant pattern. If the pattern is to be resisted and changed, a special effort must be made. A very special effort.

- (a) Suggest a suitable title for the passage. **(02 marks)**
- (b) Explain in your own words what the writer means by the following expressions;
- i) “... *the natural reactions of the individual against violence are blunted*”. **(04 marks)**
- ii) “... *relieve him of essential indignation over impersonal hurt*”. **(04 marks)**
- (c) In not more than **100 words**, summarize the causes of lack of concern towards acts of brutality. **(10 marks)**
- (d) Explain the meaning of the following words and phrases as used in the passage.
- i) Isolated instances. **(02 marks)**
- ii) Casual about brutality **(02 marks)**
- iii) “... lost the sting of surprise” **(06 marks)**
- iv) Ennui **(02 marks)**
- v) Expunge civilization **(02 marks)**
- vi) Exterminated **(02 marks)**
- vii) Proclamations of nations **(02 marks)**
- viii) Dispense brutality **(02 marks)**
- ix) The world of their own **(02 marks)**
- x) Desensitization **(02 marks)**

SPGE = 10 MARKS
CONTENT = 40 MARKS

END