

GENERAL PAPER TIPS

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PAPER CODE S101/1

- It's a subsidiary paper
- Two sections. Section A - essay writing: Attempt **one** question of your choice from **four** question
- Section B - comprehension: attempt one question either No.5 (logic) or No.6 (passage)
- Minimum score of C6 equivalent to O (one point)
- Each section carries equal marks i.e. 50% per section
- Exam duration 2hrs 40 minutes

ESSAY WRITING

SECTION A

MARKING GRID FOR ONE SIDED QUESTIONS

Definition of key terms(D) = 05 marks

Spelling (SP) = 05 marks

Grammatical Expression (GE) = 10 marks

Content(C) = 30 marks

Total 50 marks

MARKING GRID FOR TWO SIDED QUESTIONS

Definition of key terms(D) = 05 marks

Spelling (SP) = 05 marks

Grammatical Expression(GE) = 10 marks

Content(C) = 30 marks (Y&N, B&C, C&S)

(Each side takes 15 Marks)

Total 50 marks

- Definition - We identify the key term(s) in the question define it/them briefly
- We go further to cite out some other relevant features /facts about the topic of discussion
- A good intro should be in one paragraph and don't exceed 5 lines.
- Avoid long introductions/ be brief though exhaustive
- Give an introductory statement to the paragraphs/your answers **NB: Please do not fail to define.**

Refer to this question:

"Explain the challenges faced by Ugandans resulting from Covid-19 and suggest ways how to uplift our country from such challenges"

AN EXAMPLE OF AN INTRODUCTION TO A QUESTION

Covid-19 is a global pandemic disease caused by corona virus. it is an air-borne disease that spreads from one person to another through sneezing, coughing, touching one's eyes, nose and mouth. it is characterized through headache, sore throat, sneezing and coughing. The following are the challenges faced by Ugandans due to covid-19:

SPELLING AND PUNCTUATION (SP)

- Spellings are key in our essay
- Good spellings in our essay earn us (05 marks) in Section A
Up to 3 misspelt word cost u a mark off the 5 marks • Please re-read your essay to correct the misspelt word
- Common spelt words include:

-Amongst(amongest), entrepreneur(entrepreneuer), loss(lose),

GRAMMAR AND EXPRESSION(GE)

- This refers to the use of correct grammar of English- it entails our command of the language in written form. It carries 10 marks in Section A.
- We are supposed to use formal language rather than the informal (acceptable writing in English language)
- We should distinguish between written and spoken formats of certain words for instance: should not/ shouldn't, do not /don't
- Avoid abbreviations in essay: e.g., etc.,

POINT STATEMENT

- We state our points using paragraphs
- Each paragraph should introduce and explain one idea/ don't mix up ideas. Present the points in a complete sentence.
- Our points should appear in the first line for easy identification
- Avoid numbering instead use paragraphs
- Do not skip lines in between paragraphs
- We state our points in a phrasal manner/ topical sentence i.e. in a full sentence - Avoid stating points in a heading or title form

Refer to the previous question:

Examples of point statement:

1. Covid-19 outbreak has caused deaths by Ugandans. (followed by an explanation)
2. Covid-19 resulted into closure of businesses of Ugandans. (followed by an explanation)

Don't state like this:

1. Death. (followed by an explanation)
2. Closure of business. (followed by an explanation)

CONTENT (C) – 30 MARKS

ONE SIDED- QUESTIONS

- These require up to 10 correct paragraphs
- Well stated point (stated in phrasal way) earns a candidate a mark (1mk)
- Good explanation earns you a mark(1mark)
- A **relevant** illustration/ example earns a mark (1mk)
- Avoid irrelevant examples for they will cost you a mark
- The **PEER** format or MEI format

EXAMPLE OF PARAGRAPHS

IN REFERENCE TO OUR SAMNPLE QUESTION:

Covid-19 caused deaths of Ugandans. Those infected especially the old people due to weak immunity, succumbed to the severe disease. Also due to restricted movement in the public transport, some people across the country met their death due to covid-19 restrictions. This resulted into misery and suffering of their beloved ones.

Both personal businesses and some employment institutions of Ugandans closed due to Covid-19. Sectors referred to as the non-essential

- were closed for instance schools, bars, salons, transport and many others. this led to laying off of some or all workers hence people going without a source of living. This resulted into suffering in homes since people has limited resources hence resulting into poor standard of living.

Up to 10 correct paragraphs

COMMON WORDS/PHRASES USED IN GP QUESTIONS

- **Explain:** This means giving an in-depth explanation of a given phenomena
 - It involves answering questions like, how, why and who in the explanation

Example: - Explain the challenges of teaching vernacular in lower primary classes in Uganda (UNEB 2011)

-Explain the role played by local council authorities in your community (UNEB 2011)
- **Examine:** This also calls for a balanced in-depth analysis of the phenomenon asked. most times it calls for two sides however its always clear/direct to candidates

Example: Examine the benefits and challenges of adopting Kiswahili as a national language (UNEB 2007)

Examine the causes and effects of cross-generational sex in your community (UNEB 2010)
- **Why:** Give reasons for the occurrence of a given phenomena

Example: -Why is it necessary to eat a balanced diet? 2015
- **Justify:** This means give reasons to support a phenomena/ in other words make it right

Example: Justify the need for family planning practices in Uganda

- **Should:** This calls for a candidate's agreement or disagreement with a certain statement in the question (attempt only one side not both)

Example: Should wild life be conserved?

- **Account for:** it also requires reasons for the occurrence of certain phenomenon

Example: - Account for the occurrence of military coups in Africa. Suggest measures that should be taken to minimize coups in Africa (UNEB 2007)

Account for the rampant drug abuse among the youths in your community (UNEB 2014)

- **Assess:** This most times requires a balanced analysis of a phenomenon. Sometimes it requires two sides.
- **Example:** Assess the contribution of private education institutions to the development of Uganda.

TWO SIDED QUESTIONS

- These are questions that have two sided to be attempted in your essay
- Candidates are supposed to **define the key terms** in these questions
- Identify the lead factor to be discussed first the then discuss the other side
- Identify what the question wants if:
 - causes and solutions
 - challenges and solutions
 - benefits & challenges/demerits
- A candidate is supposed to show which side is he answering for clarity •
Introduce the side being attempted with an introductory statement

NOTE:

- "....." discuss

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When discuss comes after a question statement in quotes, then it is a two-sided

- A candidate is supposed to **discuss exhaustively** the first side of the question and then go to the second side
- Clearly introduce the side you are attempting so that it's clear (after your definition and when you are starting the second side)
- Make a personal conclusion/judgement/recommendation depending on the way you have discussed the question

EXAMPLES:

- "Life imprisonment is a better way of punishing criminals than the death penalty"
"Discuss (2019)"
"Human beings have been primarily responsible for the destruction of natural environment in Uganda" discuss 2017
- "Beauty contests degrade women" discuss (2009)
- "Cultural factors have primarily undermined the emancipation of women in Africa"
"discuss"
- "Foreign aid is a necessary evil for developing countries" discuss (2006)
- "Poverty is the main cause of domestic violence in Uganda" discuss
- "Abstinence is the most effective method of curbing the spread of HIV/AIDS in Uganda" Discuss. (2007)

Extent questions

- These are two-sided questions that require a candidate to discuss a question on two extents i.e. the lesser extent and greater extent
- They usually have **two key terms** that a candidate is supposed to define
- Discuss the first direction of the question exhaustively
- Use a separating statement to introduce the second side of the question

Conclude the question with a personal judgement of which side outweighs the other

SECTION B

LOGIC QUESTION no.5

- This calls for one's capability to read, internalize and interpret the given scenario to find a solution to given questions
- Read the scenario 5 times for comprehension
- Check for the clues on how the information is presented.
- When variables and conditions are stated, use of tables can help one easily arrive at answers.
- Variables may be ranked. If ranks are given grade them accordingly. If the ranks are not given find out which variable meets which condition and tag the conditions to it.
- In case of ranking, choose smaller values that do not give hard time in additions.
- Isolate each variable and note down the conditions attached to it.
- There are content clues that should help the reader trace and comprehend information.
- Data given helps the reader to comprehend the information required. Connect and organize ideas from the facts found in the logic question
- Handle one question at a time.
- In case of graphs or charts, one must have Title, Scale and the Key.
- Tables should also have titles.
- Observe the mark allocation especially on the last two questions
- While attempting those question, we tend to be brief though we explain and illustrate our points
- SPGE of 10 marks

READING COMPREHENSION(NO.6)

- Read the passage 3 times but for better comprehension
- Each time you finish reading the passage, read the questions for it helps you have guided reading.
- Usually there are **4 questions** to attempt:

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a) Suggesting a title (2 marks)- this is the general message of the passage

-it must be as brief as possible, not more than 5 words.

-it must be written in capital letters

- if its small letters, then it must be in quotes

“....”

-Do not underline your heading

NOTE: Use question (c) about summary writing to formulate a title

b) . An interpretation of certain phrases in the passage or giving an understanding of certain statements

- Still be brief with your explanation...do not be wordy...be straight to the point.

c) . Summary writing

-Read and exhaust all the demands of the question.

