**KANTARE SECONDARY SCHOOL**

**GENERAL PAPER MARKING GUIDES**

Contents

[2002 2](#_Toc63838097)

[2006 3](#_Toc63838098)

[2007 9](#_Toc63838099)

[2009 16](#_Toc63838100)

[2010 23](#_Toc63838101)

[2011 30](#_Toc63838102)

[2012 38](#_Toc63838103)

[2013 43](#_Toc63838104)

[2014 50](#_Toc63838105)

[2015 56](#_Toc63838106)

[2016 62](#_Toc63838107)

[2017 68](#_Toc63838108)

[2018 75](#_Toc63838109)

[2019 81](#_Toc63838110)

# **2002**

**QN 8:**

1. Suitable title of the passage:

* Challenges of bringing up children
* Dangers of giving liberty to children

( 02 marks)

1. Writer’s initial expectations of children:

* That a child was born and grew up without any problem
* That one mapped out a straight path and
* That he would step lightly down to it.
* That children born of the same parents would necessarily resemble each other.

( Any 2 points @ 03 marks = 06 marks)

1. Arguments for giving children liberty:

* At a certain age, a boy or girl would open up to love.
* Wanted daughters to discover love in a healthy way,
* Without feelings of guilt, secretiveness and degradation.
* Wanted to create a favourable atmosphere for a sense of behavior and for confidence

(Any 6 points @ 2 marks = 12 marks)

1. Meanings of words and phrases
2. My worries pale: the writer’s anxiety lessens/ his shock becomes light.
3. Allay the fear: make someone less afraid; decrease/ alleviate/ mitigate/ assuage/ mollify anxiety.
4. Inhaling like connoisseurs: Taking in smoke like experts/ experienced smokers.
5. Savoured their pleasure: Fully enjoyed the taste/ enjoyed the taste of the cigarette.
6. Manage the feet: Keep their teeth clean and white amidst smoking/ work out the combination
7. Flow of progress: one event after another/ one phenomenon after the other.
8. Scram: Disappear/ leave/go away immediately/ without delay.
9. Stick in the mud: a person who resists change/ a person who is dull and un-adventurous/conservative.
10. Play hide and seek: evade or seem to evade someone/ appearing and disappearing.
11. Jaunty- lively, cheerful and self-confident/ happy/merry/jolly/joyfull/glad/gleeful/ cheery/buoyant/ bouncy/ breezy/ exuberant/ ebullient/ full of life/ sparkling/ carefree/ effervescent/ bubbly/ frisky/full of joys of spring/ insouciant/ relaxed etc.

(Each up to 2 marks x 10 = 20 marks)

SPGE 10 marks.

# **2006**

1. **Examine the factors that have undermined the adoption of a national language in Uganda.**

**Def:** National language is a medium of communication which is accepted and widely spoken/ used by the majority population in a country.( greater percentage of the people). Such a language may be indigenous such as Kiswahili in Kenya, and Tanzania, Lingala in DRC.

Factors undermining

* Diversity of languages (52 languages and ethnic dialects).
* Sectarian tendencies based on tribe/ religion.
* Colonial influence on language choice( Kiswahili for Kenya and Tanzania, English for Uganda)
* Educational differences (elite vs non- elites/ traditional/ conservative).
* Political trends – each leader comes up with a different political program/ policy.
* Lack of resources- human, financial, literature.
* Instability/ insecurity in politics leading to uncertainties.
* No clearly defined government policy.

Mark allocation

SP- 05, GE- 10; Def- 05, Cont: Any 06 points @ up to 5 marks. = 30.

1. **“Foreign Aid is a necessary evil for developing countries”. Discuss.**

**Def:** Foreign aid is assistance given by other countries, organizations or individuals in form of materials, finance, man power, manpower, ideas, etc. to developing countries.

**Necessary evil ( NE)**

* To avert human suffering/ alleviate human suffering e.g. disease, famine, etc.
* Supports government development programs, roads, hospitals, schools etc.
* Averts natural calamity effects by providing tents, food basket and rescue missions.
* Alleviates poverty e.g Habitat for Humanity.
* Promotes savings through reception of developmental loans at individual level through village banks.
* Provides man power development. Expertise/ skilled personnel, technology for increased productivity.
* Source of foreign exchange through loans, grants, etc
* Widens/ creates / improves international relations and friendship.
* For promotion of democratic governance.

**Not Necessary (NN)**

* Perpetuates debt repayment burden from generation to generation
* Has a corollary effect on local man power/ unemployment/ kills local initiative.
* Repatriation of profits
* Leads to perpetual dependence syndrome.
* Dumping useless/ outdated / ineffective goods/ materials.
* Has strings / conditions attached/ political interference.
* Fueling of insecurity, corruption and other services.
* Cultural pollution, pornography, homosexuality.

Mark Allocation

SP- 05; GE- 10; Def- 05

Cont: NE- 5 points @ 3 mks = 15

NN- 5 points @ 3 mks = 15

1. **To what extent is environmental degradation in Uganda a result of human activities?**

**Def.**  Environmental degradation is the reduction in value/ deterioration in value of man’s natural endowments such as trees, land, water, air, wildlife, etc.

Human activities (H)

* Settlement on wetlands and other marginal lands for agriculture, housing, factories, etc.
* Industrialization leading to land, water and air pollution
* Deforestation due to lumbering, charcoal burning, etc.
* Mining and quarrying activities e.g brick making, excavating sand.
* Noise generating machinery, e.g music boxes, construction machines, bombs or war equipment, automobiles.
* Burial practices, e.g. cementing of graves and use of tiles.
* Poor waste disposal e.g human excreta, polythene material, glass, metal., plastics, garbage, etc.
* Poaching in game parks and game reserves
* Depletion of water resources due to overfishing, fish poisoning, etc.
* Poor farming methods, e.g overstocking, overgrazing, overuse of the land, land fragmentation, bush burning, etc.
* Transportation, including construction of roads, airfields, railways, fumes from exhaust pipes, oil spills from tankers
* Transfer of flora and fauna into new geographical areas, e.g water hyacinth, crane, rats etc.

Other factors ( O)

* Natural hazards e.g volcanic eruptions, earthquakes, landslides
* Pests and diseases e.g anthrax that killed hippos in Kazinga channel
* Chemical weathering and leaching resulting into salt pans
* Cyclic climatic changes responsible for floods and drought/ desert conditions.

Mark Allocation

SP- 05; GE- 10; Def- 05

Cont: H- 8 points @ 3 mks = 24

O- 2 points @ 3 mks = 06

Total: 50 marks

1. **What measures has the United Nations Organization (UNO) taken to resolve international conflicts?**

**Def;** International conflicts refer to fights, quarrels, and disagreements between two or more nations e.g. DR Congo Vs Rwanda, Sudan Vs Uganda, Ethiopia Vs Eritria, etc.

Measures:

* Use of sanctions against a belligerent nation/ one that violates the principles of UNO e.g Iraq, Libya, S. Africa.
* Use of force / military action against a belligerent nation e.g. Bosnia- Hezgovena.
* Dispatch peace- keeping missions in war-torn areas, e.g. Liberia, Sierra Leone, Labanon, DR Congo.
* Sending Special mission for human rights/ political advisors and investigators e.g Sudan./ Appointment of special envoys e.g Angola.
* Inviting the conflicting parties to round table talks e.g US- North Korea, Israel- Lebanon, India- Pakistan, North Korea- Japan.
* Resettling population through repatriation, e.g. resettling Ugandans from Congo, Sudanese from Lebanon, etc.
* Use of international courts of Justice to settle disagreements/ conflicts e.g ICC at the Hague or Regional court at Arusha.
* Setting up an interim government to restore order e.g. Haiti.

Mark Allocation:

SP- 05; GE- 10; DEF- 05; CONT: 06 POINTS @ UP TO 05 MARKS= 30

1. **To what extent has information and communication technology (ICT) influenced cultural Values in your community?**

**Def.** ICT refers to the Use of scientific means of conveying messages through computers, TV, radio, telephone, printed materials, etc.( 02 marks)

**Cultural values** are morally acceptable norms and practices in society, for example style of dress, manner of eating, greeting, respect for elders, etc. (03 marks)

|  |  |  |
| --- | --- | --- |
| Cultural practice | Cultural value | ICT influence |
| 1. Dressing | Decency | Variety  Decency/ indecency |
| 1. Marriage | Continuity/ posterity  Fidelity, prestige/ status  security | Weakened bonds  Fewer children  Infidelity, perversion |
| 1. Entertainment | Promotion of culture  Lesson learning  Recreation/ leisure  Socialization | Money making  Variety  Crime, immorality/ pornography  Easy storage, easy transfer |
| 1. Feeding habits | Generosity/ hospitality  Honesty/ trust | Selfishness  Ill-health, perversion, variety. |
| 1. Funeral/ burials | Hospitality,  Respect,  Consolation | Show offs  Commercial/ business |
| 1. Language | Identity  Unity, courtesy | Little courtesy  New language introduced  Literature preserved |
| 1. Trade/ commerce | Honesty  Transparency  Welfare | Specialization  Dumping |
| 1. Religion | Morality  Unity , forgiveness  Cleansing (ritual)  Reverence, humility | Business, cults,  Immorality, mistrust  Wide coverage. |
| 1. Education | Promoted culture  Specialization, Jobs  Problem solving  Professionalism | Business  Costly  Easily accessed  Stratified society |
| 1. Organization/ leadership | Respect  Obedience, mobilization,  Unity, consensus | Divisions  Disrespect, Democracy  Favoritism , materialism, |
| 1. Production | Hard work, self reliance  Societal involvement,  Security of food | Laziness/ idleness  Quick production  Efficiency, etc |
| 1. Health | Plant/ animal medicines  Cheap herbs  Diagnostic skills | Artificial  Hygiene  Efficiency  costly |

Mark Allocation:

SP-05; GE- 10; DEF- 02, 03; CONT-06 POINTS @ UP TO 05 MARKS= 30

1. **“If you spare the rod, you spoil the child” Discuss.**

Explanation of the statement: If you do not punish / discipline the child for doing something wrong, then you will ruin the child’s character.

Forms/ modes of punishment (corrective measures) and their effect.

* Slapping, pinching the child- causes pain to the child
* Denying the child hugging- causes emotional depression and shame
* Rebuking/ reprimanding the child- the child gets embarrassed
* Caning the child- causes pain to the child
* Detain ( put the child under detention)/ confinement- makes the child miss interaction.
* Withdraw privileges from the child- causes emotional harm to the child
* Counseling the child- causes the child to regret his/ her actions.
* Subject the child to law courts – may cause the child to reform.

Mark Allocation:

SP- 05; GE- 10; DEF/ EXP- 05; CONT: ANY 06 PTS @ 05 MARKS = 30

1. **TIME TABLE FOR THE MATCHES TO BE PLAYED**

|  |  |
| --- | --- |
| **GROUP A** | **GROUP B** |
| Nitus vs Darongo- 24th Jan  Nigua Vs Wandao 25th Jan  -------------------------- 26th Jan  Nitus Vs Nigua – 27th Jan  Darongo Vs Wandao – 28th Jan  ------------------------- 29th Jan  Nitus Vs Wandao 30th Jan  Darongo Vs Nigua – 31st Jan | Burkia Vs Nenkou – 24th Jan  Limogi Vs Sengope – 25th Jan  ---------------------------- 26th Jan  Burkia Vs Limogi – 27th Jan  Nenkou Vs Sengope 28th Jan  -------------------------- 29th Jan  Burkia Vs Sengope 30th Jan  Nenkou Vs limogi – 31st Jan |
| **GROUP C** | **GROUP D** |
| Angeria Vs Mbazania  Merquois Vs Angeria  Mbazania Vs Delinia  Merquois Vs Mbazania  Angeria Vs Delinia  Merquois Vs Delinia | Gering Vs Nibento  Croama Vs Ricaragua  Gering Vs Croama  Nibeto Vs Ricaragua  Gering Vs Ricaragua  Nibeto Vs Croama |

**QUARTER FINALS**

1. Winner Group A Vs Runner -up Group B
2. Winner Group B Vs Runner-up Group A
3. Winner Group C Vs Runner-up Group D
4. Winner Group D Vs Runner-up Group C

SEMI-FINAL

1. Winner AB Vs Runner-up CD
2. Winner BA Vs Runner-up DC

Losers Game

Loser in (AB Vs CD) Vs loser in (BA Vs DC)

Finals- winner in (AB vs CD) vs winner (BA vs DC)

A(ii) 32 matches (2 marks)

1. **Suggested suitable title**

* Teenage courage
* Recollections of a teenager
* Boyhood adventure
* Initial expedition/ outing
* The tea dance at the plaza

(b) Qualities expected in male companions

* Ability to dance
* Ability to play foot ball
* Tendency to show off in public
* Smoking
* Ability to chat with female counterparts
* Taking female out for a drink/ entertainment

(c) How the writer was socially transformed:

* Admired but feared girls
* The sister tried hard to change him from a drag to a socialite by taking him to tea-dance.
* His experiences at the tea- dance at the plaza changed/ stirred/inspired him from a timid boy to a courageous boy.
* He invited Eileen to dance with
* The writer is fully stirred up and awakened.

