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*Uganda Advanced Certificate of Education*  
**END OF TERM I EXAMINATIONS APRIL 2024**  
**S.5 GENERAL PAPER S101/1**

**TIME: 2 Hours 40 Minutes**

**INSTRUCTIONS TO CANDIDATES:**

*The paper consists of two sections: A and B.*

*The candidate is supposed to attempt **TWO** questions in all: **One** question from section A and one question from section B. you are advised to spend your time equally on the two questions.*

*All questions carry equal marks.*

*Extra question(s) attempted will not be marked.*

## SECTION A: ESSAY

Choose any of the following topics and write an essay of about 500 to 800 words.

1. “Human rights are inherent to all individuals and should be enjoyed by every human being irrespective of race, religion, sex, tribe or language one speaks”. How far true is this statement in relation to the prevailing situation in Uganda? (50 marks)
2. To what extent is poverty responsible for the rampant crimes in society today? (50 marks)
3. (a) Discuss the challenges faced by the police in your community.  
(b) Suggest the possible solutions to address the above challenges. (50 marks)
4. Comment on the changing patterns in temperatures across the globe and its impact on the ecosystem. (50 marks)

## SECTION B: LOGIC, READING AND COMPREHENSION

*Answer one question from this section.*

5. Study the information below and answer the questions that follow: (50 marks)

Shikongolo is a wealthy businessman in Zambanda kingdom. He has six children, 3 boys and girls. Because of his advanced age, he has decided to allocate his property and businesses to be managed by his children, according to the cherished norms of his kingdom. Below are the businesses operated in order of their importance and value.

- A manufacturing industry,
- A five-star hotel in the city centre,
- A car importing company,
- A general merchandise shop on the main street,
- Secondary school in the outskirts of the city,
- A ranch in the country side.

Tradition in Zambanda dictates that children must have cherished traits if they are to inherit their father's property. Therefore, the parents have to consider the cherished traits when they are bequeathing their property to their children and to their heirs. Below are the attributes by Shikongolo's children in order of their strength:

- Incorruptible,
- Trustworthy,
- Enterprising,
- Hardworking,
- Openminded,
- Extravagant.

Other conditions to inheritance obtaining in the kingdom are such that:

- Girls can manage but do not inherit property from their parents,
- The boy with the highly regarded traits becomes heir,
- In case of death of the heir, the second best boy takes over.

Shikongolo's children possess the following attributes:

James: -trustworthy, enterprising and incorruptible,

Emily: -hardworking, openminded and incorruptible,

John: -hardworking, incorruptible but extravagant,

Enid: -enterprising and hardworking,

Joseph: -extravagant but trustworthy and openminded,

Elsie: -incorruptible, enterprising and hardworking.

Questions:

- (a) Assign each of the children property or business to manage basing on his/her qualities.
- (b) (i) when Shikongolo finally dies, who will become heir?  
(ii) in the event of the death of heir, who will take over after him?  
(iii) what are the likely consequences of this take.
- (c) To what extent is the kingdoms method of inheritance fair?
- (d) Suggest the steps that should be taken to address the problem of property inheritance in your community.

## 6. Read the passage below and answer the questions which follow,

Socialization continues throughout life. After childhood one continues to enter new groups to attain new statuses, to learn new roles and thereby to elaborate one's ways of participating in society. A freshman is socialized into the patterns of a college, an immigrant into the life of a new country, a recruit into the army, a new resident into the suburb, a new patient into a hospital ward and a bride into a life of marriage.

In some respects, later socialization is continuous with that of childhood, in other respects discontinuous. In earlier respects like in the home, at school, with the **peer group** and through the mass media children acquire 'the native language.' They learn to speak and write. Having developed this foundation in early socialization, they later acquire the capacity to issue commands to an army platoon, to preach sermons or write love letters, shopping lists, legal briefs, newspaper article or sales reports. They thus learn to use their native language in new and specialized ways **consonant** with the particular adult statuses they attain and the expectations of their adult roles. Further, the general **symbolic capacities** that children begin to develop in infancy as they begin to acquire their human nature **eventuates** in their being able also to use special non-verbal systems. They can learn to read music or blue prints or computer print-outs or for that matter, tea leaves, smoke signals or tart of cards.

Children's symbolic capacities are not merely cognitive in nature. These capacities combine with sentiments in particular ways so that children can come to cherish people with whom they have never actually interacted.

Thus, the Popes, Presidents, Prime Ministers and other leaders in the sense that they represent causes

and ideals to which someone is committed also represent aspects of that person's self. They are symbols of oneself (or parts of oneself) which strengthen the attachment to nation, church, political party or social movement. This ability to so utilize others as symbols does

not arise-for the first time in adult hood. It is essentially a development from a **refinement** of a capacity that first showed itself when the child was attracted to role models outside the family. The child's imaging himself or herself as police officer, heroic rescuer or star athlete are the precursors. Other examples of continuity readily come to mind. In the early games of childhood, children learn to pursue a goal within a framework of rules. Their later ability to play chess or tennis or even behave as expected in a bureaucratized office is built on earlier experience with such games as hide and seek. The later rules are more elaborate, but the orientations to rules is a refinement of the **childhood orientation**.

Other basic elements of the adult socialization process are also similar to those in childhood. There are socializing agents who teach, serve as models and invite participation. Through their ability to offer gratifications and deprivations they induce co-operation and learning, and they endeavour to prevent disruptive deviance. The child's persons being socialized, on their part through observation, participation and role taking learn and **internalize** new expectations and develop new self-conception. The continuities in socialization from childhood to adulthood are significant because adulthood is rooted in childhood. But there is also reason to believe that childhood socialization sets limits to what may be accomplished through adult socialization, even though we are not yet able to define those limits with any **precision**.

The human organism has great plasticity, but that plasticity is not infinite. For example, it would appear virtually impossible for a person brought up in a rural slum who never advanced past grade five, at age twenty-five, prepare for and successfully follow a professional career. This degree of discontinuity between childhood and adult socialization seems insurmountable. Although certain aspects and certain kinds of adult socialization presuppose continuity with childhood socialization, it is nevertheless equally true that adult socialization, even the ordinary course of events, is often discontinuous from that of childhood.

Although there is no doubt that adolescents are in the process of becoming more independent of their parents and consequently, are more **responsive to their peers** than they were at younger ages, and although their interests and values may differ from those ostensibly emphasized by the High School, it does not follow that adolescent socialization is peer-dominated and little influenced by adult values and norms. In reviewing Coleman's study, Bennett Berger argues that most of the Adolescent values and interests noted by Coleman are more accurately understood as derivative from Adults. For example, High School athletics depend greatly on support by parents and local **booster organizations**. Further, parents are concerned about popularity and prestige.

### **Questions**

- (a) Suggest an appropriate title for the passage. (02 marks)
- (b) What does the author mean by the following phrases?
  - i. ".....they endeavour to prevent disruptive deviance." (04 marks)
  - ii. "The human organism has great plasticity...." (04 marks)

(c) In not more than 100 words, summaries how socialization is a continuous process.

*(10 marks)*

(d) Explain the meaning of the following words and phrases as used in the passage.

- (i) Peer group
- (ii) Consonant
- (iii) Symbolic capacities
- (iv) Eventuate
- (v) Refinement
- (vi) Childhood orientation
- (vii) Internalize
- (viii) Precision
- (ix) Responsive to their peers
- (x) Booster organization

*(20 marks)*

***SPGE=10 marks***

**\*\*\*IT'S POSSIBLE\*\*\***