- Mark allocation depends on the views to summarize
- We use one paragraph unless the question is talking about causes& effects
- Rough copy/fair copy
- Heading necessary and it comes from the question
- Start with a topical statement
- Be mindful of the required number of words

Meaning of certain words in the passage (20 MARKS)

- Identify and underline the required word
- Read the whole paragraph where that words are found to get the **contextual** meaning
- We must be as brief as possible, preferably synonyms where possible
- Ensure that your answers are in order of their numbers according to the paper for easy marking
- For a candidate to pass no.6, he/she must pass question 4 since it carries many marks (at least 7 correct)

SECTION A: ESSAY QUESTIONS

SAMPLE QUESTIONS PER SELECTED TOPICS

MAN, AND THE ENVIRONMENT

1. "Human factors are primarily responsible for environmental degradation" Discuss
2. To what extent has man contributed to global warming?
3. To what extent is environmental degradation a result of poor farming methods?
4. Explain the measures of proper waste management that ensure environmental sustainability in your country.
5. What are the merits and demerits of deforestation and what steps should be taken by government to preserve forests?
6. Justify the view that development and environmental conservation are enemies.
7. Discuss the factors responsible for global climate change today.
8. Analyze the climatic and economic challenges that threaten Agriculture and crop sector in Uganda today.
9. To what extent can rural electrification solve Uganda's environmental problems.

10.To what extent have environmental concerns hindered development in Uganda?

11.Justify the need for environmental conservation in your community.

12.Examine the value of Agro-forestry in your community.

POLITICS AND GOVERNANCE.

1. Discuss the strength and weaknesses of a military government?
2. Examine the factors responsible for the rampant military coups in Africa.
3. Discuss the merits and demerits of having presidential term limits in Africa.
4. "Politics is considered to be a dirty game" Do you agree?
5. What are the merits and demerits of the federal system of government.
6. "The monarchy should be banned in Uganda" Discuss
7. Explain the merits and demerits of a single party system of government.
8. Assess the merits and demerits of decentralization system of government in Uganda.
9. "The Multi-party system in Uganda has done more harm than good" Discuss.

NATIONAL BUDGET

1. Explain the importance of a national budget to the country.
2. Assess the problems faced in their the implementation of a national budget.

HUMAN RIGHTS IN UGANDA

1. Examine the causes of human rights violation in Uganda today. Suggest solutions to this problem.
2. Explain the ways in which human rights have been violated in Uganda.
3. What steps have been taken by the government to promote and protect human rights?

EDUCATION AND NATION BUILDING

1. To what extent is the government policy of making science subject compulsory in secondary schools viable?

2. What are the major causes of indiscipline in secondary schools today? How can indiscipline be curbed in schools?
3. "The promotion of children's rights is primarily responsible for the increased indiscipline in Ugandan schools". Discuss.
4. Assess the performance of the Universal Primary Education (UPE) in Uganda.
5. Examine the challenges of teaching vernacular in lower primary classes in Uganda.
6. Girls who become pregnant should be discontinued from school. Discuss.
7. Justify the need for educational reform in Uganda.
8. "Students in secondary schools should possess mobile phones and iPad while in school" Do you agree? Give reasons.
9. Discuss the factors that have undermined the girl-child education in Uganda. How can this problem be addressed?
10. Students in higher institutions of learning should not be sponsored by the government. Discuss.
11. Examine the causes of brain drain and give the solutions to the problem.
12. To what extent have economic factors contributed to the problem of brain drain in your country?
13. Government should subsidize secondary school education." Discuss

CITIZENSHIP

1. Discuss the duties of a citizen in Uganda.
2. Discuss the challenges faced by the Uganda police force in your community.
3. What role does the police force play in your community.

FAMILY, MARRIAGE AND FAMILY PLANNING

1. To what extent is polygamy an ideal form of marriage?
2. Justify the need for family planning practices in Uganda.
3. Discuss the merits and demerits of bride price in the community.
4. Examine the use the DNA test in the world today. What are the challenges faced in its used.

SEX EDUCATION

1. What are the challenges of teaching sex education in schools?

2. "Sex education should be encouraged in schools and communities" Discuss.
3. Discuss the merits and demerits of exposing young people in your society to sex education.

WOMEN EMANCIPATION

1. Discuss the ways in which women emancipation have been uplifted in your society.
2. "Cultural factors have primarily undermined emancipation of women in Uganda" Discuss.
3. To what extent is women emancipation a contribution to domestic violence?
4. Examine the ways in which gender equality can be achieved in Uganda.

CRIME AND PUNISHMENT

1. What are the dangers of corporal punishment to children in your society?
2. Examine the impacts of mob justice in your society.
3. "Mob justice is the ideal way to punish criminals" Discuss.
4. What is capital crime? Justify the use of capital crime in Uganda today.

CORRUPTION IN AFRICA

1. What accounts for the high level of corruption in Uganda? Suggest solutions to this problem.
2. Discuss the steps have been taken to fight corruption in Africa.
3. To what extent has corruption hindered development in Uganda?
4. Examine the impacts of corruption to the society.
5. Account for the causes of corruption in Uganda today

FAMINE AND HUNGER IN AFRICA

1. Assess the causes and effects of famine in Africa.
2. "Famine in Africa is man made" Discuss.
3. What are effects of famine to the society?
4. Discuss the steps that should be taken to minimize the problem of famine in Africa.

POVERTY IN AFRICA

1. Discuss the causes and effects of poverty in Uganda.
2. Assess the steps that have been put in place to alleviate poverty in Uganda.
3. Examine the solutions to the problem of poverty in Africa.

REFUGEE PROBLEM IN AFRICA

1. Assess the problems associated with refugee influx in Uganda.
2. What measures should be taken to solve the problem of refugees in Uganda?
3. Account for refugee crisis in Africa. What effects does this crisis bring to the society?

CHILDREN'S RIGHTS IN UGANDA

1. Account for the effects of child sexual abuse in your society. What measures should be put in place to solve this problem?
2. Discuss the causes and effects of Juvenile delinquency in Uganda today.
3. Examine the dangers of child abuse. What measures should be taken to the problem of child abuse?

STREET CHILDREN

1. Examine the causes and effects of street children in Uganda.
2. Account for the increasing number of street children in Uganda today.
3. Discuss the measures that should be taken to address the problem of street children in Uganda.

DOMESTIC VIOLENCE

1. Assess the causes and impacts of domestic violence in the society.
2. What measures should be taken to solve the problem of domestic violence?

PROSTITUTION AND ABORTION

1. "Prostitution should be made illegal," discuss.
2. "Abortion is violation of human rights" Discuss.

SEXUAL ABUSE

1. Discuss the dangers of rape and defilement. What are the solutions to these vices?
2. Discuss the solutions to the challenges of sexual perversions in Uganda today.
3. Examine the causes and effects of child sexual abuse.

THE AIDS SCOURGE IN UGANDA

1. Why are women more vulnerable to HIV/AIDS than men?
2. Discuss the reasons why there is increasing HIV/AIDS infections among married couples today.
3. Examine the impact of HIV/AIDS to the society.
4. Explain the methods that should be taken to check on the spread of HI/AIDS in Uganda.

5. "Moral rehabilitation is the surest way of curbing the AIDS epidemic in the society"
Discuss.

RURAL URBAN MIGRATION

1. Examine the causes and effects of rural urban migration.
2. What steps should be taken to minimize rural-urban migration?
3. To what extent is an employment responsible for rural urban migration?

BRAIN DRAIN

1. Discuss the causes and effects of brain drain in the country.
2. What are the possible solutions to the problem of brain drain in Uganda?

DRUG ABUSE AND DRUG ADDICTION

1. Discuss the possible reasons why people abuse drugs.
2. What dangers do drugs have on the people who take them?
3. Explain the possible solutions to drug abuse.

MASS MEDIA

1. Discuss the advantages and disadvantages of the internet in Uganda today.
2. What role does mass media play in the development of Uganda?
3. Discuss the advantages and disadvantages of liberalizing Mass Media in Uganda.
4. How has media freedom been promoted in Uganda today?

CULTURE AND TRADITION

1. Discuss the ways African culture has been preserved today.
2. Discuss the role played by traditional doctors in Uganda today.

BEAUTY CONTEST AND FASHION

1. Discuss the importance of beauty contests in Uganda.
2. What problems are associated with beauty contests today?
3. What effects fashion and beauty contests today?

FEMALE GENITAL MUTILATION/ FEMALE CIRCUMCISION, SAFE MALE SUPERVISION

1. "Female genital mutilation should be abolished" Discuss
2. Discuss the benefits of safe male circumcision.

LANGUAGE AND NATIONAL UNITY

1. Discuss the importance of a national language to a country
2. What challenges does Kiswahili face in being declared Uganda's national language?
3. Examine the benefits of adopting Kiswahili as a national language.

BALANCED DIET

1. What are the benefits of eating a balanced diet?

LAND DISPUTES

1. Discuss the underlying causes of land disputes in Uganda today.
2. What are the effects of land wrangles in Uganda?

MILLENNIUM AND SUSTAINABLE DEVELOPMENT GOALS

1. To what extent has Uganda achieved Millennium development goals.
2. Assess the indicators of Sustainable development goals in the country.

ECONOMIC INTERGRATION

1. What are the possible aims of Economic Integration?
2. Discuss the merits and demerits of Economic Integration
3. Explain the factors limiting Economic Integration.

GAMES AND SPORTS

1. Discuss the importance of games and sports in Uganda today.
2. Discuss the impact of sports betting to Uganda today.
3. Assess the impact of sports betting in the society.
4. The government of Uganda has decided to increase funds to promote games and sports in the country. Explain the reasons to support this decision.

TERRORISM

1. Discuss the causes and effects of terrorism in the world today.
2. What measures should be put in place to curb terrorism.