(d)

1. Small talk- flirting chat/ conversation about everyday and unimportant social matters, sweet talking.
2. Tended goal- goal keeping
3. Have the nerve- have the courage/ guts, courageous/ bold
4. Stir me up- awaken/ excite/ arouse/ ignite
5. Afternoon engagement- past mid day activity/ arrangement/ commitment
6. Roped in- dragged in/ coerced/ forced
7. For decency-moral check, reason, good reason/ out of politeness
8. Powerful deterrent- strong prohibition/ barrier/ inhibition/ restrain/ discouragement/ prevention/ hindrance / obstacle/ stumbling block
9. Gained the status of actuality- become real or true.
10. Extreme sophistication- very complicated/ splendid/ magnificent/ refined/ impressive

Mark Allocation:

SPGE- 10

Cont: (a) = 02; (b) any 4pts 2 marks each = 08; (c) 5 pts @ 2 marks = 10

(d) 2 marks @ = 20

# **2007**

1. **Account for the occurrence of Military coups in Africa. Suggest measures that should be taken to minimize coups in Africa.**

**Def:** A military coup is a sudden, violent seizure of state power by the armed forces. E.g. Uganda in 1971.

**Causes(C)**

* Undemocratic governance/ dictatorship/ long stay in power.
* Economic stagnation due to mismanagement/ poverty
* Corruption and all its forms
* Tribalism and sectarianism
* Discontent in the army
* Ambition and greed for power
* External influence from neighbours/superior countries
* General insecurity /break down of law and order.
* Unprofessional conduct of the army.

**Measures (M) to minimize coups.**

* Democratic governance through respect of the constitution, rule of law
* Economic recovery programs- poverty alleviation/ equitable distribution of resources
* Fighting corruption
* Improve conditions of service for soldiers.
* Sanctions against undemocratic/ military governments
* Practice good foreign relations/encouraging regional integration/ international relationships.
* Encourage reconciliation with dissidents e.g. exiles, rebels
* Ensure security of people and poverty.

Mark Allocation

SP- 05

GE- 10

Def- 05

Cont: (C) 05 points @ up to 3 marks = 15 marks

(M) 05 points @ up to 3 marks = 15 marks

1. **Examine the benefits and challenges of adopting Kiswahili as a national language in Uganda.**

**Def:**  National language is a means of communication legally accepted and agreed upon by the people a country for example Kiswahili in Kenya, Lingala in DRC.

**Benefits(B)**

* It is a neutral independent language for Uganda (no tribal claim on it)
* Enhancement/ promotion of unity amongst ethnic groups
* Eases communication / interaction / no translation/ saves time.
* Promotion of internal and international trade.
* Promotes Kiswahili culture e.g food, dressing
* Enhances regional identity- East Africans
* Increases chances of employment.

**Challenges (C)**

* Few people are conversant with the language
* Standard Kiswahili is not easy to learn
* Bias- it is a language held in suspicion, associated with repression/ criminals/ armed robbery/ military oppression.
* Not yet compulsory in schools and for all students
* Lack of trained personnel to teach the language
* No clear government policy on the matter/ planning/ funding
* Ethnic bias against the language/ related to the coast
* The need to coil words / phrases from local languages to suit the Ugandan situation.

Mark Allocation

SP- 05

GE- 10

Def- 05

Cont: (B) 05 points @ up to 3 marks = 15 marks

(C) 05 points @ up to 3 marks = 15 marks

**3. Discuss the factors that have undermined the girl-child education in Uganda. How can this problem be addressed?**

**Def:**  Girl child education refers to a process by which females/ daughters’ mind and character are developed through formal instruction at school.

**Factors (F)**

* Inadequate and inappropriate sanitary facilities e.g. toilets, bath rooms, incinerators, etc.
* Lack of comfortable/ inappropriate sanitary gears
* The cultural expectation that women should not be educated, Bride wealth, early marriages
* The biased social attitude against educated girls
* Too many house chores for girls undermines their education
* Poverty/ lack of money to take girls to school and maintain them there. This makes girls more vulnerable.
* General criticism/ insensitive comments at school by teachers
* Shortage of relevant / alternative, primary, secondary or vocational training institutions.
* Unwanted pregnancies interrupt the girls education
* Girls’ early sexual maturity makes them sexually active and vulnerable.
* La ck of sensitization of the masses about the value of the girl child education.

**Solutions(S)**

* Guidance and counseling by professional counselors at school.
* Open talks/ straight talk with girls about their sexuality
* The school community should be supportive and understanding
* Sensitize and educate parents/ guardians and community on raising the girl child
* Girls who get pregnant while at school should be allowed / encouraged to go back to school.
* Compulsory universal primary and secondary education
* Vocationalization of education at all levels
* Taking advantage of the existing affirmative action on the girl child
* Stringent and water-tight measures / laws should be put in place to deal with defilers.

Mark Allocation

SP- 05 , GE- 10 , Def - 05

Cont: (F) 05 points @ up to 3 marks = 15 marks, (S) 05 points @ up to 3 marks = 15 marks

1. **Explain the causes of brain drain in Uganda. How can this problem be solved?**

**Def:** Brain drain is the departure / exodus/ massive out flow of highly skilled/professionals from one country to another.

**Causes(C)**

* Unemployment and under-employment, due to limited capacity to absorb newly qualified.
* Un-conducive social, political climate e.g. wars
* Corruption/ marginalization
* Low pay and poor working conditions
* Ageing population in the west has attracted young professionals elsewhere.
* Education system produces more job seekers than creators
* Spirit of adventure and attractions in the developed world
* Influence of social ties e.g. relatives, peers, marriage partners.
* Lack of patriotism/ nationalism.

**Solutions(S)**

* Economic recovery program/ diversification of the economy
* Industrial and technological developments
* Ensuring security (social and political)/practice good governance
* Crack down corruption
* Strengthening regional and institutional co-operation.
* Improve conditions of service e.g salaries
* Reform the education system to be job creative related to the job market.
* Encourage population control.
* Sensitize the people/ instill the spirit of nationalism (love for one’s country).

Mark Allocation

SP- 05, GE- 10 , Def - 05

Cont: (C) 05 points @ up to 3 marks = 15 marks

(S) 05 points @ up to 3 marks = 15 marks

1. **Abstinence is the most effective method of curbing the spread of HIV/AIDS in Uganda. Discuss.**

**Def:** Abstinence is a deliberate / voluntary/ stopping/ refraining from all sexual interactions or relationships e.g. hetero-sexual or homosexual relations.

**Abstinence (A)**

* It is effective for unmarried persons (helps keep their identity)
* It cuts of sexually related transmissions/ risk free
* It reduces the number of children born with HIV
* It is cheap / costless/ affordable
* It helps in protecting and promoting moral/values e.g. virginity.

**Other methods (O)**

* Being faithful/ fidelity
* Avoid / abandon risky cultural practices e.g. spouse inheritance, tattooing, etc.
* Practice safe sex e.g. use of condoms
* Practice safe blood transfusion by screening
* Encourage PMTC(prevention of mother to child transmission)
* Behavioral change e.g. pornography, bad groups, alcoholism, night clubbing, etc.
* Avoid sharing sharp instruments e.g. razor blades, pins, knives, etc during circumcision.
* Education and sensitization/ awareness for males.

Mark Allocation

SP- 05, GE- 10 , Def - 05

Cont: (A) 03 points @ up to 3 marks = 09 marks

(O) 07 points @ up to 3 marks = 21 marks

**6. Should wild life in Uganda be conserved?**

**Def:** Wild life refers to living things (fauna and flora) found in their natural habitat.

**Should be conserved (Yes)**

* Provision of food e.g. wild animal meat, fruits, honey, fish etc.
* For medicinal purposes/ qualities e.g. aloevera for malaria, fish for measles
* For posterity/ avoid extinction
* For aesthetic value/ environmental beauty
* Used as symbols e.g. crane for national emblem, pigeon for stability ,dove for peace, etc.
* Maintain ecosystem/ ecological balance
* For boosting tourism industry
* Has economic value for government and individuals e.g. through selling animal products etc/ employment.
* Study and research purposes
* Leisure/ passing time e.g. hunting, sport fishing
* Artistic value e.g. the dancing gear, seed patterns, etc
* Some animals and plants foretell the onset/ the occurrence of certain events/ act as messengers
* For artifacts and construction materials
* Moderate/ modify climate
* Maintenance of soil fertility/ control erosion
* Source of fuel

**Should not be conserved (NO)**

* Some animals are dangerous to man e.g. snakes, lions, Crocodiles, etc.
* Some animals and plants are poisonous
* Displacement of large human population to create parks, reserves, etc
* Some animals are pests and vermin e.g. baboons, monkeys etc
* Some animals are hosts for diseases e.g. ebora
* Hinder development e.g. construction of roads, power lines etc.

Mark Allocation

SP- 05, GE- 10 , Def - 05

Cont:

Either; (Y) 10 points @ up to 3 marks = 30 marks

OR; (NO) 06 points @ up to 5 marks = 30 marks

For both sides, ignore the second part.

**7. (a)(i) Actual number of inmates per prison;**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Prison | Convicts | Remands | lodgers | Others | Total |
| Murchison Bay | 484 | 1129 | - | - | 1613 |
| Luzira Upper | 211 | 69 | - | 1776 | 2056 |
| Arua | 192 | 361 | - | - | 553 |
| Rukungiri | 47 | 203 | - | - | 250 |
| Kumi | 19 | 58 | - | - | 77 |
| Jinja Main | 249 | 338 | 33 | - | 620 |

(1/2 mark @ = 03 marks)

(ii) Title of the graph

**A COMPARATIVE BAR GRAPH REPRESENTING THE PLANNED AND ACTUAL NUMBER OF INMATES IN THE SHOWN PRISONS** (01 MARK)

**Key:** Series 1; planned number of Inmates

Series 2: Actual number of inmates.

(b)(i) The prison with the largest number of inmates is Luzira Upper prison. (01 mark)

(ii) Reasons for the large number.

* Luzira (Upper) is the main (National) prison
* Judicial process is slow
* Located in the city where there is high crime rate
* It is the only prison with the “other” un categorized prisoners
* It is near the Uganda Supreme Court, Court of Appeal, and General Court Martial.
* Has the highest form of security to hold hard core criminals.
* Some prisoners are unable to raise money for bail or surety.

(c) Consequences of exceeding the planned capacity of prisons

* Overcrowding leading to poor sanitation
* Easy spread of diseases
* Strain of resources e.g. facilities, personnel, funds
* Under feeding/ poor feeding
* Danger of mixing hardcore criminals and petty criminals
* Vices develop e.g. sodomy, torture, vulgar languages
* Violation of prisoners rights e.g. privacy, overworking.

Mark allocation:

SPGE = 10 marks

(a)(i) = 03 marks

(ii) = 12 marks; Accuracy = 06 marks

Title= 01 mark

Axes = 02 marks

Scale = 02 marks

Key/ labeling = 01 mark

(b) (i) 01 mark

(ii) 12 marks (any 6 points @ 02 marks)

(c) 12 marks (any 6 points @ 02 marks)

**8. (a) Suitable title of the passage:**

* Human development potentialities and actualities
* Factors affecting human Development and behavior
* The diverse human potentialities
* Human biological process

(b) (i) Human beings have numerous possibilities that they can become. These are however reduced to few real observable ones as the individual grows.

(ii) - the time’s arrow is one of the pillars of the biological process.

* Time moves in only one direction i.e. it is irreversible.
* Time for anyone individual is limited
* Time runs out eventually for any given individual.
* The individual’s family/ culture to which one is born
* Time which is in one direction is limited and runs out
* The environment
* Motivation (stimulus- response) which influence patterns of human activity.
* Spontaneous activity/ involuntary uncontrolled actions.
* The existing organized structure/ scheme/ controlled behavior.
* The emergence from matter to life, then to mind/ from conception to maturity/ evolution of a person in various stages.

1. (i) act of conception- fertilization process of uniting the egg and sperm.

