

BUDINI SECONDARY SCHOOL
S.5 GENERAL PAPER
TERM ONE MIDTERM EXAMS -2024
TIME: 2 HOURS

Instructions: Attempt one Question. Choose from either Section A or Section B

Section A

1. Discuss how human rights have been violated in Uganda. What steps have been taken to promote these rights in Uganda?
2. To what extent is the government policy of making science subject compulsory in secondary schools viable?
3. "Human factors are primarily responsible for environmental degradation" Discuss
4. Discuss the role played by women in the traditional African society.

Section B

5. 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 businesses to be managed by his children, according to the cherished norms of his kingdom. Below are the businesses operated in order of their importance and value:

- A manufacturing industry,
- A five-star hotel in the city centre,

- A car importing company.
- A general merchandise shop on the main street of a major city.
- 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 the 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?
- Suggest the steps that should be taken to address the problem of pro

perty inheritance in your community.

1. **Read the following passage and answer the questions which follow;**

The period of colonial rule in Africa has been relatively short. For over 400 years the coastline had been known and increasingly dominated by the European powers, but the interior unknown and unwanted until the end of the nineteenth century. This was not only because of the inhospitable coasts and the difficulty of penetrating beyond them, but also because what was considered useful to Europe could be had without bothering to penetrate far inland. Small coast forts were all that were required to provide bases for ships on way to the known riches of the east and to act as depots for the **plunder** of the interior. Gold, ivory and above all, slaves could be brought to the European forts by native middlemen.

The Portuguese were the earliest coastal explorers and the first of Africa's European colonists. Creeping southwards along the West Coast, the ships of Prince Henry the Navigator had already reached south of the Gambia by the time of his death in 1460, and they had brought back with them their first cargoes of gold and slaves. By 1484, Diego Cao had reached the mouth of the Congo, and before the century was out, Vasco da Gama's discovery of the cape route to India made possible the rapid expansion of a Portuguese empire in the Indian Ocean.

North of Cape Delgado, on the east coast, Portuguese found the Arabs already **entrenched**. From their coastal bases, the Arabs were able to obtain precisely the same African commodities that interested the Portuguese; like them, they failed to penetrate into the interior until well into the nineteenth century.

The Portuguese monopoly of West Africa and of the slave trade lasted until the end of the sixteenth century, when it was broken by a number of West European countries, French, English, Danes and Prussians all entered the trade, but it was the Dutch who r

really **ousted** the Portuguese from their dominating position, both in West Africa and in the Indian Ocean. In the west, the Portuguese were driven from all their strongholds except on the coast of what is now Portuguese Guinea and Angola. In the east, they were similarly driven southwards by the Arabs to what is now Mozambique.

The slave trade reached its height in the eighteenth century, and the Dutch and English were the chief carriers. Various estimates of the number taken out of Africa have been made, but it was certainly not less than ten million and may as well have been more. One careful calculation gives twelve million for the Atlantic trade alone, while the Arabs in the East probably involved even greater numbers covering as it did a much longer period of time. What had horrified subsequent generations produced no **moral qualms** among those involved and it took thirty-one years from the date of the first successful motion against the slave trade in the British House of Commons to the final abolition of slavery for Britain itself in 1807.

The slave trade was, however, more than a crime against humanity and a challenge to the conscience of Europe. Many of its effects were to endure much longer than the trade itself, influencing the life of Africa today as an **inevitable legacy** from the past. There are the effects arising from the forcible mass movement of millions of Negroes to the Americas, where they have increased in numbers and extended their range of distribution since the days of slavery. They have now become integrated in varying degrees with the societies in which they now live, but, because of the consciousness of colour that those with lighter skins have forced upon them, they have never completely lost their sense of identity. In the 1920s, this sense has implied an eventual return to Africa, for others it has meant participating in African emancipation from there outside by encouraging the "Pan-Africanist" movement, while for the majority it has entailed a simple **emotional affinity** with all other Negroes. In all instances, their sense of identity has given them a **heightened interest** in the welfare for African interest which the political leaders of countries like USA and the West Indies can afford to ignore only at th

air peril.

The slave trade penetrated the interior long after normal trade and empire building would have opened it up. The interior of Africa became the preserve of the slave traders and their agents, a locked-up land in which there was neither room nor opportunity for the teacher, scientist, or missionary. The slavers could obtain all they wanted from their bases on the coast. It was their interests, as Livingstone saw so clearly, to keep Africa an "unknown" continent, just as the only way to kill the slave trade was to open up the interior and provide both facilities and security for honest trade.

Slave trading helped to destroy the native civilizations of the interior. It did so in two ways; by maintaining a state of perpetual inter-tribal warfare, as tribes raided to secure captives to sell to the slavers, and by the depopulation of whole areas over a long period of time. It thus helped to reinforce the European belief that nothing good could come out of Africa except what was put out by the Europeans. It helped perpetuate the myth that the Negro was **inherently inferior** so that by as late as 1928, a distinguished Englishman could write." The Negroes of tropical Africa specialized in their isolation and stagnated in utter slavery. They have been drifting away from the human standards towards the brute **migratory impulses** drew the Caucasian, the world's redeemer, to enter the Tropical Africa mingle his blood with that of pristine Negroes and raise the mental status of these dark-skinned woolly-haired, prognathous **retrograde** men."

Questions

- a) Suggest a suitable title for the above passage (02 marks)
- b) Describe the history of slave trade as given in the passage. (08 marks)
- c) In about 120 words, explain the effects of the slave trade. (10 marks)

arks)

d) Explain the meaning of the following words/ phrases as used in the passage using your own

words as much as possible.

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| (i) plunder | (02marks) |
| (ii) entrenched | (02marks) |
| (iii) ousted | (02 marks) |
| (iv) moral qualm | (02 marks) |
| (v) Inevitable legacy | (02 marks) |
| (vi) an emotional affinity | (02 marks) |
| (vii) a heightened interest | (02 marks) |
| (viii) inherently inferior | (02 marks) |
| (ix) Migratory impulses | (02 marks) |
| (x) Retrograded | (02 marks) |

SPGE = 10 MARKS

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