PRIMARY HEALTH CARE

1. Justify the need for primary health care services in the community.

SECTION B

LOGIC AND PASSAGE

LOGIC EXERCISE

1. Study the information below and answer the questions that follow: In the village called Nyamihuuku, there are five young women and men eligible for marriage. Controversy has arisen due to failure by these youths to choose partners from among themselves. A council of elders has been convened to resolve this matter using the following criteria:

- All the eligible men and women must be married off.
- Any youth eligible for marriage is free to join the group at any stage in search of a partner. This may lead to the displacement of an individual in the group.
- The outcome of the criteria laid down by the elders is considered final.
- The young man with the best attributes is paired with the young woman ranked highest on the list. This order of merit is followed until the final pair has been matched.
- The agreed upon by the elders attributes for the young men and the corresponding weights are shown below:

| Attributes: | Weight: |
|--------------------------------|---------|
| Willingness to pay bride price | 4 |
| Bravery | 1 |
| HIV test (negative) | 6 |
| Wealth | 3 |
| Education (minimum O' level) | 5 |
| Physical appearance | 2 |

- ✦ Zepha is a wealthy businessman, but he is a miser and illiterate. He has vowed to fight bride price. He is HIV positive.
- ✦ Xavier is a very handsome university graduate, but he is a coward and lazy. He is yet to take the HIV test.
- ✦ Vincent has a farm with fifteen Friesian cows. He has attained an O' level certificate. He lost one eye while fighting off a lion that had attacked his cows. He is HIV negative.

- ✦ Willy has twenty five cows of local breed. He is illiterate, but handsome, hardworking and a good hunter. He has refused to take the HIV test.
- ✦ Yoash comes from a wealthy family and has completed senior six. He is HIV negative. All the young men, unless otherwise stated, are willing to pay bride price if it is affordable.

The young women have been ranked in descending order of merit as follows:

○ Brenda ○

Esther ○

Cathy ○

Allen ○

Diana **Questions:**

- Following the elders' criteria, determine which young man will marry which young woman in the village.

A table showing candidates and their attributed.

| Candidates | | | | | | | |
|------------|---------|------|-------------|--------|------------|---------|-------|
| | HIVTEST | Educ | Bride price | Wealth | Appearance | Bravery | Total |
| Zepha | 0 | 0 | 0 | 3 | 0 | - | 03 |
| Xavier | - | 5 | 4 | 0 | 2 | 0 | 11 |
| Vincent | 6 | 5 | 4 | 3 | 0 | 1 | 19 |
| Willy | - | 0 | 4 | 3 | 2 | 1 | 10 |
| Yoash | 6 | 5 | 4 | 3 | - | - | 18 |
| Quinto | 6 | 5 | 4 | - | 2 | - | 17 |

Pairing: A table showing the pairing of boys and girls after ranking

| Rank | Boy | Girl |
|------|---------|--------|
| 1 | Vincent | Brenda |
| 2 | Yoash | Esther |
| 3 | Xavier | Cathy |

| | | |
|---|-------|-------|
| 4 | Willy | Allen |
| 5 | Zepha | Diana |

- b. If a sixth young man, Quinton, showed up with the following attributes: handsome, newly qualified teacher and HIV negative, how would he affect the pairing of the group?

Refer to Quinto's attribute: with entry point of 17 at position or rank three, he displaces Zepha who loses partner, so the **new pairing** would be:

| Rank | Boy | Girl |
|------|---------|--------|
| 1 | Vincent | Brenda |
| 2 | Yoash | Esther |
| 3 | Quinto | Cathy |
| 4 | Xavier | Allen |
| 5 | Willy | Diana |

- c. Why should HIV testing be a priority during marriage arrangements? Why Test for HIV/ AIDS.
- To ascertain the HIV status of each partner so that none infects the other.
 - To prevent the mother to child transmission (PMTCT)
 - To encourage affected partners to live positively.
 - So that the affected partners can access medication (ARVS) and counselling to boost immunity.

- Help partners make informed decisions in case of need to marry or not, or bear children.
- Help the uninfected couples to remain so by being faithful to each other.
- Encourage the unmarried to abstain, boost morals or self-esteem.
- It helps the ministry of health to plan for the HIV cases.

d. Examine the relevance of bride price in your community **Value of Bride price**

- As a token of appreciation to the girl's family.
- As compensation or consolation to the family to replace member given a way for marriage.
- Gives the man a sense of pride, authority, responsibility, over wife or family.
- It's a test of perseverance, test, sacrifice, and love for one's partner.
- A form of security or legal seal to the marriage.
- Creates a social bond or unity between the in laws and society.
- As a cultural practice that holds girls in esteem as valuable member of society.
- Improves girl's family status.
- Promotes culture and morality.

The negative aspects of bride price:

- Sometimes it's expensive and unaffordable, hence expose girls to problems like promiscuity, unwanted pregnancies etc.
- May injure the relationship between the partners as priority among other family obligation.
- Can be abused i.e. A means of inhuman or ill treatment of women seen as purchased commodities.
- Has been commercialized and lost its cultural value or essence.
- Some may use unethical means to acquire and pay bride price e.g. corruption, theft or robbery, cattle rustling.
- May result in forced marriages to rich old men.

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

Shikongolo is a wealthy businessman in Zambanda kingdom. He has six children, 3 boys and 3 girls. Because of his advanced age, he has decided to allocate his property and business to be managed by his children, according to the cherished norms of his kingdom. Below are the business 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,
- A 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, parents have to consider the cherished traits when they are bequeathing their property to their children and to their heirs. Below are the attributes possessed by Shikongolo's children in order of their strengths:

- Incorruptible,
- Trustworthy,
- Enterprising,
- Hard working, • Open minded,
- Generous.

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 the death of the heir,
- The second best boy takes over.

Shikongolo's children possess the following attributes:

James: -Trustworthy, enterprising and incorruptible,

Emily: -Hardworking, open-minded and incorruptible,

John: -Hardworking, incorruptible and generous,

Enid: -Enterprising and hardworking,

Joseph: -Generous, trustworthy and open-minded, Elsie:

-Incorruptible, enterprising and hardworking.

Questions:

- Assign each of the children property or business to manage basing on his/her qualities.
- When Shikongolo finally dies, who will become heir?
 - In the event of the death of the heir, who will take over after him?
- To what extent is the Kingdom's method of inheriting property fair?

- (d) Suggest the steps that should be taken to address the problem of property inheritance in your community.

Answers

| Rank | Quality/Attributes/Traits | scores | Positions |
|------|---------------------------|--------|-----------|
| 1 | Incorruptible | 6 | 1 |
| 2 | Trustworthy | 5 | 2 |
| 3 | Enterprising | 4 | 3 |
| 4 | Hardworking | 3 | 4 |
| 5 | Open-minded | 2 | 5 |
| 6 | Extravagant | 1 | 6 |

| Business property | Position | Name |
|--|----------|--------|
| A manufacturing industry | 1 | James |
| A five star hotel in city centre | 2 | Elsie |
| A car importing company | 3 | Emily |
| A general merchandise shop on main street | 4 | John |
| A secondary school in the outskirts of town/city | 5 | Joseph |
| A ranch in the country side | 6 | Enid |

| Qualities | James | Emily | John | Enid | Joseph | Elsie |
|---------------|-------|-------|------|------|--------|-------|
| Incorruptible | 6 | 6 | 6 | - | - | 6 |
| Trustworthy | 5 | - | - | - | 5 | - |
| Enterprising | 4 | - | - | 4 | - | 4 |
| Hardworking | - | 3 | 3 | 3 | - | 3 |
| Open-minded | - | 2 | - | - | 2 | - |
| Extravagant | - | - | 1 | - | 1 | - |

| | | | | | | |
|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total score | 15 | 11 | 10 | 07 | 08 | 13 |
| Position | 1 st | 3 rd | 4 th | 6 th | 5 th | 2 nd |

B (i) James is the heir

(ii) John is to take over after James' death

(iii) Consequences:

- Run down the estate
- Conflicts may arise in the family.
- Tradition may be overturned

Fair

System considers children's attributes for heir and sex

Girls are also allowed to manage property or business; this shapes their skills in management.

Individuals with a lot of potential are given tasks that are valuable and demanding/cherished traits

Ensures/ protects the family property-property is not taken by girls to strange families when they get married

Unfair

- Undermines the dignity, welfare and interests of the girls.
- It is male or chauvinistic i.e. it caters only for boys and is discriminative to girls.
- It may breed conflicts in family or community.
- It gives chance to bad managers to run the estate.

Suggest the steps that should be taken to address the problem of property inheritance in your community.

- People should be encouraged to write their will in details while still alive to be witnessed by 3 confidants or lawyers.
- Educate or sensitize the people about the law on property ownership and inheritance.
- Apply the law in case of absence or contest of the will.

- Ensure equity in sharing or distribution of property to both sexes.
- A fair hearing to all

3. Study the information provided below and answer the questions that follow. Sixteen countries are participating in a Nations Cup Final tournament in the nation of Wandao. They have been grouped as follows;

| GROUP A | GROUP B | GROUP C | GROUP D |
|----------------|----------------|----------------|----------------|
| Nitus | Burkia | Angeria | Geriny |
| Darongo | Nenkou | Mbazania | Nibento |
| Nigua | Limongi | Merquois | Croama |
| Wandao | Sengope | Delinia | Ricaragua |

The following rules have been laid for the tournament:

- The opening matches will be played on Saturday 24th January, 2009 in each group.
- All teams in each group play against each other, and these matches before quarter finals should have ended by the 2nd February.
- No team plays on consecutive days.
- Two matches are played concurrently on the 25th January in groups A and B and 26th January in groups C and D. With effect from 27th January, one match is played every day in each group. All groups rest on 29th January.
- The semi –finals are played concurrently on the same day.
- Three days rest is granted before the commencement of each of the following matches: Quarter finals, Semi –finals and the match to determine the Third place.
- The winners and runners-up in each group go on to the Quarter finals.
- Winners in group A play against winners of group B and winners from group C play against winners of group D.