(ii) stamped upon- imprint; take identity of; to become

(iii) spontaneous- involuntary action/an action upon which one has no control/automatic

(iv) rhythmic ebb- regular occurrences; repetitions; cyclic occurrences

(v) motivation- incentives; attractions; drive; encouragement.

(vi) identifiable stimulus- observable excitement/ arousal/ noticeable urge

(vii) evolutionary – develop from one form to another; change form; emanate from

(viii) took on life- changed to become living; acquired being; came into existence.

(ix) make room for – give way to; allow; permit, yield, respect

(x) tentative- provisional; temporary; for the time being.

Mark allocation:

SPGE = 10 marks

1. – 02 marks
2. (i) - 03 marks

(ii) Any 3 points @ 01 mark = 03

1. – Any 06 points @ 02 marks = 12 marks
2. Up to 2 marks @ = 20 mark

# **2009KFC**

1. **Account for the occurrence of defilement of children in your community and suggest remedies for this problem.**

**Def:** Defilement is the sexual intercourse with a boy or girl under 18 years with or without the consent of the victim.

**OR**

It is the carnal knowledge of a minor/child whether male or female with/without the consent of the victim.

**Causes(C)**

* Loose morals in society/ permissiveness/peer influence
* Mental derailment of some people/mental sickness
* Drug abuse e.g. alcohol, narcotics, Viagra
* Provocative conduct of young people through dressing and behavior( Mini-skirts, transparent/tight dresses, etc)
* Fear of HIV/AIDS from mature people
* High Libido in some people/ psychological hyperactivity
* Malice with intent to destroy
* Cultural practices e.g. circumcision( imbalu, Nakku, witchcraft, etc/ myths about curing of certain diseases, e.g. HIV
* Poverty/ greed for money/ wealth. e.g. minor wants to be in vogue.
* Western influence/ mass media/ pornography
* Political instability/insecurity/displacement/abductions/IDP camps.

**Remedies(R)**

* Sex education to the masses/ sensitization/ increase awareness
* Enforce laws against culprits/offender/ defiler e.g being strict on age of consent,
* Religious leaders to encourage good moral behavior and fidelity for the married.
* Promote decency in dress, behavior, talk, entertainment, press
* Treatment, rehabilitation, counseling of all categories
* Encourage HIV/AIDS patients to live positively without spreading the disease.
* Encourage alternative ways of generating income.
* Discourage bad cultural practices.
* Ensure political stability and security.

**Mark allocation**

SP-05 MARKS, GE-10 MARKS, DEF-05 MARKS

CONT: C- ANY 5 POINTS @ UP TO 3 MARKS

R- ANY 5 POINTS @ UP TO 3 MARKS

TOTAL = 50 MARKS

1. **Examine the merits and demerits of privatizing enterprises in Uganda.**

**Defn:** Privatization is the transfer of ownership of public enterprises/ parastatals from government to private/individual ownership. For example, former UCB, UTC, Uganda Hotels etc.

**Merits(M)**

* Increase in efficiency in management
* Increased quality and quantity of goods and services/end product.
* Increased revenue from government through taxation
* More employment opportunities are created.
* It encourages initiative(entrepreneurship)
* It checks corruption /embezzlement of funds
* Money gained from sale of public enterprises can be used for development of other sectors.
* Variety and better services e.g. media, schools, FM radios
* Improved technology
* Improved infrastructure e.g. roads, hospitals, banks, insurance.
* Improved international relations.

**Demerits (D)**

* Unemployment due to restructuring and automation
* Exploitation of workers/ consumers and overexploitation of natural resources by private organizations/ enterprises/ individuals
* Undervaluing of the enterprises lead to loss of government revenue. E.g. Dairy Corporation.
* Inefficient firms buying parastatals has led to mismanagement and sometimes closure. E.g. Uganda Grain Millers, UGIL etc.
* Foreigners have dominated the economy at the expense of local people, e.g., they influence politics.
* Un-balanced growth experience as private enterprises are unwilling to invest in remote areas.
* Misappropriation of funds earned from sale of enterprises.
* Profit repatriation.

**Mark allocation**

SP-05 MARKS, GE-10 MARKS, DEF-05 MARKS

CONT: M -ANY 5 POINTS @ UP TO 3 MARKS

D - ANY 5 POINTS @ UP TO 3 MARKS

TOTAL = 50 MARKS

1. **“Colonialism in Africa sowed seeds of its own destruction.” Discuss.**

**Def:**  Colonialism is a practice of imposing rule /gaining control over other countries and occupying them with /without settlers. It came to Africa in 1870s e.g Kenya, Zimbabwe, South Africa, Namibia etc.

**Sowed seeds of own destruction(S)**

* Excluding Africans from managerial positions and government. E.g. governors/executive.
* Education e.g. produced African leaders who started anti-colonial movements foreign language (unity), enlightenment (new ideas), some Africans went to Europe e.g. Kenneth Kaunda, Nkwameh Nkrumah
* Forced labour/ growing cash crops caused rebellion against colonialism.
* Segregation/ Discrimination in Education, health, Jobs etc.
* Severe/ compulsory taxation/methods employed to collect taxes/very harsh imprisonment terms.
* Severe exploitation of Africa’s natural resources e.g. land, minerals etc.
* Harsh/ inhuman treatment /slavery
* Religion-led to creation of independent churches that became critical of colonialism.
* Introduction of Monetary/ cash economy made Africans able to purchase arms, mobilization, travel, etc.
* Military training led to acquisition of skills, fought world wars.

**Other factors (O)**

* Asian Nationalism e.g. India’s Mahatma Gandhi etc.
* Independence of Ethiopia and Liberia inspired others.
* Role of United Nations
* Formation of OAU/ Pan Africanism
* Role of super powers ( USA and Russia.)
* World War 2 led to economic depression and diverted attention of colonial masters e.g Britain.

**Mark allocation**

SP-05 MARKS, GE-10 MARKS, DEF-05 MARKS

CONT: S-ANY 7 POINTS @ UP TO 3 MARKS

O- ANY 3 POINTS @ UP TO 3 MARK

1. **To what extent has poverty has contributed to Domestic Violence in your society?**

**Def:** Domestic violence is when any member of the family( Parent, child, relative) acts in a way that physically or emotionally hurts other family member. E.g. spouse, child battering, abuse, negligence.

**Poverty as a cause (P)**

* Makes people easily irritable, stressed and displace anger.
* Causes inferiority complex/ feelings of inadequacy
* Can lead to anti social behavior, e.g. theft, prostitution, drug abuse, etc.
* Squandering / mis-use of hard-earned income or resources or incomes e.g. on drinking, women, gambling, e.t.c
* Misunderstanding due to lack of basic needs, e.g. food, clothing, medication
* Can lead to rebellion and rejection. E.g. street children, elopement, separation or family breakdown.
* Early/forced marriages with its associated problems.
* Human/ child sacrifice for wealth.

**Other Causes (O)**

* Addiction to drugs and narcotics/alcoholism
* Suspicious relationships/ acts e.g. adultery/ witchcraft, theft, cannibalism etc.
* Peer influence
* Juvenile Delinquency and adolescence
* Inappropriate laws/ contradictions or frustrations by the affected
* Misinterpretation/ ignorance of children and women rights
* Polygamy and its associated evils
* Breakdown in communication( un-resolved issues)
* Differences in political/ religious affiliations
* Cultural differences/ practices e.g. language, habits, bride price, food etc.
* Income inequalities/change in social roles.
* Extended family/ conflicts
* Character and personality/ naturally violent/ quarrelsome.
* Barrenness / impotence/ long illness.

**Mark allocation**

SP-05 MARKS, GE-10 MARKS, DEF-05 MARKS

CONT: P -ANY 4 POINTS @ UP TO 3 MARKS

O - ANY 6 POINTS @ UP TO 3 MARKS

TOTAL = 50 MARKS

1. **Discuss the role of science and technology in the development of Uganda.**

**Def: 1. Science** is the process of systematic investigation, experimentation and analysis of data, leading to logical conclusions.

**Technology** is the application /utilization of scientific knowledge, equipment and methods in industrial or practical production.

Role in development:

* Industrialization inefficiency/quality and quantity in production.
* Agriculture – increased production/improved methods/ processing/ storage.
* Health/ sanitization/ medical care/ family, diagnosis.
* Transport/ communication e.g. vehicles, mobile phones, internet.
* Building and construction e.g. houses, bridges, roads.
* Computerization and automation in data processing, administration and banking.
* Environmental conservation, tourism aesthetics, preservation/ waste management.
* Culture and education- research, transfer of knowledge, FGM, language.
* Security/ Defense- arms, surveillance, reconnaissance.
* Energy/power- generation/ harvesting of solar, hydro, bio/geo-thermal, nuclear, oil
* Domestic application i.e. home appliances such, as fridges, lighting, clothing, shoes, etc.
* Food technology and nutrition- appropriate diet, processing, preservation:

**Mark allocation**

SP-05 MARKS, GE-10 MARKS

DEF- (i) Science = 03 MARKS

(ii) Technology = 02 marks

CONT: -any 10 points @ up to 3 marks

1. **“The production and use of plastic materials should be banned.” Discuss.**

**Def: Plastic materials are synthetic and non-biodegradable substances that can be molded into different shapes and objects for different purposes. E.g. packaging materials, pipes, basins etc.**

**Should be banned (B)**

* Non biodegradable affects air and water circulation in the soil i.e. harmful to the soil.
* Responsible for blocking drainage and sewage system.
* Dangerous to the people and animals
* When burnt, they change from one state to another leading to air and water pollution.
* Leads to poor sanitation and filth/ litter.
* They are unhygienic and contaminate the contents such as food and drinks.
* Undermines the local craft industries.

**Should not be banned (NB)**

* Plastic materials are cheap
* They are attractively made in a variety of colours and shapes.
* Durable/ last longer/ do not rust/ corrode.
* They are convenient/ handy/ light / not bulky.
* Good for storage/ packaging e.g. water tanks
* Raw materials for mats, bags, furniture, toys, insulators, etc.
* Used as water proof for hospitals, homes, in construction, etc.
* They are a source of income and revenue.
* They are easy to recycle.

**Mark allocation**

SP-05 MARKS, GE-10 MARKS, DEF-05 MARKS

CONT: B -ANY 5 POINTS @ UP TO 3 MARKS

NB- ANY 5 POINTS @ UP TO 3 MARKS

TOTAL = 50 MARKS

1. Pairing of Girls:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | ATTRIBUTES | | | | | | |
| Candidates | HIV test | Education | Bride price | Wealth | Appearance | Bravery | Total |
| Zepha | 00 | 00 | 00 | 03 | 00 | - | 03 |
| Xavier | - | 05 | 04 | 00 | 02 | 00 | 11 |
| Vincent | 06 | 05 | 04 | 03 | 00 | 01 | 19 |
| Willy | - | 00 | 04 | 03 | 02 | 01 | 10 |
| Joash | 06 | 05 | 04 | 03 | - | - | 18 |
| Quinto | 06 | 05 | 04 | - | 02 | - | 17 |

(10 marks)

1. Pairing :

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

(02 marks each = 10 marks)

1. Refer to Quinto’s attributes with entry points at position/ rank 3 (01 mark), replaces Zepha, who loses a partner ( 01 mark) . So the new pairing would be :

|  |  |  |
| --- | --- | --- |
| 1 | Vincent | Brenda |
| 2 | Joash | Esther |
| 3 | Quinto | Cathy |
| 4 | Xavier | Allen |
| 5 | Willy | Diana |

(03 marks)

1. Why test for HIV/AIDS

* To ascertain the zero status of each other so that non infects the other.
* To prevent mother to child transmission( PMCT)
* So that the affected partners can access medication (ARVs) and counseling to boost immunity.
* Helps partners make informed decisions in case of need to marry or not, or bear children.
* Helps the uninfected couples remain faithful to each other.
* Encourage the unmarried to abstain/ boost morals/ self esteem.

(Any 5x 01 = 05 marks)

1. (i) Value of bride price

* Acts as a token of appreciation to the girl’s family.
* As a compensation / consolation to replace member given away for marriage.
* Gives the man a sense of pride / authority, responsibility over wife/ family.
* Test of perseverance, sacrifice, love for one’s partners.
* A form of security/ legal seal to the marriage.
* Creates a social bond/ unity between the in-laws and society.
* As a cultural practice that holds girls in self-esteem as valuable members of society.
* Improves girls’ family status.
* Promotes culture and morality.

(Any 5x01 = 05 marks).

(ii) Negative aspects of Bride price

* Sometimes it is expensive and un-affordable; hence expose girls to problems, i.e. Promiscuity, unwanted pregnancies etc.
* May injure relationship between partners as priority among other family obligations.
* Can be abused. I.e. a means of inhuman/ ill-treatment of women, seen as purchased commodity.
* Has been commercialized and lost its cultural value/ essence.
* Some may use un-ethical means to acquire and pay bride price. E.g. corruption, theft, robbery, cattle rustling,
* May result into forced marriages to rich old men.

(Any 5x 01 = 05 marks).

Mark allocation:

SPGE= 10 marks

Table – Consider totals for candidates’ attributes: each 2 marks = 10 marks

1. Correct pair each 2 marks= 10 marks
2. Total for Quinto- 17 points – 01 mark

Quinto – Cathy -01 mark

Xavier- Allen – 01 Mark

Willy – Diana - 01 mark

Displaced Zepha – 01 mark

(c) Any 5 x 1 = 5 marks

(d) Any 5 positive value x 01 = 05 marks

Any 5 negative values x 01 = 05 marks.

Total = 50 marks.

**Qn 8. (a) Suggest a suitable title for the passage.**

* The challenges of fighting drug abuse/ use.
* The campaign against drug abuse.
* The problems of drug abuse/ the crisis of drug abuse.
* Feelings of guilt of drug abuse.
* The war against / on drug abuse.
* Overcoming the problem of drug abuse.

(b). (I) “was not a wrenching moral decision” was not a step taken based on distressing ethical ground/ principle but to other reasons/ considerations/ inner feelings.

He did not feel guilty/ regret.

1. “ ….. Nostalgic than repentant about the experience….” He still remembers those times with a mixture of sadness and happiness more than regret.

* He does not regret having taken drugs for the old times.

(c) The problems drug abusers face in fighting drug abuse:

* They find it difficult to talk to their children about drugs- drug education is not easy for them.
* When they try to talk to their children, they lie about their own passed.
* They pretend to be remorseful / deep regret for having done the same as children.
* They insincerely order their children to learn what they are saying / they are told.
* They find it hard to pass laws which they themselves could not adhere to when still adolescents.
* They give subtle messages/ unclear instructions/advice which adolescents forget/ misinterpret/ mis-understand/ misleading them into thinking that it is only certain drugs that are not good.
* They feel generally guilty/nostalgic about being part of those who condoned the use of drugs.
* It is difficult for them to disown what they encouraged to institute.
* They have and face double standard attitudes and behavior.

(c) (i) Renunciation: An act of giving up, disown, resign, declaration of giving up, stopping/ denounce.

1. Emblematic: Symbolic, representative, typical of
2. Furtive appearance: Come, show up secretly and quietly so as not to be noticed.
3. Moral laxity: Paying less attention to ethical issues, complacency on matters of virtue, carefree attitude towards ethical issues.
4. Epidemic of addiction: widespread and injections, obsession/over-dependence on drugs.
5. Culpable: Responsible and deserving to blame for having done something wrong.
6. Adolescent fog: clouded / unclear/confusing/puzzling experiences of the youth/ not making sense/ uncertainties of the youth/ of no relevance.
7. Belatedly: too/very late, not timely
8. Squandered credibility: lost/ wasted/ ruined trust/ cant be believed in.
9. Futile flag waving: in vain/ of no effect producing no results/ worthless national effort.

Mark allocation:

SPGE = 10

1. 02 marks
2. (i) 03 marks (ii) 03 marks
3. Any 6 points, 2 marks @ = 12 marks, (d) 2 marks @ x 10 = 20 marks.

# **2010**

1. **To what extent has political pluralism promoted democratic governance in Uganda?**

**Def:**

Political pluralism is a system /arrangement in a country where people of different ideologies/beliefs/parties compete for governance/power/ leadership through free and fair elections. E.g DP, NRM, PPP, NUP, etc

**Promoted (P)**

* It has provided room for freedom of association/expression
* Has promoted a culture of regular election/periodic elections
* Has provided checks and balances through accountability and transparency
* Has provided a wide choice /variety of leadership
* Has encouraged rule of law/constitution
* Has encouraged leaders to maintain high international democratic standards/accepted international standards.
* Has encouraged political tolerance e.g representatives in parliament.
* Has encouraged grooming of young leaders.

**Not promoted (NP)**

* It has led to manipulation and rigging of elections using state resources.
* Has brought divisions along tribal, regional and other sectarian lines/disunity.
* It is expensive to fund/facilitate
* It has led to hooliganism, violence, vandalism and death, destruction of property, etc.
* The ruling party uses the army/security organs against other parties yet the army is supposed to be non-partisan.
* Marginalization of the opposition by the ruling party has led to unrest/limiting their activities/interests of the opposition are not considered.
* Parties have suppressed individual merit- competence.
* The Electoral commission may not be neutral in appointment of electoral officials/executive president appoints the chairman electoral commission.

**Mark allocation**

SP-05 MARKS, GE-10 MARKS, DEF-05 MARKS

CONT: P-ANY 5 POINTS @ UP TO 3 MARKS

NP- ANY 5 POINTS @ UP TO 3 MARKS

TOTAL = 50 MARKS

1. **Examine the causes and effects of cross generational sex in your community.**

**Def:**

Cross generational sex is an affair /relationship between partners of a wide age bracket/range that involves having carnal knowledge. E.g a boy/girl of 18 to 20 years and a man /woman of 40 years and above.(Sugar daddy/sugar mummy).

**Causes (C)**

* Desire for money/materialism/poverty/greed
* Peer influence especially if one associates with those who already have
* Lack of parental guidance and counseling/ sex education.
* Vulnerable children e.g. orphans
* Permissiveness/freedom to do as one wishes
* Involvement in drugs and alcohol leading to impaired judgment.
* Lack of self control/not principled/lust.
* Provocative behavior e.g. indecent dressing.
* Fear of HIV/AIDS as the young people are presumed free
* Job insecurity/buying favours from bosses
* Differing and inconsistent attitude towards the practice
* Disregard for African/religious values e.g. chastity, fidelity, virginity, purity
* Influence of western lifestyle e.g. mass media, social media, and contraceptives.

**Effects (E)**

* Contraction of STDs e.g. HIV/AIDS
* Dropping out of school
* Unwanted Pregnancies/abortion
* Sours family relations especially the unfaithful older partners and their spouses/children leading to broken families/divorce/domestic violence etc.
* Ostracized children sent out of homes.
* Can lead to prostitution/promiscuity e.g. adultery.
* It is risky as rivals/spouses of older partners may harm the other e.g. through acid attacks.

**Mark Allocation:**

SP – 05 marks, GE- 10 marks, Def – 05 marks

Cont: (c) any 5 points @ 3 marks

1. any 5 points @ 3 marks

**3. Assess the contribution of Private educational institutions to the development of Uganda.**

**Def:**  Private educational institutions are places of learning owned/ funded and run by individuals, group of individuals, organizations and companies without or with government support.

**Contributions**

* They absorb excess number of students not admitted in government institutions.
* They supplement government efforts /copartners in providing education.
* They have brought in competition with government institutions in providing efficiency/quality education.
* They provide alternative business enterprises in the business world/ investment.
* They provide employment opportunities/ market.
* They bring in foreign exchange form foreign students.
* They produce more skilled workers for private and public sectors.
* They undertake research necessary for national development.
* They emphasize religion / morals e.g. religious founded institutions.
* They have improved infrastructure e.g. roads, buildings, hospitals
* They provide a variety of co curricular
* They have helped in providing social services e.g hospitals
* They provide revenue to the government through taxation.

**Mark allocation**

SP – 05 MARKS**,** GE- 10 MARKS**,** DEF – 05 MARKS

CONT: 10 POINTS @ UP TO 3 MARKS = 30

**4. To what extent is Uganda’s current underdevelopment as a result of low level of science and technology?**

**Def:** (i) underdevelopment refers to a state of low levels of quality and quantity of goods and services.

(ii) Science and technology is the application of researched and tested knowledge for improved production of goods and services.

**Low level of science and Technology (LL)**

* Low industrial base, few industries
* Poor infrastructures/ transport network is a disincentive to production.
* Use of rudimentary tools in production e.g. agriculture, fishing
* Elementary methods of farming e.g. nomadic pastoralism.
* Low levels of research
* Lack of initiative, innovation and invention.
* Science education is theoretical
* Lack of /inadequate modern medical equipment and drugs
* Lack of technical knowledge/ skilled personnel
* Importation of inappropriate technology.

**Others (O)**

* High illiteracy levels
* Poverty is deeply entrenched- low incomes
* Cultural inhibitions make people conservative
* Dependency syndrome – relying on donors for development/ profit repatriation
* Overdependence on natural weather conditions.
* Ill health due to diseases e.g. HIV/AIDS
* Large/ unproductive population which strains the economy.
* Political instability and insecurity/ bad leadership
* Poor land tenure system- no large scale farms.
* High levels of corruption and embezzlement.

**Mark Allocation:**

SP – 05 MARKS, GE- 10 MARKS

DEF – (i) 03 MARKS

(ii) 02 MARKS

CONT: LL- ANY 5 POINTS @ 3 MARKS

O- ANY 5 POINTS @ 3 MARKS

**5. “Alcohol is the primary cause of juvenile delinquency in Uganda.” Discuss**

**Def:** Juvenile delinquency is socially unacceptable conduct among the young people below the age of 18 years. E.g. stealing, fighting, drinking, hooliganism, etc.

**Alcohol as a cause(C)**

* Alcohol intoxicates the consumer leading to impaired judgment.
* Gives the consumer extra courage / boldness i.e. self confidence
* They drink alcohol and do not engage in any useful work/ it leads to idleness
* It is addictive especially to the young ones, meaning they cannot do without it and therefore will always be in unsafe situation.
* Makes them aggressive/ violent and rebellious/ dangerous/ prone to committing offences (crime).
* Makes them vulnerable to rape/ defilement/ sexual harassment and unplanned pregnancies (sexual abuse).

**Other causes (O)**

* Peer pressure/ influence
* Consumption of narcotic drugs/ smoking marijuana
* Poor parenting/ upbringing/ child neglect
* Domestic violence
* High level of poverty
* Society’s lack of concern for the child up-bringing/permissiveness.
* Misinterpretation of children’s rights
* Influence of mass media/ impact of globalization(internet, pornography)
* Extremism (radicalism) - they are used to political hooliganism and religious fanaticism/ violence/ insecurity/vandalism.
* Adventure/curiosity/Naturally stubborn.

**Mark Allocation**

SP – 05 MARKS

GE- 10 MARKS

DEF – 05 MARKS

CONT : (A)- 5 POINTS @ UP TO 3 MRKS

(O)- 5 POINTS @ UP TO 3 MARKS

**6. How best can we utilize the available natural resources sustainably?**

**Def:** Natural resources are God-given endowments in our environment such as forests, wild animals, lakes, swamps, rivers, grasslands air etc.

**Sustainable Utilization**

* Enforce /set laws to stop/regulate/ reduce their over -use/misuse.
* Educate/ sensitize people on the importance and proper use of resources.
* Recycle some waste e.g. biodegradable waste made into manure and non-biodegradable into other useful materials.
* Replenish /replace the used resources e.g. re-afforestation, afforestation, restocking and game cropping.
* Gazette marginal lands e.g. swamps, mountain slopes, hill sides, forests
* Proper waste management
* Improved farming methods
* Population control through family planning, curling and animal translocation.
* Alternative sources of energy use e.g. biogas, solar energy and hydro electricity.
* Control vermin/pests and diseases.
* Encourage research
* Use appropriate technology e.g. energy saving appliances(stoves)

**Mark Allocation**

SP – 05 MARKS

GE- 10 MARKS

DEF – 05 MARKS

CONT: ANY 10 POINTS - @ 3 MARKS = 30.

**QN 7:**

|  |  |  |
| --- | --- | --- |
| RANK | ATTRIBUTE | SCORE |
| 1 | Incorruptible | 06 |
| 2 | Trustworthy | 05 |
| 3 | Enterprising | 04 |
| 4 | Hardworking | 03 |
| 5 | Open-minded | 02 |
| 6 | Extravagant | 01 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CHILDREN | QUALITY ATTRIBUTE AND SCORE | | | | | | | POSITION |
| Incorruptible | Trustworthy | enterprising | Hard working | Open-  minded | Extravagant | Total  Score |
| James | 06 | 05 | 04 | - | - | - | 15 | 1st |
| Emily | 06 | - | - | 03 | 02 | - | 11 | 3rd |
| John | 06 | - | - | 03 | - | 01 | 10 | 4th |
| Enid | - | - | 04 | 03 | - | - | 07 | 6th |
| Joseph | - | 05 | - | - | 02 | 01 | 08 | 5th |
| Elsie | 06 | - | 03 | 03 | - | - | 13 | 2nd |

(Marks= 06 for Correct Totals)

Assignment:

James – Manufacturing Industry

Emily – Importing Company

John – Merchandise shop

Enid – Country side ranch

Joseph – Secondary school

Elsie – Five star Hotel

(06 Marks For correct assignment)

(b) (i) Heir becomes James - (02 Marks)

(ii) 2nd best heir to take over – John (02 marks)

(iii) Likely consequence for this take -over:

* The estate is likely to be run down
* Cause conflict in the family
* Tradition may be overturned.