- Losers at Quarter finals are knocked out.
- Finals are played on 14th February.

Questions

- Draw up a timetable for the matches to be played from the beginning to the end of the tournament.
 - How many matches will be played altogether?
- State the dates on which the following matches will be played:
 - The last two group matches before Quarter finals,
 - Quarter finals, (iii) Semi finals, (iv) Third place match.
- What, in your opinion, is the importance of such a tournament to the participating countries?
 - Examine the benefits of the tournament to the country that hosted the tournament.
- Suggest measures that should be taken to improve the sports in Uganda.

4. Study the following information and answer questions that follow.

The following attributes are indicators of a person's ability to live peacefully in the Landella community arranged in order of importance in the community.

| Attribute | Rank in social importance |
|-------------------------------------|---------------------------|
| Faith in God | 5 |
| Kindness towards others | 4 |
| Respect for social laws and customs | 3 |

| | |
|-------------------------------------|----------|
| Tolerance to others and their views | 2 |
| Attendance to social functions | 1 |

Five people have been accused of living in a way that is not consistent with the expectation of their community. During a village meeting, all elders agree that it will be unwise to expel all of them from the community. They resolve that all the five offenders must be assessed fairly and two leading offenders be sent away, as a warning to other members. The five people are listed below with their behavior.

| | |
|----------|---|
| Mukasa | He practices witchcraft, exploits people at his shop, attends meetings but does not go to church. During meetings, he listens carefully and gives great advice. |
| Odur | He is the village catechist. He is always helpful to other community members. But he does not attend village meetings, though he is always present during wedding meetings and parties as well as burials and funerals. |
| Mutami | He was once caught with a stolen goat from the neighborhood. He rarely misses mass at the church parish. He always invites people to beer parties and even gives them goat meat. He quarrels with his neighbors and once beat up a woman who accused him of letting his goats enter her garden. |
| Namutosi | She is a well-known prostitute and a good member of the church choir every Sunday. She loves young children so much. She always apologizes when she is cautioned about her conduct. She attends |
| | weddings, parties, village meetings and contributes money and food items where necessary. |
| Akello | She is the most quarrelsome person in the village. She wonders why people attend church and mosque yet they do not differ much from her materially. She attends functions and sits quietly in the tent unless disturbed. She claims to be too poor to contribute for anyone. |

Questions:

- (a) With reference to the information provided above:
- (i) rank the five offenders using the laws of Landella village. (05 marks)
Hence show clearly who will stay and who will go. (05 marks)
 - (ii) Give reasons why the two will be expelled? (05 marks)
- (b) If faith in God was not a matter to consider, since belief in God is a highly personal matter identify:
- (i) the two who would go away? (02 marks)
 - (ii) the three who would stay? (03 marks)
- (c) How does faith in God help one to be a good member of society? (10 marks)
- (d) Giving your opinion, explain why every traditional society had its laws? (10 marks)

SPELLINGS AND GRAMMATICAL EXPRESSIONS: (10 marks)

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

In Ugewaa country, beauty contests are a lucrative source of income to the families and the nation. Every family strives to invest in at least one daughter, or if there is none, to adopt one from another family, so that she could be nurtured as a worthwhile resource and investment. Food, cosmetics, physical exercise among others are some of the early investments made in a prospective beauty. Beauty schools all over the country have sprung up to offer services in 'growing' beautiful models.

For a child/daughter to enroll into a school of beauty, she must possess the following attributes:

| | |
|-----------|-----------------------------------|
| Age | 13 – 18 years |
| Height | 4.5ft – 5.5ft |
| Color | Brown, chocolate, chocolate brown |
| Languages | English, French, Spanish |
| Weight | 45 – 50 kg |

To be admitted in a school, the applicant must possess three or more qualities. The applicant who possesses all or one less than all stands the chance to be the flag bearer of her country in an upcoming contest.

Each of the attributes has a rank / score attached to it on admission to a school of beauty as summarized below.

| Age | Body Weight | Colour | Height | Language ability |
|-----|-------------|--------|--------|------------------|
| 5 | 2 | 4 | 1 | 3 |

Sophie, a 19 year old graduate of Kyambogo University has applied for enrolment into the school of beauty. She has a 3 year old kid with whom they share a brown colour. Her slender waist is the envy of campusers.

Linda a fellow camper has just celebrated her 18th birthday. At 5ft tall, she is one of the most well shaped ladies at university. She loves swimming because her shape is her greatest gift.

Jesse is just 0.5 ft taller than Sasha. At 4.8ft, she has made a good name in her school's basketball team. She runs, she jogs and skips the rope to keep in good size. She will turn eighteen in two weeks' time.

Sasha is a news anchor on a Spanish TV channel as well as a nanny to a rich guy in their city. She loves red dresses because they brighten her brown colour; when

she turned eighteen last year; her mother bought her a new laptop as a birthday gift. This year her mother is dead, and she has celebrated her birthday in misery.

Brianna is a lovely chocolate beauty with nice white teeth. She has just lost her place on the girls' volleyball team in their school to a 4.5ft tall player. She has no team, but hopes to use her skin colour to get a new team elsewhere.

Questions:

- (a) (i) Identify which applicant(s) would top the admission list to the school of beauty. Hence determine the applicants in order of their rank. (15 marks)
- (ii) Identify the applicant(s) who would not qualify for admission and explain why they would not. (05 marks)
- (b) What challenges do beauty contestants face in their industry? (10 marks)
- (c) Examine the importance of beauty contests in your country? (10 marks)

SPELLINGS AND GRAMMATICAL EXPRESSIONS: (10 marks)

6. Read the following information and answer questions that follow.

In a certain football league, the Footballer of the Year Award is given to football players who have made outstanding contributions to football in a full sports season. To be nominated among the potential contenders for the award, The Awards Committee of the Football Management Association (FMA) considers the contribution or effect of these key points:

- Number of goals scored for one's team in a full sports season;

- Number of assists created by a player. (An assist is a cross or a pass sent to a team mate in a field of play so that he/she, because of proper positioning, can score a goal.)
- Total matches played by a player in a full season;
- Suspension from the football field for a red card received
- Caution given to him/her in form of a yellow card as a result of poor conduct such as bad tackling or handball;
- Misconduct fined off the field of play through unlawful activities. The awards to be given to the nominees in the league are arranged below in order of value.

A 3 year football contract with FC Real Madrid

A brand new Toyota Land Cruiser, model 2016

An acre of land in Wakiso district

A Samsung Dual swing fridge An

LG TV set, 54 inches wide

Below is a list of successful nominees and a little detail about their achievements.

| Player | Basic information |
|---------------|--|
| Adrakai | Eleven goals in twelve matches. Four assists. Two yellow cards. Fined recently for drunk – driving. |
| Mumbe | Eleven goals, four assists, two yellow cards, twelve games. Crashed his vehicle along Wale street mid last night in a street – racing contest. |
| Monique | Twelve goals, Eleven assists. Twenty four shots at opponent’s goal have been stopped by goalkeepers. Has been in fine form in all her eight games since returning from injury. |
| Meshach | Sent off the pitch twice in three games, has nine assists, has scored all fifteen penalties. Has scored in every game he has played. |

| | |
|-------|--|
| Natty | Has scored three goals in each of the four consecutive games he has played, has been given ten days of community work for jeering his team's fans in a night club. |
|-------|--|

Questions:

- (a) (i) Determine how many goals have been scored by all five nominees. (02 marks)
- (ii) Which player has scored the most goals in the fewest matches? (01 mark)
- (b) (i) Distribute the awards among the nominees. Hence determine the Footballer of the Year. (15 marks)
- (ii) What is the probability that the winner of the Footballer of the Year Award has been fined outside the pitch? (02 marks)
- (c) Why should players be given awards at the end of a sports season? (10 marks)
- (d) Explain the importance of sports and games in your country. (10 marks)

SPELLINGS AND GRAMMATICAL EXPRESSIONS: (10 marks)

7. Study the information below carefully and answer the questions that follow:

Education attainment in percentage for the population aged 6 years and above in Uganda by the year 2002.

| Category | Both sexes | Male | Female |
|-----------|------------|------|--------|
| None | 24 | ? | 29 |
| Primary | ? | 64 | 59 |
| Secondary | 12 | 14 | 10 |
| Tertiary | 3 | 4 | ? |

Source: 2002 Uganda Population and Housing Census Analytical Report, October 2006 pg. 6

Questions:

- a) Calculate the;
 - i) the percentage of males that never went to school at all.
 - ii) combined percentage of population that attained primary education.
 - iii) the percentage of females that attained tertiary education.
- b) Using a grouped bar graph method, represent the statistics shown in the table above.
- c) Account for the higher number of females who have never gone to school than the males.
- d) Explain the reasons for the small percentage of education attained in the tertiary sector.

8. Study the information below and answer the questions that follow:

It is a policy of Government of Uganda to promote Savings and Credit Cooperative Societies (SACCOs) as microfinance Institutions in the community. In Buvuma district, there are five lead SACCOs which since 2005 have been disbursing loans to the communities as indicated below: The amount is in million shillings

| SACCO NAME | YEAR 2005 | 2006 | 2007 | 2008 |
|-------------------|------------------|-------------|-------------|-------------|
| Kinu | 107 | 137 | 147 | 167 |
| Muka | 174 | 64 | 14 | 134 |
| Mada | 100 | 130 | 160 | 180 |
| Dade | 119 | 149 | 177 | 179 |
| Nonde | 155 | 165 | 175 | 185 |

FIG: 1.0 **Questions**

- a)
 - (i) Calculate the total loan disbursement in the district from 2005 to 2008.
 - ii) Name the SACCO which disbursed the least amount of loans. iii) Name the SACCO which disbursed the largest amount of loans.
 - iv) In which year was the largest amount of loan disbursed?
- b) If the loan interest is 12%per annum, calculate the total amount earned by Kinu SACCO over the given period.
- c) Describe the trend of loan disbursement for Muka SACCO and account for such a trend.
- d) Discuss the role SACCOs play in the economic development of Uganda.