(Any 2x2 =04 marks)

(c) Method of inheritance fair

* consider individual attributes
* Acknowledged girls potential skills in management
* Tasks given according to ability
* Property remains for the family

(Any 3 fair reasons x 2 = 06 marks)

But unfair

* Discriminatory in view of sex/gender.
* Gives a chance to bad/ poor managers
* May breed conflict in the family.

(Any 3 unfair reasons x2 =06 marks)

(d) Steps to address:

- Make detailed will before death, witnessed by three confidants/ lawyer.

- educate/sensitize the public about law on property ownership and inheritance

* Apply the law in case of contest / absence of a will
* Ensure equity in the distribution of property to both sexes(boys and girls)
* Ensure a fair hearing to all concerned parties to arrive at a consensus.

(Any four steps x2 =08 marks)

(SPGE= 10 MARKS)

**QN 8.**

1. **Title of the passage**

* The consequences of colonization in Africa
* The negative impact of colonization in Africa
* How Africans perceive colonialism
* How Europe underdeveloped Africa
* Colonial exploitation in Africa.
* Any other title with a close meaning to the above (02 marks)

1. The positive impact of colonization according to Africa is that they brought in social order, nationalization and modernization of African States. (3x2 = 06 marks)
2. The differences that existed between the development of Africa and other parts of the world

* Africa was blocked / halted / blunted.
* African development was slowed down
* No compensation value was realized
* Africans were politically disadvantaged
* Africans were militarily disadvantaged

Whereas;

* Other parts of the world advanced faster
* They revolutionalized their technology
* Socialism in Russia/ China/ North Korea sustained higher economic growth
* Russia/China/ North Korea turned into independent states
* There was general wellbeing of the states.
* They further re-organized arrangements

1. (i) **Cynical shorthanded**- simplistic way to deprive/ swearing/mockery/ridicule.

(ii) **Blunted**- halted/stopped/retarded/hampered/blocked/hindered.

(iii) **Compensatory value-** Making up for what is lost/ Pay for something in return, useful/ equivalent replacement.

(iv)**Decisive changes**- factors that determine/ influence /affect final outcome/crucial/critical important steps, ventures, undertakings, developments, events.

(v) **Mark-in time-** Keep in one position, stagnate, remain in an unprogressive position, a state of no advancement, static, remain at one stage.

(vi) **Maneuverability**- capacity to skillfully manipulate through, work through a challenging situation, a technical way of handling a problem.

(vii**) Cultural entity-** a distinct group of people with similar values, norms and traditions, a way of life of a particular people clearly distinct to one another.

(viii**) Relinquish-** let go/ surrender/ give up.

(ix**) Direct appropriation-** to put to immediate use, take outright control, allocating ones self other people’s property without permission, forcefully take over, out right grabbing/seizing/naked/open theft.

(x) **Cycle of growth-** Path of development, transformation, positive change stages or levels of development, ups and downs of development, huddle/ challenges of development.

**Mark Allocation:**

1. 2 marks
2. 6 marks
3. 12 points of 01mark @ =12 marks
4. 10 meanings up to 2 marks @ = 20 marks

SPGE = 10 marks

Total 50 marks

# **2011**

1. **Examine the causes and effects of Landslides in Uganda.**

**Def:** Landslides is the downhill /downward massive movement of earth materials (rocks, soils etc under the influence of gravity and water. This mainly occurs in hilly/ highland areas with steep gradients e.g. Elgon, Rwenzori etc.

**Causes (C)**

* Heavy rainfall soaking soil loosening the earth’s materials/acts like a lubricant
* The steep slopes /gradient/gravitational pull.
* The earth movements/tremors like earth quakes cause cracks in the rock.
* Influence of the living organisms like rodents which burrow into the rocks leading to easy percolation/ infiltration of water.
* Weathering of rock weakens the rock making other forces act easily.
* Excavation/ mining activities/quarrying of stones, sand, murram.
* Construction on slopes e.g. of roads, railways and buildings leading to hanging cliffs
* Dense population leads to loosening of the soil/soil not held together by plant roots.
* Deforestation leads to loosening of the soil
* Cultivation on slopes weakens soil cohesion.

**Effects (E)**

* Loss of lives- human, domestic animals
* Destruction and loss of property e.g. houses etc.
* Destruction of crops, gardens, farm land leading to hunger and famine
* Displacement of people (villages, families)/ creating of refugees.
* Inconveniences people leading to reduced standards of leaving/ poor hygiene/ poor sanitation/ social discontent/ malnutrition/trauma/diseases.
* Strains government resources e.g. relief items, resettlement.
* Disruption of transport and communication networks
* Destruction of original beautiful scenery or nature of the land thus limiting tourism
* Creation of wasteland, gullies, bare land/rocks.
* Damming/siltation of rivers, streams and lakes.

**Mark Allocation**

SP – 05 MARKS, GE- 10 MARKS, DEF – 05 MARKS

Cont: (C) 05pts @ 3pts = 15marks

(E) 05pts @ 3pts = 15marks

**QN 2. To what extent are African states politically and economically independent?**

**Def:** Independence is a state or condition of being free from foreign / external domination/interference.

**Independent (I)**

* African states have their own heads of states recognized internationally.
* They have their own constitutions deliberated in African Parliaments.
* There is freedom to elect /choose / appoint leaders at various levels.
* African states have their own security force: the national army, police, prisons
* African states have their own currencies
* They have /own/manage their own financial organizations e.g. banks, insurance etc
* African states have freedom to engage in economic activities( production of goods and services)/trade

**Not independent (NI)**

* African policies are influenced by foreign interests e.g. external dictation/conditions on system of governance such as multiparty
* African states still depend on non-African states to solve their political problems/conflicts e.g. Rwanda, Somalia, Libya etc.
* African states depend on foreign aid/assistance/ help due to poverty/strings attached.
* African states still use languages of their former colonial masters.
* Education systems in African states are still based on colonial interests thus not helping them to develop politically and economically.
* The legal/judicial systems are still entrenched in colonial systems.
* African states still belong to foreign groupings e.g. Commonwealth
* National currencies of African states are subject to foreign currencies e.g. Dollar, Pound Sterling, Euro etc.
* Reliance on foreign technology and products e.g. appliances, machinery, garments, expatriates etc.
* The terms of trade are dictated by western countries.

**Mark Allocation**

SP – 05 MARKS

GE- 10 MARKS

DEF – 05 MARKS

Cont: (I) 05pts @ 3pts = 15marks

(NI) ) 05pts @ 3pts = 15marks

**QN 3: Explain the challenges of teaching vernacular in lower primary classes in Uganda.**

**Def:** Vernacular is an indigenous /local/native language spoken by a particular group of people in a particular group of people in a particular area and is not official language. E.g Ateso in Teso, Lumasaba in Bugisu, Luganda in Buganda region, etc.

**Challenges**

* There are no teachers for vernacular graduating from Primary Teachers colleges
* It is very difficult to explain some of the concepts in vernacular language
* There is a negative attitude towards vernacular language
* Students in PTCs are from various language backgrounds (multilingual) so it becomes impossible to train them in their local language.
* Vernacular teachers will be tied or limited to their own native areas.
* There are no teaching/ instructional materials for vernacular curriculum.
* The official national exams are set in English, thus one’s background/foundation for official language will be lacking leading to poor performance in exams and general communication.
* It is not easy to teach vernacular in urban/metropolitan areas/ boarding schools because of their multilingual /multi-racial / ethnic nature or background.
* There are variations in dialects and vocabulary within the same vernacular.
* It requires a lot of funds for mobilization and implementation.
* Historical influence in some areas. E.g Smei Kakungulu and his activities have suffocated the local languages in Bugisu and Tororo.

**Mark Allocation**

SP – 05 MARKS

GE- 10 MARKS

DEF – 05 MARKS

Cont: Any 10 points @ up to 03 marks= 30 marks.

Total: 50 marks

**QN 4: To what extent has science been beneficial to your society?**

**Def:** Science is the Knowledge about the structure and behavior of the natural and physical world based on facts that can be proved (observation, experimentation, conclusion, analysis and measurement).

**Beneficial (B)**

* Mechanization has led to improved/increased production
* Use of computers/automation has increased efficiency
* Inventions/ discoveries have eased transport and communication
* Manufacturing of new and alternative useful materials e.g plastics ,foam mattresses
* Generation/production of alternative /different forms of energy e.g solar, wind, gas, geothermal, hydro
* Improvement in the productivity of land, water resources through use of fertilizers, irrigation, fish farming.
* Improvement of plant/animal/fish productivity through genetic engineering and artificial insemination.
* Nutrition and storage of food has improved leading to healthier population.
* Improved medical health diagnosis and treatment because of inventions of x-rays, scanning, machines, better surgical equipment, etc
* Improvement in reproductive health, child spacing/ mortality rate (mother/child) has reduced.
* Improved leisure industry and security.

**Not Beneficial (NB)**

* Use of automation has caused unemployment
* Air pollution e.g. industries, vehicles, noise
* Land pollution e.g. dumping/poor waste disposal
* Weapons/ military equipment causing mass destruction e.g. biological weapons
* Water pollution e.g. by industrial waste
* Reactions/side effects of medical treatment
* Family planning methods may have adverse effects on the user and fetus
* Agriculture innovations may cause harm e.g. genetic engineering, use of tractors, irrigation.
* Moral degeneration through pornography from internet, TV, (Mass media)
* Computers are a health hazard
* Advanced crime, graft, drug abuse, cyber crime, fraud
* Accidents/ death from fast conveyances, industries and machines.

**Mark Allocation**

SP – 05 MARKS

GE- 10 MARKS

DEF – 05 MARKS

Cont: (B) 05pts @ 3pts = 15marks

(NB) 05pts @ 3pts = 15marks

**QN. 5: Explain the role played by Local councils in your community.**

**Def:** Local councils are political structures/committees elected by the people as provided for in the constitution of Uganda. The levels are;

LCI- village/cell/grass root

LCII- Parish/Ward

LCIII- Sub-county/division

LCIV- Municipality

LCV- District/City

**Roles:**

* They mobilize and sensitize people on government policies/programs, emergencies e.g. Immunization, village meetings, volunteering, self-help projects.
* They spearhead/ support /supervise/ monitor/oversee development projects.
* They ensure /promote security, peace, law and order in collaboration with other security agencies.
* They link their communities with the central government
* They budget and account for the needs of their communities.
* They solve/mediate/arbitrate local disputes/ conflicts amongst their people.
* They are agents of decentralization e.g. recommending people for loans, passports, citizen verification, recruitment into forces etc.
* They enforce laws and draw up by-laws for betterment of the community(enrollment, sanitation, social gatherings)
* They supervise/oversee proper utilization and maintenance of shared natural resources e.g. wells, streams, boreholes, villages paths, etc.
* They collect revenue e.g. market dues, contract fees, etc
* They preside over functions(ceremonial) e.g. Lord Mayor
* They oversee civil servants in their area of jurisdiction.

**Mark Allocation**

SP – 05 MARKS

GE- 10 MARKS

DEF – 05 MARKS

Cont: Any 10 points @ up to 3 marks=30.

**QN 6: “Beauty contests degrade women.” Discuss**

**Def:** Beauty contests are the competitions in which judges decide on the most pleasant/ pleasing candidates in terms of physical attraction, appearance, eloquence, knowledge, intellectual capability, morals, voice, commonsense etc.

**Yes(Y)**

* It is degrading to parade half- nude women on stage for all people to see/ it is an embarrassment to parents/ relatives, friends due to the processes involved.
* The contests lower the intrinsic value of women to a mere physical appearance as mere objects rather than human beings for show or display.
* Women may be exploited by the organizers/promoters of the contests. They may be exploited sexually and financially.
* Women are turned into objects of pornographic display by the organizers, the audience.
* Erosion of cultural values promote indecent dressing.
* It has a hazard to the health/life of the contestants because of the chemicals they apply to alter their physical appearance. Contestants are also denied certain foods( physical degradation)
* Contestants may suffer from psychological torture (both during and after the contest).
* Contestants may suffer embarrassment when in search of sponsorship e.g. begging for money.
* Violation of candidate’s privacy.