9. Study the following information and answer the questions after it;

Butterfly productions a fashion design group has organized a beauty pageant code named "Beauty with a Purpose". The proceeds from the show is supposed to be used for charity.

Voting is open to the public through mobile phone subscribers of SKY MAIL and DUO-NET, according to the following procedures:

- Select charity sectors to be voted for are: Flood areas (FAS), mud-slide victims (MVS), street children (SCD), famine-stricken areas (FSN) and internally displaced persons (IDPS).
- Voters are expected to vote for three charity sectors only and each sector should be voted for at least once.
- Those who vote in favour of mud-slide victims must also vote in favour of the flood affected areas.
- Each short text message (sms) costs five hundred shillings.

The table below shows the number of sms received from the subscribers in support of the charity fund.

| | NETWORK | |
|----------------|-------------|-------------|
| CHARITY SECTOR | SKY MAIL | DUO NET |
| a. FAS | 5,300,000 | 6,700,000 |
| b. MVS | 35,000,000 | 15,000,000 |
| c. SCN | 215,000,000 | 185,000,000 |
| d. FSN | 85,000,000 | 150,000,000 |
| e. IDPS | 10,000,000 | 5,000,000 |

Questions:

a) Give possible combinations of the charity sectors expected to be voted in favour of.

- b) i) How much money was collected from those who voted in favour of mudslide victims?
- ii) Suggest possible causes of the disaster in b(i) above.
- c) Present the statistics shown in the table above in a grouped bar graph.
- d) Outline reasons for which sms have become very popular.
- e) Suggest solutions, which the government of Uganda can adopt to avert disasters.

10. The following is an excerpt from Katini hospital Maternity Ward log. Read it and answer the questions which follow.

Whew!! What an hour! Staff Nurse Daisy fervently hoped it would be put in the Guinness book of records for Midwives if such a book ever existed. She worked in the Maternity ward of St Luke's hospital. The only person who seemed to have passed that hour peacefully was baby James in the fifth incubator in the Baby's nursery where he was the sole occupant. How everyone had rushed around and when it was all over they had a cup of tea to celebrate the blessed silence free from wailing mothers and newly born babies.

The maternity ward was in a long rectangular room with 10 incubators arranged in a row against the wall. Five of them were the Presto type, were newer and better models. The other five were the old Tumble type and sometimes broke down. The incubators were arranged alternatively against the wall. The Sister in charge of the ward had decreed the following.

- Male premature babies who were usually weaker at birth than the females were always to be put in the Presto incubators unless none were available.
- The babies were put in the incubators in an orderly way beginning with the first one as they were born. Once an incubator is filled, the baby remains there until discharge.

On that particular day, there were two expectant mothers with multiple births whose labour pains indicated they would deliver at the same time. Every one therefore was prepared for the great event. Both women were to give birth to quadruplets and they were prematures.

The first baby to be born was a girl belonging to Mrs Kwero at 7.06 pm. Her brother was born 13 minutes afterwards. Meanwhile Mrs Gitta gave birth to a baby boy a couple of minutes before Mrs Kwero's son. Mrs Gitta then gave birth to a still born boy 19 minutes after the first one. Mrs Kwero gave birth to the last two children at intervals of 16 minutes apart after Mrs Gitta's first baby boy. They were boy and girl respectively. Mrs Gitta also gave birth to a girl 30 minutes after her first child and the last boy 10 minutes to the top of the hour. Unfortunately however, Mrs Gitta passed away in spite of the fact that everything possible was done to try and save her life. At this point, Nurse Daisy was too distressed to continue making notes in her diary and stopped.

Questions

You are advised to first tag the babies to their mothers eg **K1, K2, K3 and K4** for Mrs Kwero and **G1, G2, G3** and **G4** for Mrs Gitta.

- Using the tags above, identify the babies in the different incubators.
- What time was Mrs Kwero's third child born?
- Which baby was in the incubator after Mrs Kwero's first daughter?
- Where did they put Mrs Gitta's second son?

| | | | | | | |
|--|--|------------------------------|--|--|--|--|
| | | resource capacity | | | | |
|--|--|------------------------------|--|--|--|--|

e) Discuss the causes of Maternal deaths in Uganda today

f) How can they be reduced?

11.

**Study the information provided below
and answer the questions that follow:**

Namanve is a fast developing industrial park located East of Kampala on the KampalaJinja highway.

Recently, growing demand for land has culminated into two divergent directions:

- Government has gazetted land for industrial establishments to both local and foreign based manufacturing plants.
- Feeder roads linking different points within the industrial complex have been set up.

A recent survey conducted between 2015 and 2016 in six (06) major industrial plants at Namanve gives statistics provided below:

a) Using the information provided above, calculate:

- the total number of employees in the two years.
(04 marks)
- the percentage increase in the number of employees in 2016.
(04 marks)

b) i) Calculate the total number of women employed by all the six industrial plants at Namanve industrial park in 2016.

| No. | Industrial specification | Planned Human | No. of employees in 2015 | % of women employees | No. of employees in 2016 | % of women employees |
|------------|-------------------------------------|--------------------------|---|---------------------------------|---|-------------------------------------|
|------------|-------------------------------------|--------------------------|---|---------------------------------|---|-------------------------------------|

| | | | | | | |
|----|---------------------------|-----|-----|------|-----|----|
| 1. | Century Bottling Company | 800 | 300 | 17 | 360 | 25 |
| 2. | Roofing Group Limited | 500 | 200 | 15 | 320 | 41 |
| 3. | Darling Hair Addictions | 670 | 640 | 34.4 | 500 | 30 |
| 4. | Steel and Tube | 450 | 250 | 14 | 412 | 35 |
| 5. | Toyota Uganda | 400 | 160 | 15.6 | 200 | 19 |
| 6. | Rwenzori Bottling Company | 300 | 150 | 26.7 | 120 | 37 |

(08 marks)

- ii) 5% of the women employed by Darling Hair were given transport allowance of US 1,500 dollars each employee per month in 2015. Calculate the amount of money spent by the management on transport allowance in 2015. (04 marks)
- c) Explain any **four** negative impacts of increased industrial establishment on the environment.
- d) "Industrialization **not** Agriculture is likely to cause Uganda's economic transformation" Do you agree?

(12
marks)

SPGE
=10 marks

12. Study the information below and answer the questions that follow: The Media Council in the Republic of UMTARA has embarked on an exercise of regularizing

the operations of media houses. This involves the registration and licensing of all the existing media houses.

For any media house to be registered and licensed, the following conditions must be met:

Registration:

- ✦ The proprietor(s) should be citizen(s) or non-citizen(s) who have lived in the country for more than 5 years.
- ✦ The technical staff of the media house must be trained in mass communication.
- ✦ The media house should be ready to invest not less than US \$ 20,000.
- ✦ The proprietor(s) should be of unquestionable integrity and high moral standing.

Licensing:

- ✦ The media house must be registered.
- ✦ The Media Council will not license any media house which publishes material that is:
 - prejudicial to national unity and security,
Injurious to the country's reputation and foreign relations
 - tantamount to economic sabotage,
 - deemed to be vulgar and pornographic.

The following media houses have applied for registration and licensing:

1. Spotlight Media Agencies: This is owned by citizens and publishes weekly news reviews about national security, sometimes including sensitive issues. It employs professionals of integrity and has an investment of US \$ 20,000.
2. Daily Mirror Media House is owned by a citizen of high moral standing and it employs qualified staff. It publishes news and cartoons. It has an investment value of US \$ 15,000.
3. Torch Television is owned by a foreigner of high moral standing who has stayed in the country for 10 years. It employs professionals and telecasts news on important issues like corruption, environment and unemployment. The television has an investment value of US \$ 35,000.
4. Jupiter Radio and Television Station is owned by a citizen of foreign decent whose integrity is questionable. The station is popular for its sports up-date and cartoons. It employs qualified technical staff and has an investment value of US \$ 22,000

5. Crystal television is the most popularly watched T.V channel which dedicates much of its airtime to beauty contests and nudity. It has an investment value of US \$ 50,000. Its proprietor is a foreigner who has lived in the republic of UMTARA for the past 15 years. It employs staff who are well trained in mass communication.

Questions:

- a) Giving reasons for your answer, identify the media houses that will **not** be:
- i) registered, (4 marks)
 - ii) licensed. (8 marks)
- b) Assuming the Media Council levies 7% of the registration value as registration fees and 5% of the investment as licensing fees, calculate the amount of money in local currency that will be realised from:
- i) registration, (5 marks)
 - ii) licensing. (3 marks)
- The exchange rate is US \$ 1 = UMTARA Shs 3750.
- c) Explain the importance of mass media in a country. (10 marks)
- d) How has pornography affected your society? (10 marks)
- SPGE=10
marks

13.

Read the following information carefully and answer the questions that follow;

A study has been conducted by the Ministry of Education in Northern Uganda concerning the post war effects, relationship between the time the students report at school and how far they stay from school.

The following students of Dara High School are in form 4.

- Ayiko stays 5km away from school and he uses a taxi to get to school.
- Apio stays 9km away from school and she rides a bicycle to school.
- Arora stays 2½km away from school. He walks half a km up to the main road and then boards a taxi up to school.
- Bashir stays 6km away from school and uses the Lira bus coach to get to school.

- Nyeko stays $\frac{1}{2}$ a km away from school and since he stays nearby, he usually runs to school on foot.

Note: The following are the speed rates;

- (i) The taxi travel at 10km / hour
- (ii) Walking takes 30 minutes / km
- (iii) Bicycle takes 10 minutes / km
- (iv) Running takes 20 minutes / km
- (v) Bus takes 6 km/ hour

Questions

- (a) If on Monday, all the five students left home at 7:00am; in what order did they pass through the school gate? (You must show your working). (15 marks)
- (b) If the school gate is closed at 8:00am and late comers are punished, who were punished by the master on duty for coming late? Give a reason for your answer. (05 marks)
- (c) Discuss five (5) key effects of the post war era in Northern Uganda. (10 marks)
- (d) Give five ways that government has put in place to resettle people in the post war region of Northern Uganda. (10 marks)

Mark allocation .

| | |
|---------|------------|
| SPGE | (10 marks) |
| Content | (40 marks) |

14. 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 prescribes 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 100 km away and any delay puts the lives of the patient at risk. Four witnesses of

the accidents volunteer to donate blood and save the lives of the accident victims. The names of the patients are: James, Peter, Vivian and Kato. The names of the bold donors are: Ruth, Clare, John and Robert.

Blood samples of both the patients 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 blood groups.

| Blood Group | Antigens (present on red blood cells) | Antibodies (present in the plasma) |
|--------------------|--|---|
| Type O | Nil | Anti-b and Anti-a |
| Type A | A antigen | Anti-b |
| Type B | B antigen | Anti-a |
| Type AB | A and B antigen | Nil |

- † Type O can donate to all but only receive from Type O.
- † Type A can only donate to Type A but can receive from Type A and O. † Type B can only donate to Type B but can receive from Type B and O.
- † Type AB can only donate to Type AB but is a universal recipient.

The rough lab notes indicate the following:

1. All donors (except one) are willing to offer only one unit 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. James' blood has antibody-b.
4. Peter is the patient who needs two units to survive but will not receive blood from Clare.

5. Robert is willing to donate two units of blood.
6. Kato's blood group is neither A nor AB.
7. Clare can donate to all patients but she is willing to offer only one unit of blood.
8. John's blood has neither antibody-b nor antibody-a.
9. Neither Ruth nor Robert can donate to Vivian.
10. Ruth will donate to the patient with B antigen.

Questions:

- a) (i) In two separate columns, show the blood groups of each donor and each recipient.
(12 marks)
- (ii) Show which patient(s) each donor donated to. (05 marks)
- b) (i) Which patient is a universal recipient? (01 mark) (ii) Who is
a universal donor among the four volunteers? (01 mark) (iii) Apart from
Robert, who else donated blood to Peter? (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 accidents' victims?
(10 marks)
- (SPGE = 10 Marks)

15. Study the table below showing demographic characteristics of selected countries and answer the questions that follow:

Adopted from: UN Statistical Yearbook, World Annual Data (1991)

| Country/ Classification | Birth rate per 1000 population | Infant mortality rate per 1000 live births | Death rate per 1000 population | LIFE EXPECTANCY AT BIRTH | |
|-----------------------------------|--------------------------------------|---|--------------------------------------|-----------------------------|--------|
| | | | | MALE | FEMALE |
| DEVELOPED | | | | | |
| United Kingdom (UK) | 13.6 | 8.4 | 11.5 | 71.7 | 77.5 |
| United States of America (USA) | 16.2 | 9.7 | 8.7 | 71.4 | 78.3 |
| France | 13.6 | 7.4 | 9.4 | 71.6 | 79.8 |
| DEVELOPING | | | | | |
| Uganda | 50.1 | 103.0 | 15.4 | 49.4 | 52.7 |
| Kenya | 53.9 | 72.0 | 11.9 | 56.5 | 60.5 |
| Tanzania | 50.5 | 106.0 | 14.0 | 51.3 | 54.7 |

Questions:

- a) State the country with the:
 - i) highest birth rate, ii) lowest infant mortality rate, iii) highest overall life expectancy at birth.
- b) Draw a group bar graph to represent life expectancy at birth for both females and males for the countries shown in the table.
- c) Account for the differences in life expectancy at birth between the developing and developed countries.
- d) Outline the problems which have resulted from;

- i) high birth rates in developing countries,
- ii) low birth rates in developed countries.

16. Study the information provided below and answer the questions that follow:

Ukonga is a fast-developing country with a fast-growing demand for motor vehicles. Consequently, this has culminated in the importation of many new and used cars, motorcycles, tractors, buses and trucks.

The Ukonga Motor Vehicle Registration Board has been overwhelmed by this development. Previously, the Board had a three letter and three-digit combination for motor vehicle registration e.g. **UAA 001**.

A new system of motor vehicle registration has been put in place. It will have three letters, three digits and a letter of alphabet at the end e.g. **UAA 001 A**.

Motorcycles and tractors have been assigned their own registration numbers.

Motorcycle registration numbers run from **UAD 001 F to UAD 001 Q**, while tractor registration numbers run from **UAD 002 Q to UAD 001 Z**.

Questions:

- a) i) Using the old motor vehicle registration system, calculate the number of vehicles that will registered with **UAA**.
(02 marks)

ii) If the new system is used, how many more vehicles will be registered with **UAA**?

b) Determine the number of:

- i) motorcycles,
(04 marks) ii)
tractors

(04 marks)

that will be registered under the new registration system.

c) Assess the impact of importing used motor vehicles on the environment.

(16 marks)

d) Explain the importance of registering motor vehicles in your country. (10 marks)

SPGE=(10 marks)

17. Study the following information very carefully and answer questions below it:

Dupe, a university graduate, and the only son of a prominent businessman was abducted from his home town of Rumeno one early morning. He was bundled into the back seat of a black corona saloon car and blind- folded !! He guessed that the abductors were driving him westwards from Rumeno.

From the shouts of taxi touts, he confirmed that they had reached the town of Kepot. The abductors made a right turn, travelling northwards before turning right again, speeding in a north- east direction for quite a long distance! They entered Busito town where they were confronted by police patrol, and made a U- turn until they reached half way the distance to Kepot. Here, they branched off in a north- west direction towards the town of Mudin. From here, they went to their hide- out, which is south- west of Mudin.

On learning of his son's abduction from telephone call of the abductors, demanding a ransom of 300 million shillings, Dupe's father alerted the police instead. The police went

into action immediately, and from the information gathered from the telephone call, they were soon able to rescue Dupe after a fierce exchange of gun- fire with the abductors!!

Given that:

- i. 160 km from Rumeno to Kepot, ii. 10 km from Kepot to the second right turn, iii. 210 km from Kepot to Busito, iv. 155 km from Busito to Mudin and
- v. 20 km from Mudin to the hide- out.

Questions:

- a) Draw to scale, a map showing the route taken by the abductors to reach their hide- out.
- b) i) What was the total distance travelled by the abductors? ii) What is the direct distance in kilometers between the hide- out and:
 - Rumeno? - Kepot?
- c) If you wanted to construct a direct road from the hide- out to a point along the road from Rumeno to Kepot in a south- eastern direction, how many kilometers would this point be from Rumeno?
- d) Supposing you were present at the scene of abduction, what would you do as a responsible citizen?

18. Read the text below and answer the questions which follow.

The government of Uganda introduced Universal Primary Education (UPE) in 1997. 360,000 primary school children sat Primary Leaving Examination 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% drop-out in primary schools and 43% completion rate of both boys and girls in 2001.

Questions:

- a) i) Assuming 360,000 children represent 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 of the dropout rate?
- d) Suggest solutions to reduce the school dropout rate.

19. Read the passage and answer questions following it

Miss Nakabugo Rahmah has a holiday tutorial class of four Senior Three students whom she tutors in three subjects: English, Literature and Arabic. At the end of the holiday, she administers an assessment in all three subjects. After marking and awarding marks, Miss Nakabugo Rahmah returns the scripts to the learners. She however loses the mark sheet on which she had recorded the marks but she is able to recall the following random information about assessment results:

- The students' names are Nakiyimba, Apio, Sembusi and Anab
- The marks scored in English were 55,90,60 and 40
- The marks scored in Literature were 75,70,40 and 55
- The marks scored in Arabic were 60,33, 50 and 80
- The above marks are randomly listed and are not necessarily consistent with the order of the students' names
- Nakiyimba ranked last in two subjects
- Apio scored the least mark in English but was the best in Literature

- Sembusi scored 55 in two different subjects and coincidentally 55 is Apio's average mark
- Anab attained the second highest mark in English and the best in Arabic

Questions

- Draw a table indicating what each student scored in three subjects (12marks)
- Determine the average mark of each student (04marks)
- Basing on their overall performance, rank the students in descending order (04marks)
- Explain the importance of assessment in the process of teaching and learning (10marks)
- What are the dangers of holiday tutorials (commonly known as "coaching" in your country?) (10marks)

SPGE=10MARKS

20. Study the following information carefully and answer the questions which follow:

In Mama Mia Food Processing Company, a person's gross income has certain allowances deducted from it before it is subjected to taxation. The allowances are as follows:-

- A married person gets shs 38,000 per month.
- A single (unmarried) person gets shs 20,000 per month.
- Every employee with a child gets an extra shs 12,000 per month.
- For each child below 11 years old the employee gets shs 12,000 per month.
- For each child at least 11 years the employee gets shs 18,000 per month.
- Electricity allowance is shs 300,000 per annum.
- Insurance is shs 432,000 per annum.
- Housing is shs 200,000 per month.