**No (N)**

* It instills/boosts self esteem (confidence) as the other positive attributes are considered such as knowledge, intellectual capability, commonsense, etc.
* They offer a variety of entertainment to the willing public e.g. those directly or indirectly.
* Contestants promote fashion in vogue e.g. dressing.
* They enhance creativity by promoters, organizers and contestants.
* They promote business through advertising as agents, stars, celebrities on business logos.
* It generates funds/ income to the organizers, promoters, contestants.
* Beauty contests promote charitable activities for disadvantaged groups, e. g orphans.
* It develops career e.g. modeling, designing, singing etc.
* Contestants act as role models/ inspiration to others.
* Participants become famous/ known nationally and internationally.
* Prestige to the winning candidates, friends, family, country/region.

**Mark Allocation**

SP – 05 MARKS, GE- 10 MARKS, DEF – 05 MARKS

Cont: (Y) 05pts @ 3pts = 15marks

(N) 05pts @ 3pts = 15marks

**QN.7:**

1. The amount of waragi consumed at each stage:

Observation 1.

30 min= 200mls

(1.5hrs) 90 min= 200x90 = 600 mls

30

Stage 3, Tipsy, staggering and knocks things over.

Observation 2

Stage 5 is Death when the rate of observation(1) above is doubled

Therefore, 200mlsx2 = 400mls in 30 min.

Hence, 30 min = 400 mls

* 1. hrs (90) min = 400x90 = 1200mls

30

Observation 3

If the rate of 200mls per 30 min is halved , it means 100 mls in 30 min= 100mls

1.5 hours (90min) = 100 x 90 = 300 mls = 300 MLS.

30

Stage1: Happy, friendly and generous.

Observation 4:

The consumer will change to stage 2 at the same rate as the above for one additional hour.

30 min= 100 mls

(1hr) 60 min = 100 x 60 = 200 mls

30

Therefore; stage 2 = 300 mls + 200 mls = 500 mls

Observation 5

Stage 4 is 20% less waragi than stage 5

Therefore, 80 x 1200 = 960 mls

100

Stages and amount of waragi consumed:

Stage Amount

1. 300 mls
2. 500 mls
3. 600 mls
4. 960 mls
5. 1200 mls

B (i) 1 hr (60 min) = 1000 mls

30 min = 1000 x 30 = 500

60

She will be talkative, excited and argumentative.

B (ii) He/she will go into coma and may die. Reasons;

* The consumer will be in coma before consuming the entire amount (1000 mls).
* The consumer will only have taken between 960-1200 mls which means he will have gone into coma and then die.

C. Reasons for the occurrence of alcoholism in your community.

* Frustration/ stress
* Poverty- cheap/ affordable waragi
* Unemployment/ idleness
* Cultural practices/ attitudes towards alcohol
* Peer influence/ social gathering/ celebrations/ leisure.
* Lack of enforcement of laws about alcohol
* Availability of alcohol.

D. Effects of alcoholism

* Crime such as prostitution, theft, rape, etc.
* Domestic Violence
* Family break up / divorce/ separation
* Child neglect
* Increased poverty levels
* Biological dysfunctions e.g impotence, heart failure, liver diseases, loss of appetite
* Accidents/ deaths through overdrinking
* Loss of Jobs
* Low productivity/ efficiency
* Social nuisance

Mark Allocation:

1. 10 marks (working for @ observation- 01 mark, Answer for each stage 01 mark)
2. (i) 02 marks (Working – 01 mark, state – 01 mark)

(ii) 04 marks ( State 02 marks, 2 reasons @ 01 mark)

1. Any 06 points @ 2 marks = 12
2. Any 06 points @ 2 marks = 12

SPGE = Up to 10 marks.

**8.(a) Suggest a suitable title:**

* Challenges of gender discrimination in employment.
* Eliminating gender discrimination
* Gender balance strategy in employment
* Gender inequality in employment
* Gender discrimination in employment
* The paradox of equal opportunities in employment.

(2 marks)

(b) (i) “………….. Jobs were strongly gendered”

The world of work in certain societies was biased towards one sex and against each other. Certain employment sectors are mainly for a particular sex.

(ii) “In such context, implementation of this liberal principle appear self defecting”

* Attempts towards equal opportunities through positive discrimination/ affirmative action lead to less than equal opportunities for others leading to further discrimination and inequality. This remains unsolved challenge.
* Applying good gesture on equal opportunity brings about real discrimination in employment putting in practice that concept/opportunities would be doing the opposite to what it advocates for.

(C) Views of liberal feminists on gender equal opportunities in society.

* They wish to give equal opportunities, rights to women and men in society.
* Even in liberal societies, there is gender discrimination.
* Institutions and practices are constructed based on male norms/ thus disfavouring women/ females.
* Sex discrimination occurs through bringing into appointment/ allocation process arbitrary issues or irrelevant issues.
* The liberals believe in equal opportunities and merit.
* Apparently gender in neutral jobs affect women because of family responsibility/ obligations.
* They are in favour of positive discrimination/ affirmative action.
* They advocate for radical restructuring of work to fit within family life or restructuring family life to fit with work.

(d) Meaning of words and phrases in the passage:

1. Covert discrimination- indirect/ disguised/ concealed/ silent/ hidden exclusion/ segregation/ equal treatment of one group by another.
2. Arbitrary- acting out of impulse without following a pre-determined procedure or pattern or process having no concrete support.
3. Rational- reasonable, sensible, justifiable.
4. Endorsement – acceptable, approval, confirmation, acknowledgement, certification of method of doing things.
5. Radically transformed – seriously /completely/ severely changed/ altered
6. Notoriously eccentric – unconventional/ abnormal/ odd/ bad way of doing things.
7. Affirmative action- deliberate move intended to correct an imbalance /an agreed principle or rectifying an anomaly / positive discrimination.
8. Subvert the notion- destroy the idea / opinion, upset the originally upheld criterion way of doing things
9. Cope with the conundrum – solve the puzzle, catch up with the challenge/ find a solution to complex situation/ controversy.
10. Reformist demand- a call for change/ a need to do things differently/ a call for transformation.

Mark Allocation:

1. 02 marks
2. (i) 04 marks

(ii) 04 marks

1. Any 05 points 2 marks each = 10
2. Up to 2 marks each = 20 marks.

SPGE – 10 marks

# **2012**

1. **“Power belongs to the people." To what extent is this constitutional provision applicable to the Ugandan situation?**

**Def: Power belongs to the people** is the expression which refers to the rights/ authority given to/ held by the citizens as stipulated/ provided for by the constitution of the Republic of Uganda/ country/ nation.

**Applicable (A)**

* People have the right to elect leaders through regular elections
* Have the right to recall /throw out/ vote out/ move vote of no confidence against any incompetent person e.g. at grass root/ LC.
* LCs are empowered to manage their own affairs.
* LCs settle disputes at the grass roots and their decisions are respected even in courts of law.
* People can demand for the protection of life and property.
* People exercise freedom of expression/ speech/ demonstration.
* People belong to any religious/ political/ economic affiliations/ assembly.
* People can contribute to major decision making through their representatives.
* People have a right to security of life and property

**Not Applicable (NA)**

* Sometimes elections are rigged and wrong candidates are declared winners.
* Election Violence / intimidation/ harassment
* Interference distorts people’s decisions/ choice
* The legal system makes it difficult for the people to recall incompetent persons/ leaders
* Corruption affects people’s decisions/ provision of social services/ welfare/ transport and communication, etc.
* Sometimes representatives forward their own views other than people’s views and ignore their interests.
* Security of life and property is not guaranteed.
* Sometimes state security organs violate people’s rights.
* Majority of Ugandans are ignorant of their rights.

Mark Allocation

SP- 05 GE- 10, Def: - 05

Cont: (A) 5 points @ up to 3 marks =15 marks

(NA) 5 points @ up to 3 marks =15 marks

1. **Should prostitution be legalized in your community?**

Def: Prostitution is the practice of engaging in sexual acts/ intercourse for financial /material gains/ offering one’s body for financial / material gains.

Legalized means accepted / allowed by law.

**Yes(Y)**

* Could be a source of income for individuals
* Source of revenue to government through taxation/ licensing.
* The habit is already formed.
* Help in proper management of health/ easy control of STIs
* Easy to protect prostitutes from abuse/ stigma/ harm/ harassment
* For recreation/ leisure/ fun/ sex industry
* It is legalized in some countries.

**Should not be legalize (N)**

* It violates God’s divine command- one’s body is God’s temple.
* It is a social nuisance/ disorder in society
* Promotes/ perpetuates immorality
* Destroys marriage/ relationships
* Unwanted pregnancies and children/ child neglect
* Increased crime e.g. abortion, clients murdered/ robbed/ drug abuse.
* Defames one’s personality/ family status
* It can lead to ostracism of the prostitute.
* Promotes/ exposes them to STDs
* It undermines the institution of marriage/ discourages marriage
* It leads to extra additional expenses/ costs incurred e.g. that money could have been used for something else.

Mark Allocation

SP- 05 GE- 10, Def: - 05

Cont: Any 6 points from one side @ up to 05 marks =30 marks

(For both sides, ignore the second part and consider only the first side).

1. **“The promotion of children’s rights is primarily responsible for increased indiscipline in Ugandan schools.” Discuss.**

Children rights refer to the legal authority/ claim/ entitlement to something for the increased satisfaction of minors/ general thought that every minor shall have. E.g. right to shelter, food, education, medical care, etc./ natural claims/ inherent/ God given.

**Yes (Y)**

* Lack of respect for authority/ contempt for authority
* Resent work/ assignments/ studying/ lessons/ instructions
* Resent school uniform/ abuse uniform hence no identity.
* Refuse punishments/ they are rebellious
* Reject advice/ guidance and counseling.
* Strained relationships between children and administrators/ teachers/ parents/ society
* Advocate for liberty/ liberal tendencies to do what they want. E.g. owning telephones, radios, watching adult movies/ unhealthy relationships etc.
* Increased occurrence of strikes/ violent means to express their grievances/ demand their rights through violent means.

**Other factors (O)**

* Parental neglect/ poor family upbringing.
* Drug abuse e.g. alcohol, marijuana, kuba etc.
* Peer influence/ pressure
* Exposure to media (TV, radio, internet, magazines etc.)
* Environment in which a child grows e.g. slums, near bars etc.
* War/ insecurity/ political instability/ insurgency
* Poor school administration/bad management
* Harsh treatment by teachers and prefects
* Poverty at home can lead to theft in schools/ students stealing other students’ property
* Unethical/ unprofessional/ incompetent teachers i.e. fall in love with students.

1. **(a) Explain the importance of wetlands in Uganda**

**(b) What measures should be put in place to protect wetlands?**

Def: Wet lands are sections / areas on the surface of the earth that are saturated with water/ water logged for part of the year- temporarily or throughout the year- permanently. E.g. Lubigi, Namatala, etc.

Importance(I)

* Maintenance of water table( water infiltration)
* Prevention or control of erosion
* Habitat for a variety of aquatic animals and plants
* Sources of raw materials for the crafts and construction industries.
* Source of food i.e. fish, fruits, animals
* Marginal plants are used for grazing
* Cultivation areas especially during the dry seasons
* Source of water( reservoirs)
* Water purification sites
* Promote tourism (aesthetic value)
* Climate modification
* Medicinal value- plants, clay, roots etc.
* Research / education sites
* Control flooding
* Natural boundaries/ borders e.g Nile between Busoga and Buganda.

**Measures (M)**

* Sensitization and education of the masses about the value of the wetlands
* Enforce the laws on encroachment and misuse of wetlands (NEMA)
* Demarcate, gazette and protect wetlands
* Promote and respect international conventions and treaties on wetlands i.e Ramsar convention
* Protect the catchment areas/ upstream of wetlands- avoid pollution and deforestation.
* Control human population through family planning.
* Introduce and encourage alternative crops e.g upland rice/ fish farming.
* Encourage / promote research for the sustainable use of wetland resources.