- Medical allowance is shs 360,000 per annum.
- Transport allowance is shs 8,000 per working day.
- The company considers 20 working days per month.

Sarah and Joseph are employees of the above organization. Their monthly gross incomes are shs 1,765,000 and shs 2,190,000 respectively.

Sarah is single and has one child who is 11 years old.

Joseph is married with 3 children of whom only 2 are below 11 years.

The income structure is shown in the table below:

| Taxable income in Uganda Shs. | Rate |
|--------------------------------------|-------------|
| 1-200,000 | 15% |
| 200,001-500,000 | 20% |
| 500,001-600,000 | 30% |
| 600,001-900,000 | 40% |
| 900,001 and above | 50% |

Questions:

- Calculate the monthly taxable income for Sarah and Joseph.
- Calculate the difference in income taxes for Sarah and Joseph.
- What is income tax?
- Why are taxes important in Uganda?
 - Outline the problems encountered during collection of taxes in Uganda.

21. Study the information below and answer the questions that follow:

The solar year is 365 days, 5 hours, 48 minutes and 46 seconds. The year not being exactly divisible by months and days, the practice arose out of making arbitrary divisions and inserting extra days. The Gregorian calendar in use today uses the same

trick to “catch up” with the solar year. Hence the months of April, June, September and November have 30 days while January, March, May, June, August, October and December have 31 days. February has 28 days in ordinary years and 29 in a Leap year.

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

All this seems to control the life of Mzee Byarufu; an illiterate man living in the village of Kikongi; In his culture, it is believed that one’s character and life are determined and influenced by the time of birth. Mzee Byarufu has led a very troubled life full of misfortunes. Being illiterate, he does not know when he was born. All he knows is that he was born the day after Christmas celebrations in the year World War II ended. On the day he was born, his father died while on his way back from the frontline in Burma. His body was never returned for proper burial among his ancestors. Mzee Byarufu has been told that all his misfortunes are either related to the day of his birth or are a result of unperformed rituals relating to the death of his father. On the day he turned 13 years, his mother followed her husband to the grave. He later married and produced several children, half of whom perished in an accident exactly on one of his birthdays. Mzee Byarufu has since become very superstitious. He associates certain misfortunes to dates, numbers and numerous omens. He has been assured by witch doctors and astrologers that unless the exact date, day of the week, month and year of his birth are discovered, his misfortunes would never end.

Questions:

- a) Using today’s modern calendar, help Mzee Byarufu find out the date, day of the week, month and year in which: i) He was born, ii) His mother died.
(Show your working)
(18mrks)
- b) Mzee Byarufu got married at 18 years and produced children every other year until he was 30 years old. On his 31st birthday, some of his children perished in a road accident while coming from a party. i) How many children did he:
- have by the age of 30 years?

- remain with after the accident?

(6
m

k s) ii) Identify the year in which Mzee Byarufu produced his last born child.
(2mks)

- c) What are the problems which are likely to be faced by superstitious people like Mzee Byarufu?
(10mks)
- d) Do you believe in the horoscope? Give reasons for your answer.
(4mks)

Spelling and Grammatical Expressions (SPGE)

22. Study the information provided in i) and ii) and answer the questions that follow:

- i) A grocer will offer a particular kind of fruit for sale only on the day it is delivered. The delivery schedule is the same each week. The grocer's store is open for business Monday through Saturday only.
- Bananas are delivered only every other business day.
 - Oranges are delivered every business day.
 - Passion fruits are delivered on two non-consecutive business days, but not on Monday, Friday or Saturday.
 - Lemons are delivered on the same days as Bananas but also on Saturdays.
 - Pineapples are delivered only on the two consecutive days on which lemons are delivered.

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

- a) What is the maximum number of days on which both lemons and passion fruits can be purchased?

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

Questions:

If the argument above is true, can each of the following inferences be validly drawn? Support your answers.

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

PASSAGES

1. Read the passage below and answer the questions which follow. Try as much as possible to use your own words.

In a dimly lighted classroom at the University of Illinois at Chicago, students gather their belongings while listening to a professor wrap up a well-prepared lecture. With only a few minutes of class time remaining, a female student in the second row pulls a cellular phone from her coat pocket and holds it firmly in her hand. Seeing this, other students in the class start checking their phones with urgency as contagious as yawning at the ballet. One by one, students pull out their treasured phones. Some are gold in colour, some are silver, some even flip open and all are new and stylish. As the professor dismisses the class, students rush to check their message.

OK, so at one point or another we all have been annoyed by somebody on a cell phone, either someone whose phone rang during class or a motorist swerving all

over the road with a phone smashed between a shoulder and an ear. The fact is cell phones are everywhere. But lately it seems what was once an essential tool for important communication has become merely a toy for college kids and adults alike. And now, the accessibility and inexpensiveness of this useful technology has spawned a whole new breed of annoying Americans whose lack of cell phone etiquette clearly demonstrates the selfishness of today's youths.

It is evident the cell phone **craze** has swept UIC. Just walking in campus it's almost certainly easier now to find a person on a cell phone than somebody holding a calculator or even listening to headphones. On campus, I've actually witnessed students decorate their cell phones with colored covers, play video games on the phone's display screen and even compare them with friends, just the other day as I was laughing before a class, I was surprised to hear Beethoven's Faith Symphony emanating from a student's pocket. Now I've heard plenty of bad cover songs, but none as bad as this brilliant piece being played as a series of beeps on a royal blue Nokia cell phone.

Sure, some people might read this and think, "It is just a phone. What is the big deal?" but I believe the significance of the cell phone is correlated with the value of today's youths. Ultimately and unfortunately, this is the importance young people place on material goods and products. There is no doubt we are living in a visual age in which images encourage us to be good consumers. But we must realize we are living in a country where everything we consume is first researched by teams of experts whose main objectives is increasing profits. This includes technologies such as cell phones, and today's youth are obviously buying into the hype and filling in a void normally reserved for spirituality and original thought.

It's funny how things change. Since the 60s, college students are more concerned with updating their cell phones every two months and adoring their new cars with shiny chrome wheels than they are in fighting for a good cause. The cell phone culture certainly is a selfish one. Cell phones can be a convenience, but when they are used to detach the user from the environment, it simply is unnecessary and wrong. What better way to avoid interaction with the environment and the people in it than to shield your ear with a cell phone?

As technology continues to progress, it is obvious young Americans will continue to be obedient consumers. But ultimately it boils down to what is important to us, and I truly hope it's more than just the materials

Questions

a) Suggest an appropriate title for the above passage. **(02 marks)**

- b) What, according to the passage does the writer intend to communicate? (8 marks)**
- c) In a paragraph of not more than 100 words, summarize the disadvantages of cell phone technology. (10 marks)**
- d) Explain the meaning of the following words and phrase as used in the passage.**
- i. Wrap up (2 marks) ii. Contagious (2 marks) iii. A toy (2 marks)
 - iv. Cell phone etiquette (2 marks)
 - v. Craze (2 marks) vi. Valve of today's youths (2 marks) vii. Obviously (2 marks)
 - viii. Hype (2 marks) ix. Detach (2 marks)
 - x. Boils down (2 marks)

2. Read the following passage carefully and answer questions that follow.

Committing suicide is one of those rare cases where the tragedy of a man's death completes and exemplifies the meaning of his whole life. Only the individual who has committed suicide can tell us why he did what he did although many commentators may be intent on turning his tragedy into a revolutionary act. This revolutionary act comes to be seen as representation of the disenfranchised and disgruntled men and women in society. One is in no position to assess the validity of these views but it is certain that a suicide represents and will represent more than his frustration and defeat.

He represents the fate under which the majority of undereducated and under employed find themselves. The degree of exploitation and injustice is as intense as it is widespread. Are societal leaders so blind as to not see the colossal abuse and the intolerable conditions of the people they lead? And why is no one bothered about how our society now lives as if we have run out of options?

Technology has played a great role in turning us into a single unit; we now have similar goals and aspirations, which makes resource options seem so limited. It is necessary to recognize that unless interventions are made, the desperation can only get worse. For long our society was not intolerable as we had the privilege of living different lifestyles. Farmers were fulfilled by their work and did not have to keep peeking at what their shopkeeper neighbour owned or how well his business was doing.

But now that destruction has been eliminated. We are woefully involved in each other's lives and can plainly see the inequality which breeds dissatisfaction. This is what is likely to drive a man described as a hardworking, polite, respectful and kind family man to suicidal rage. This means the individual is first like you and I, which consequently means that we can stumble and fall. Betimes, the bravest thing that we can do for ourselves and our family is to ask for help. It is not a sign of weakness but rather a sign of strength and resourcefulness. When we are able to recognize that we

need support from others, we become an example to our children, that they can reach out for help whether they need it.

It is only when we can manage ourselves first that we can then be the support to our family needs.

Sometimes we are told that those who committed suicide could have dropped out of school after their parents' death. Since they are unable to get anybody to fund their education, they join odd jobs to fend for themselves and the family. At times, adversity can frustrate your every dream and leave you to take alternative routes that you never knew existed. Many of us are living lives we never set out to. For instance, many young women who find themselves in such situations resort to unwanted marriage or even prostitution while others are trapped in dead end jobs. Whatever situation you find yourself in, remember to guard your sanity; after all your life is greater than your dream.

Many people who take up military careers find themselves by-passed for promotion and remain stagnated at the same rank as at the time of their graduation. I do not want to delve into the nitty gritty of how ranks are awarded in the army, but I am sure their lack of any promotion, knowing how uniformed personnel love ranks would be a source of dissatisfaction within their own life. Not only are their careers stunted, they also find themselves trapped in servitude and it looks as though they are doomed to take orders all their life. The only act of defiance they may think available is tragic murder or suicide.

Psychologists have engaged people in such situations and found out that it is easy to lose hope and focus of ones own potential if you keep finding yourself pushing a boulder uphill that never moves an inch. The problem with this linear view of progress is that it blinds you to the whole picture. Your life's progress should not only be measured by material wealth, it should be measured by the person you have become.

Majority of the service people are cast into the role of family providers and protectors while teenagers. This is the kind of responsibility that no child should have to bear. I cannot imagine what goes through their mind as they see their peers progress and establish themselves as able providers while they languish in their uniform and see their failure reflected in the destitution of their family.

But if like that individual you are viewed by your family as a pillar, the rock or cornerstone, remember to give yourself some grace because no one else is going to. There is so much you can do and you have to learn to accept that somethings will be beyond your control. Killing yourself for your family will neither add value to you nor them. Remember it is okay to quit, rest or say no. It is also okay to ask for help; none of the above will depict you as a failure.

Last but not least, we understand that some people could have lived with failure relationships such as failed marriage.

I may not be a man and so I may not be in position to speculate on what drives men to ignore past experiences and rely on hope and faith as they get into newer

ones. But what I know for sure is if you do not work out the issues, that will affect any other relationship you get into. And who said everyone must be in a relationship? Being alone is sometimes more rewarding than forcing oneself in situations that simply drain you.

So if you keep getting in and out of relationships, I cannot think of a more implicit clue that you are not meant to be in one. If you are the kind that feels unable to live alone, take a break to learn to love yourself and once you have mastered that, go ahead and try again. It is important that you learn to love yourself first, otherwise how can you give what you do not have?

Adapted with minor changes from the Monitor 1st June 2023)

Questions:

- (a) Suggest a suitable title to the passage. **(02 marks)**
- (b) According to the writer, how has society contributed to acts of murder and suicide? **(06 marks)**
- (c) Explain the meaning of the following expression
".....representation of the disenfranchised and disgruntled men and women in society."
(02 marks)
- (d) In not more than 100 words, summarise the possible causes of acts of suicide and murder. **(10 marks)**
- (e) Explain the meaning of the following words and expressions as used in the passage. **(20 marks)**
 - i) colossal **(02 marks)** ii) peeking **(02 marks)** iii) suicidal rage **(02 marks)**
 - iv) adversity **(02 marks)** v) dead end jobs **(02 marks)**
 - vi) nitty gritty **(02 marks)** vii) servitude **(02 marks)**
 - viii) boulder **(02 marks)** ix) destitution **(02 marks)** x) implicit clue **(02 marks)**

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

Gender equality is, first and foremost, a human right. A woman is entitled to live in dignity and in freedom from want and from fear. Empowering women is also an indispensable tool for advancing development and reducing poverty. Empowered women contribute to the health and productivity of whole families and communities and to improved prospects for the next generation.

Since the older times, women have been treated as second rate citizens across the globe. The situation is almost the same everywhere irrespective of the developed country or the developing country-caste, community, colour or creed a position which is comparable in many ways, with that of racial minorities. Women have been relegated to secondary position despite the fact that they numerically constitute about half the world population today.

This situation has caused immense loss to their self-dignity as human beings and also their independent entities, associated with men, apart from other matter, in context with intellectual and professional capability.

In the very beginning of civilization, women enjoyed a respectable position in society at par with men. They actively participated in social, religious affairs as well as in welfare. The social, religious ceremonies were considered incomplete unless women participated in them. However, it was their physical constitution which acted as hurdles on the way to doing their various different tasks.

Gradually, they became dependent on men for food, protection and other necessities. It was due to the strong build of men they risked their lives in course of hunting and food collection. It is really ironical that superiority is not accorded to the fair sex who are responsible for carrying forward lives on this planet but to men who have muscle power with the help of which they can subjugate others.

Later, the woman became the epitome of procreation and was very often associated and identified with Earth, which supported lives with all her resources. This thought inspired in men a feeling of respect and regard which was reflected in their worship of women as goddesses. Despite this elevated position that she enjoyed and are still enjoying in the form of being worshipped as goddesses Durga, Kali, Lakshmi, and Saraswati and so on.

However, a woman is fated to be subjected, owned and exploited like the very nature, whose magical fertility she embodies.

During the course of social development, the position of women also changed. When society was formed, patriarchy was established. Gradually, males became dominant in society. They were to write the codes for all times and obviously women were given a subordinate position. A prominent feature of hegemonic ideologies is the projection of the dominant viewpoint as universally true.

Patriarchy, as an ideological assumption, works on the same principle. And, yet, even in ages of strict dominance by males, society has thrown up women of caliber, who could match, even surpass, the skills of men. They made great progress in various fields of life and gained significant achievement is really plausible because they have been achieved in a highly adverse situation and at the cost of severe social criticism, indeed even ostracism.

The need for women's empowerment arises from the subordinate position they have been accorded for a long time. The empowerment has been felt as a tool to bring about changes in their socio-economic condition. It has been felt on the part of nation as well as individual that no society can progress till women, a major constituent of society, lag behind.

Empowerment of women needs to begin with her participation in different spheres of life. Education is a great determinant in this regard in this regard. To achieve empowerment women have to be educated to be aware of their rights and privileges in a modern society. It is education which can bring about awareness in them related to their social status, injustice and differentiation meted out to them. Besides, economic independence is a major factor which can contribute in empowering women. India in the very beginning realized this need.

The architect of India Constitution of the opinion that unless and until women are empowered, nothing was going to bring about any change in their destiny. At that time, the women, in the name of Sanskaras were tied up with the bondage of superstitions, which they had to carry till the last breath of their lives. They were considered just a matter of joy and a source of amusement. She was, according to the Hindu Shashtra, the bonded slave of her father when she was young, to her husband when she was middle-aged and to her son when a mother. Of course, all the epigrams, aphorisms, proverbs, platitudes and truism have been naked truth about the stature of women in India.

It does not mean that efforts have been made to bring dignity in the life of women. There has been a long tradition of social reforms by our saints and social reformers which include, Raja Rammohan Roy, Ishwar Chandra Vidyasagar, Mahadev Govind Ranade and Jyotiba Phule, to name a few, who tried their best to bring changes in the life of women. Their efforts, however, bore fruit to some extent, but did not make too much difference to the lots of the masses.

In this direction, Dr. Ambedkar tried to break down the barriers in the way of advancement of women in India. He laid down the foundation of concrete and sincere efforts by codifying the Common Civil Code for the Hindus and the principle is capable of extension to other sections of the Indian society. Besides, he also made provision in the Constitution to ensure a dignified social status to women. He, by codifying Hindu Law in respect of marriage, divorce and succession rationalized and restored the dignity of women.

In addition to this, the Sharda Act is also worth mentioning. It has set the seal of authority upon the piece of social reforms, which the heads of orthodoxy were imposing. The Hindu Code Bill, which covers issues such as right to property, order of succession to property, maintenance, marriage, divorce, adoption, minority and guardianship,

constitutes part of social engineering via law. Needless to say, it was a revolutionary measure.

It was really a first step towards the recognition and empowerment of women in India. This gives a woman right to property, which undoubtedly strengthens her social position. Despite all these political measures, women's empowerment remains a distant dream in India. In fact, political empowerment is a key to development in this society. It is a must for an all-around development of women. It is the need of the hour to ensure her participation in the decision-making at home, in community and at the national level. It is for the fulfillment of this need that the women's Reservation Bill was introduced in the Parliament by the BJP Government. But since then, ruling parties changed in power but the Bill could not see the light of the day.

The political parties do not seem to be honest in their perspectives. But before political empowerment, we must concentrate on imparting social education because without academic and social education, the political empowerment has failed to bring desired result as we have seen in case of 33 percent reservation in local bodies ensured by the historic 73rd and 74th constitutional amendments. The uneducated women are quite unaware of their rights and privileges and are therefore subject to exploitation at the hands of government machinery, as well by family members.

Therefore, our efforts should be directed towards the all-around development of each and every section of Indian women, not confining the benefit to a particular section of women in society, by giving them their due share. It is a must to protect their chastity, modesty and dignity and ensure their dignified position in society. Without removing social stigma, enduring progress and development could not be achieved. For this, the governmental and non-governmental organizations including media should come forward and play an active role in creating awareness in society.

The task is not too difficult to achieve. The honesty and sincerity on the part of those involved is a must. If lots of woman change, definitely it will have a positive impact on society. Hence, women's empowerment is our need of the hour.

Questions

- a. Suggest a suitable title to this passage. **(02 marks)**
- b. What does the author mean by
 - (i) "...the woman became the epitome of procreation and was very often associated and identified with Earth..." **(03 marks)**
 - (ii) "The honesty and sincerity on the part of those involved is a must."

(03 marks)

c. In not more than 100 words, summarize the steps that have been taken to empower

women.

(12 marks)

d. Explain the meaning of the following words and phrase as used in the passage, using your own words wherever possible:

Gender equality

(02 marks)

Indispensable tool

(02 marks)

Second rate **(02 marks)** at par

(02 marks)

Subordinate position

(02 marks)

Epigrams **(02 marks)** Platitudes **(02 marks)**

Break down the barriers

(02 marks)

Enduring progress

(02 marks)

Women's empowerment is our need of the hour

(02 marks)