1. **Leap year Underlined:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2012 Wed. 26th | 1999 Sun | 1986 Fri | 1973 Wed | 1960 Mon | 1947 Fri |
| 2011 Mon | 1998 Sat | 1985 Thu | 1972 Tue | 1959 Sat | 1946 Thu |
| 2010 Sun | 1997 Fri | 1984 Wed | 1971 Sun | 1958 Fri | 1945 Wed 26th Dec |
| 2009 Sat | 1996 Thu | 1983 Mon | 1970 Sat | 1957 Thu |  |
| 2008 Fri | 1995 Tue | 1982 Sun | 1969 Fri | 1956 Wed |  |
| 2007 Wed | 1994 Wed | 1981 Sat | 1968 Thu | 1955 Mon |  |
| 2006 Tue | 1993 Sun | 1980 Fri | 1967 Tue | 1554 Sun |  |
| 2005 Mon | 1992 Sat | 1979 Wed | 1966 Mon | 1953 Sat |  |
| 2004 Sun | 1991 Thu | 1978 Tue | 1965 Sun | 1952 Fri |  |
| 2003 Fri | 1990 Wed | 1977 Mon | 1964 Sat | 1951 Wed |  |
| 2002 Thu | 1989 Tue | 1976 Sun | 1963 Thu | 1950 Tue |  |
| 2001 Wed | 1988 Mon | 1975 Frid | 1962 Wed | 1949 Mon |  |
| 2000 Tue | 1987 Sat | 1974 Thu | 1961 Tue | 1948 Sun |  |

**(A)(I)**  From The Table, Mzee Byarufu was born on Wed.26th Dec.1945.

**(ii)** His mother died on Friday 26th Dec 1958 (45+ 13=1958)

**(b)** By the age of 30 years, the following children were born:

* 1st born - 1965
* 2nd born – 1967
* 3rd born – 1969
* 4th born – 1971
* 5th born – 1973
* 6th born – 1975

He had six children in all ( 30 yrs- 18 yrs – 6 yrs = 06) (03 marks).

He remained with 3 children after the accident on 26th Dec. 1975. (6x ½ = 03)

(ii) His last child was born in 1995( 1975+30 = 1995) (02 marks)

(c) Problems faced:

* Strains relationships in society
* Lives in a world of fear because every incident is taken as a bad omen.
* They are often exploited/ cheated/ conned by witch doctors or astrologers.
* Have no room for unfortunate coincidences.
* They may not achieve much in life because they consider themselves doomed/ unfortunate/ unlucky/ pessimistic.
* They easily resort to evil ways of warding off bad omen. E.g. child sacrifice, suicide, etc.
* Mental derailment (Any 05 points, 2 marks @ = 10 marks)

(d) No reason – There is no scientific evidence for horoscope. (4 marks, i.e 2 for No and 2 for reason). Or Yes – ( also 2 for yes and 2 for reason)

SPGE = 10.

1. Suggested titles:

* The evil in Human nature
* Theories of evil in Human nature
* The goodness of God in man
* Goodness and evil in human nature.

(b) “Funny things can be dangerous” – amusing things can have desirable consequences

- What is amusing can be troublesome/ destructive/ hurting/ damaging.

(ii) “Living happily with contradictions” – Do not mind about what is not in line with what we expect/ is expected.

* Not mindful about things / situations which are not in line with what we expect.

(c) Summary

* The romantic theory- based on exhibiting super energy and independence in all one does, positive or negative.
* The sentimental theory- based on the goodness in man, having faith in goodness in man and good people.
* The scientific theory based on the fact that human beings are merely a product of heredity and environment, economic law, vitamin deficiency and hypertrophy of the glands . Human beings should not be blamed for their actions.
* They are merely controlled by what is around them and heredity (background).

(d)

1. Conspicuous- Easily noticeable/ outstanding/ clearly seen, prominent, surprising, visual, unique.
2. Lofty Isolation- arrogant and secluded/ living on one’s own with arrogance.
3. Domestic terrorism- home violence/ unleashing violence in home / area/ locality.
4. Complicated mechanism- a system difficult to understand/ incomprehensible systems.
5. Temperament- one’s nature/ character/ disposition/ personality/ outlook/ attitude.
6. Obsolete- old fashioned/ outdated/ archaic/ no longer in use/ backward/ ancient.
7. Familiar notions- everyday beliefs/ common ideas/ usual themes/ common views/ opinions.
8. Defiant energy- rebellions/ challenging unyielding/ stubborn force/ headstrong/ daring/ bold.
9. Economic therapy- business solutions/ financial remedies/ solutions
10. Working conformity – in total agreement/ compliant/acceptance/ accepting.

# **2013**

# 

1. **Assess the impact of private sponsorship scheme in public universities on Uganda’s education system.**

**Def:** Private sponsorship scheme is a system where students/ individuals pay for their studies in public universities.

Positive impact (P)

* Increased intake leading to more qualified man power.
* Provides education to a wider section of the country’s population/ opportunities to those who would have been excluded by the government scheme.
* University staff/ lecturers and other workers get better remuneration/ welfare
* There is increased funding for provision of required facilities e.g. lecture rooms, educational materials/ infrastructure, etc.
* Liberalization of boarding facilities. i.e. a student can choose where he/she wants to stay.
* It has created income for investors (owners of hostels/ accommodation units/ rentals.
* It has diversified courses and possibilities for career development e.g. mass communication, leisure and hospitality, tourism.
* Creation of more job opportunities in the universities to handle bigger numbers.
* It has created new private universities
* Liberalization of study time. E.g. weekend, night, day, distance learning, etc.
* Encouraged hard work

Negative impact (N)

* It is very expensive to the poor/ low income earners.
* High rate of drop out due to failure to pay tuition.
* Unethical methods of obtaining money to pay for private sponsorship.
* Plagiarism e.g. cheating in exams has increased.
* Diversion of fees by some students e.g. for business, sports betting, immorality
* Reduction of quality of education due to large numbers.
* Mediocre students have got access to university education because they can afford.
* There is laxity among students since they can join the university with minimum effort.
* It has led to mushrooming of sub-standard hostels that have increased insecurity and immorality especially for girls.
* There is congestion in some public universities e.g. Makerere and Kyambogo.
* It has killed the spirit of patriotism in the present generation e.g. embezzlement in a bid to recover money spent on education.
* It has increased instability in universities e.g. lecturers demand for a higher pay, students riot against fees increment.

Mark allocation:

SP- 05 CONT: (P) 5 PTS @ 3 MKS = 15

GE- 10 (N) 5 PTS @ 3 MKS = 15

DEF- 05

1. **Describe the functions of the parliament of Uganda.**

**Def.** Parliament is the national representative body having supreme legislative powers within the state. It is one of three arms of government responsible for making laws and policies. The current parliament is the 9th with 368 members comprised of women representatives constituent representatives, special appointees to ministerial positions, and interest groups such as the disabled, youths, workers and the army.

Functions (F)

1. It makes laws for the country
2. It protects the constitution by promotion of democratic rights.
3. It scrutinizes government policy and administration.
4. It discusses and approves the national budget.
5. It ensures transparency and accountability in the utilization of public funds/ resources
6. It involves the public in discussion of various issues of national development
7. Parliament is the eye/ watchdog of government, non-government institutions and the people of Uganda.
8. It demands accountability from the executive by raising different issues on the floor of the house.
9. It monitors the implementation of government programs and projects.
10. It debate matters of topical interest/ national concern usually highlighted in the president’s state of the nation address.
11. It vets appointment of persons nominated by the president under the constitution.
12. It moves private members’ bills e.g. draft laws may be presented by a back bench MP. E.g. anti homosexuality bill was moved by Hon. David Bahati.

Mark Allocation:

SP- 05, GE- 10, Def- 05

Cont: Any 10 points @ 3 marks = 30

Total = 50.

1. **To what extent has television promoted crime among the youth in your community?**

**Def:** (1) Television is an electronic equipment / device with screen on which one can watch programs with moving pictures and sound.

(2) Crime is an activity that involves going against accepted / established norms of the society/ breaking the law. E.g. murder, rape, defilement, theft, etc.

**Television as a promoter (T)**

* Pornographic scenes have fanned sexual immorality amongst the youth. E.g. defilement, fornication, prostitution, etc.
* Violence scenes have produced violent youth and vandals. E.g. violent characters who are violent to people, property and animals.
* Increases expenditure avenues for the youth who will do anything to acquire DVDs, CDs etc including stealing and sometimes killing.
* Gives publicity to criminals/ wrong role models and youth tend to emulate/ imitate/ identify with them.
* Television fuels permissiveness leading to lawlessness.
* It makes the youth disregard traditional moral principles e.g. virginity, respect for elders, dress code, etc.
* It makes the youth adopt foreign behavior e.g. homosexuality.
* It gives false standards e.g. perversion, unrealistic luxury which leads to crime such as theft, burglary, etc.
* It uses vulgar language which is unacceptable and may lead to conflicts, embarrassments, etc.

**Other factors (O)**

* Parental negligence e.g. too busy , divorced
* Permissiveness of the society. E.g. child upbringing is no longer communal – reaction of parents if their children are disciplined by other people, dress code, sports betting
* Misinterpretation of children’s rights by children, parents/ adults in society.
* Poverty/ unemployment can lead to theft
* Materialism/ greed for money/ wealth
* Child abuse in homes or schools
* War and displacement / political instability.
* Changes in culture / environmental influence – what may be right in one culture may not be right in another culture. E.g. dress code, slum area, other forms of social media, technological changes.
* Peer pressure/ influence
* Some children are naturally stubborn/ inherently stubborn- they delight in stealing, destroying property, they cannot be corrected, they are violent.
* Boredom due to lack of work, idleness and disorderliness, “an idle mind is a devil’s workshop”.
* Drug abuse and alcoholism can lead to other crimes e.g. defilement and rape.
* Leaders who are not exemplary/ self- centered / bad leaders, corrupt
* Ignorance of the law/ weak laws
* Influence of terrorist organizations e.g. ADF, LRA, etc.

Mark Allocation:

SP – 05, GE – 10

Def (1) – 02marks

(2) – 03 marks

Cont: (T) any 5 points @ 3 marks = 15

(O) any 5 points @ 3 marks = 15

Total = 50

1. **Explain the causes and effects of environmental pollution in Uganda.**

**Def.** Environmental pollution refers to contamination of the surroundings (air, water and land), making them unpleasant/ unsuitable and harmful to live in.

**Causes(C)**

* Release of industrial gases into the atmosphere. Such gases are Carbon dioxide and sulphur dioxide.
* Dumping of wastes from industrial sources on land and in water/ mining on land.
* Emission of heat into the, thermo pollution, kitchens, bulbs, industries etc.
* Fumes from automobiles which contain carbon dioxide and carbon monoxide.
* Burning of solid and liquid materials in open air to release fumes/ gases and heat. e.g. Plastic materials petrol, oil, and acids.
* Sound/ noise pollution from noise of music from discos, automobiles and blasting of stones from quarries industries etc.
* Use of sprays, perfumes, fridges etc which contain chloro- floural carbons (CFCs) deplete ozone layer
* Use of agricultural pesticides, fertilizers, accaracides, etc.
* Poor disposal of polythene materials, glasses, ceramics etc.
* Poor sanitation in urban and slum areas leading to stinking places due to poor sewage system.
* Poor disposal of garbage from industrial and residential areas.
* Use of chemical and biological weapons, e.g. tear gas, colored water, pepper spray and use of poison in fishing.
* Natural causes like volcanicity.

**Effects (E)**

* Loss of bio- diversity, death of living organisms, e.g. fish, plants, birds, animals and human beings.
* Depletion/ destruction/ perforation of ozone layer.
* Global warming i.e. increased concentration of carbon dioxide in the atmosphere causing melting of ice.
* Siltation of rivers and lake.
* Flooding of settlements, farmlands, roads and industrial areas.
* Increased prevalence of diseases; water borne e.g. cholera, diarrhea, dysentery, and cancer.
* Contamination of water leading to high costs of purification.
* Distortion of the entire ecosystem.
* Climate change for the worse.
* Destruction of aesthetics/ loss of natural beauty of the surroundings.
* Reduction in the productivity of soils and water.

Mark Allocation:

SP – 05, GE- 10, Def- 05

Cont: (C) Any 5 points @ up to 3 marks = 15 marks

(E) Any 5 points @ up to 3 marks = 15 marks

**5. Draw a table to organize and match patients to their respective records.**

**Title:** TABLE SHOWING PATIENTS’ RESPECTIVE RECORDS (01 mark)

|  |  |  |  |
| --- | --- | --- | --- |
| PATIENT | BLOOD PRESSURE(mm hg | HEIGHT(CM) | WEIGHT (KG) |
| Christina | 143/120 | 187 | 69 |
| Caleb | 114/80 | 175 | 85 |
| Kyalie | 138/90 | 127 | 54 |
| Emmy | 144/120 | 180 | 55 |

( 12 marks)

(b) Identify the patient with the

(i) Heaviest weight – Caleb (85 kg) (01 mark)

(ii) Highest blood pressure – Emmy (144/120 mm hg) (01 mark)

(iii) Shortest height – Kyalie (127 cm) (01 mark)

(c) Explain the importance of collecting and keeping medical records.

* Identifying common diseases
* Establishing the geographical spread of diseases
* Investigating the causes of diseases by relating the disease to geographical areas.
* Correlating diseases to gender, body characteristics, e.g. height, weight, etc.
* Following trends of disease spread/ occurrences
* Where possible, identifying the magnitude of the problem to get possible solution/ intervention measures
* Following the history of the disease across families, geographical zones, gender, age, etc
* Budgeting/ planning/ accountability.

(d) Examine the causes and effects of high blood pressure in your community.

**Causes**

* Hereditary/ genetic (inherited)
* Obesity/ overweight arising from lifestyle
* Nutritional problems e.g. diet full of animal protein, junk food with high cholesterol levels, alcoholism.
* Lack of physical exercises
* Side effects of certain drugs e.g. contraceptives, pain killers, ARVs
* Stressful situations( stress) e.g. too much work/ overworking) worries, loss of dear ones, war situations, anxiety
* Ageing

**Effects**

* Death
* Diseases e.g. heart condition, stroke/ paralysis
* Bursting of some veins
* General indisposition affecting one’s productivity at work
* Increased costs/ expenditure
* Hypersensitivity to shocking/exciting situations and patients are very irritable.
* Patients are a burden in terms of care, their diet is restrictive and they may not handle their personal hygiene.

Mark allocation:

1. Title- 01 mark

Table- 12 marks

1. 01 mark @ = 03 marks
2. Any 5 points @ 2 marks = 10 marks
3. Causes – Any 4 points @ 2 marks= 10 marks

Effects – any 3 points @ 2 marks = 06 marks

SPGE – 10 marks

TOTAL : 50 MARKS

**6. Suggest a suitable title for the passage:**

* The estrangement of man from his labour
* Alienation of labour in a capitalist society
* Labour and capitalism
* Causes of alienation of labour in a capitalistic society
* A working man in a capitalist society
* Exploitation of labour in a capitalistic society.

(b)(i) “….. Labour denies the fullness of concrete man”. This means:

* What man does with his effort is not proportionate to his reward
* The fruits of man’s work / effort does not reflect his worth
* The more one works, the more worthless he becomes
* The worker does not fully enjoy the benefits of his labour/ efforts.

(ii) “It is not consciousness which determines existence; it is existence which determines consciousness”

* This means it is not awareness that makes a living person but it is being alive that makes a man aware of what he should do, or think.

(c) Summary

* Man is not free in a capitalistic society because capitalism alienates him from his labour. i.e man is an alienated thing.
* Man is not rewarded for his efforts
* Man is exploited/ the more he works, the less he gets
* The more man works/ produces quality and value things, the more he devalues himself/ he is denied the enjoyment of the fruits of his labour.
* Man produces wealth which he has no control over
* People recognize / appreciate the product and ignore the effort of the worker/ producer/ labourer
* No work no pay
* Man / workers produce wealth/ profit for the capitalist.
* The conditions of workers are oppressive and lead to political and ideological alienation.
* Social stratification- workers/bourgeoisie

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

(i) Alienated being- a person made to feel that he does not belong to a particular groug/ a person made as stranger to where he should be belonging/ considered an outsider/ sidelined/ marginalized/ detached.

(ii) tangible- can be clearly seen to exist/ that can be practical and clear/ clearly seen and physically existing.

(iii) Antagonistic classes- social groups of people who conflict with each other or directly opposing each other.

(iv) Appropriates- takes what belongs to the worker to someone and uses it without permission/ gains control of/ confiscates/ usurps goods produced by the worker.

(v) fetishes- an obsession/ passion for/a pre-occupation/ infatuation for products/ idols that are worshipped.

(vi) Obscured- hidden/ not clear/ cannot be seen clearly/ easily.

(vii) Illusory justification- trying to show what is not real though it seems to be as right or reasonable when it is not/ unreal/ sham/ untrue/ deceptive/ deluding/ false reason.

(viii) Spiritual intercourse of men- the connection/ relationship between people and religion.

(ix) emanation- the beginning of something / originating from/ springing from/emerge from/ accrue from.

(x) Duality – state of having two parts or aspects.

Mark allocation:

1. Any suitable title – up to 02 marks
2. (i) up to 04 marks

(ii) up to 04 marks

1. 05 points @ 2 marks = 10 marks
2. Up to 2 marks each = 20 marks

SPGE – up to 10 marks

TOTAL: 50 MARKS

# **2014**

**QN 1: Account for the rampant drug abuse among the youth in your community.**

**Def:**  Drug abuse refers to any misuse of legal or illegal substance in a way that is detrimental to health. e.g., narcotics like cocaine, opium, cigarettes, tobacco, alcohol and medicines.

**Reasons**

* Self medication
* Addiction
* Need to enhance performance e.g in sports and other activities.
* Forgetting problems
* Curiosity/ experimentation
* Media influence
* Gain courage to dare/ Dutch courage
* Stress
* Parental negligence
* Lack of counseling and guidance services to the youth
* Permissiveness
* Social environment/ culture e.g street children/ slum dwellers
* Weak laws

Mark Allocation:

SP – 05 marks

GE – 10 marks

Def: 05 marks

Cont. up to 10 points each up to 03 marks = 30 marks.

1. **Examine the merits and demerits of decentralization policy in Uganda.**

**Def:** Decentralization is the transfer of some power from the central government to the local government (districts) for management of their own affairs such as education, agriculture, health (medical), road works, etc.

**Merits(M)**

* Services are brought nearer to people. E.g. agricultural extension services, road works, maintenance, education, etc.
* Jobs are created at the district, e.g. District Service Commission.
* Revenue collection is very efficient
* Accountability is easier
* Government programs are easily monitored and supervised. E.g. education, medical
* People participate in electing their own leaders e.g. LC5, LC3, councilors, etc.
* Each district handles its unique priorities
* Easy decision making
* Competitive spirit encourages development.
* More money is retained at the district.
* Easy mobilization of the masses e.g. for immunization program.
* Identification of talents e.g. sports.

**Demerits (D)**

* Corruption is decentralized and intensified.
* Tribalism / nepotism/ sectarianism has increased.
* Conflicts have intensified
* Some districts are disadvantaged in terms of resources and will need central government support.
* Increases government expenditure.
* Due to tribalism/nepotism/sectarianism, unqualified personnel are employed/elected.
* Duplication of work / services is bound to occur. E.g. in education, medical etc.
* Increased tax burden to the local people.
* Irregularity in service delivery.

Mark allocation:

SP – 05 marks, GE – 10 marks, Def – 05 marks

Cont: M – 5 points @ up to 03 marks = 15

D- 5 points @ up to 03 marks = 15

1. **How can we ensure food security in Uganda without compromising the quality of the environment?**

**Def: 1.**Food security is the guarantee that the population has enough to eat throughout the year/ always/ all the time.

2. Environment is man and his surroundings. Eg land, air, water etc.

**Steps to ensure food security**

* Improved farming methods e.g. controlled irrigation, organic agriculture etc.
* Agro- forestry practices i.e., growing crops, rearing animals and growing trees in the same area.
* Sensitization/ education of farmers to produce food while protecting the environment.
* Use of high yielding breeds/varieties which are environmentally friendly.
* Conservation of bio-diversity in the production of lands or areas – do not poison or kill them. i.e. the birds, earthworms, etc.
* Efficiency / sustainable use of wetlands e.g. for fish farming, rice growing.
* Encourage the growing of a variety of food crops and rearing of a variety of animals e.g. cereals, root tubers, cows, rabbits etc.
* Research on food production and its effect on environment.
* Prepare of disasters and emergencies e.g. floods, drought, landslides, etc.
* Safe preservation and storage/food banks/ stores/ silos- this gives land time to rest by reducing the yield would have been wasted due to over production.
* Avoid land fragmentation because it leads to low yields and soil exhaustion.
* Poverty eradication measures so that people can afford to purchase the food as well as using other sources of energy/ fuel other than charcoal or wood fuel.
* Promote gender equity in food production e.g. empower women on factors of production like land, involving men in production of food.
* Improvement of transport and communication network to allow easy distribution of food and accessibility to markets.
* Enact laws on food production and security.
* Population control.

Mark Allocation:

SP- 05 marks GE – 10 marks Def; 1. Environment= 02 marks2.Food Security= 3 marks

Cont: Any 10 points @ up to 3 marks = 30 marks

**4. Why is it necessary to improve primary health care in your community?**

**Def:** Primary Health care is the basic fundamental medical advice and treatment that one gets from one’s local community from a doctor, nurse, public health worker, rather than treatment from a specialist.

**Reasons:**

* Health centres in some areas located far from the community.
* Important advice can be given at the basic level on communicable diseases e.g. TB before a more specialized attention.
* Maternal care and advice is given to expectant mothers and traditional births attendants.
* Advice on child health, feeding and nurturing.
* Advice and treatment on accidents. Fire burns, cuts, etc.
* Sanitation in the community e.g., pit latrines, waste disposals, etc.
* Hygiene, personal and environmental
* Water sources- provision of safe water sources- provision of safe water sources.
* Advice on proper nutrition for good health.
* Communication
* Communication and transport especially the roads and vehicles and vehicles in case of patient to be taken to hospital.
* Primary health workers give advice to save situations which would otherwise have been worse e.g. snake bites etc.
* Reduce medical expenses in the family/ at national level.
* Improve productivity of the population because they are healthier.
* Source of medical statistics.
* Saving lives of expectant mothers/ reducing mortality rate.
* Reduce medical expenses in the family/ at national level.

Mark Allocation:

SP= 05 marks, GE = 10 marks, Def= 05 Marks

Cont: Any 10 points @ up 3 marks =30 marks

**SEC.B**

**QN 5. (i)**  Length of a river A to Z = X/3

It is said that 10 miles covered by the batch before the 2nd batch is released is only 0.5% 0f the journey A-Z.

0.5%= 10 miles

Therefore, 100%= ?

10/0.5 x100 = Distance from A- Z

20x 100 = 2000 miles.

But 8/5 or 1.6Km = 1 mile.

Therefore, the length of a river from A to Z = 3200km.

(ii) To get X miles, X/3 = 2000 miles ( length of a river from A to Z)

X = 3x2000 = 6000 miles.

(b) A day has 24 hours. Therefore, 12 releases of 260 boats @ = 3120.

(i) Number of boats dropping out due to each challenge are below:

- Illness= 3120 x 2/100 = 62.4 = 62 boats.

- Exhaustion = 5/100 of 3120 = 156 boats

- Extreme heat = 6/100 of 3120 = 187 boats

- Accidents = 10/100 x 3120 = 312 boats

***­***- Loss of direction = 23/100x 312 = 718 boats

(ii)Boats successfully finishing

Total drop out = 46%

Total of finished = 54%

Therefore 54% of 3120 = 1684.8 approx. 1685 boats

OR

Add all absolute values in (i) above i.e (62+ 156+187+312+718) = 1435 and subtract it from total boats

i.e 3120- 1435 = 1685 boats

(iii) Successful boat travels at an average speed of 84.3 miles/hour,

Time = Distance/speed = 3200/135 = 24 hours

OR

2000/84.3 = 23.7 hours approx 24 hours.

(C) If a boat gets lost at point B. Point B = ¾ of the distance A-z,

¾ of 2000 = 1500 miles.

But 1500 miles = 8/5(1500) km = 2400km

OR

¾ of 3200km

¾ x3200 = 2400km.

(ii) Time taken = Time = Distance/speed

= 2400/135 = 17.8 hours.

(d) Challenges faced in utilizing water resources:

* Pollution of water bodies
* Drought/ climatic changes making water resources seasonal
* Siltation and flooding
* Lowering of water table due to deforestation, swamp reclamation etc. which leads to drying up of bore holes, streams lakes etc.
* High costs of water purification
* Wastage of water through negligence, leakages, vandalism etc.
* Poor enforcement of environmental laws and regulations.
* Over harvesting of water resources like fish.
* Existence of rapids and waterfalls limiting use of rivers for transport.
* Strong winds which distract water transport and fishing activities.
* Presence of predators against fishermen, people who draw water for domestic use. E. g crocodiles, hippos etc.
* Conflicts arising from boundaries, demarcations
* Danger to health e.g lake Katwe
* Insecurity.

Mark allocation:

1. (i) 04 marks

(ii) 02 marks

1. (i) 10 marks

(ii)03 marks

(iii) 03 marks

1. (i) 03 marks

(ii) 03 marks

1. Any 6 points @ 2 marks = 12 marks

SPGE – Up to 10 marks

Total : 50.

**Qn 6 (a) The appropriate title for the passage:**

* The role of a leader in a political party
* The influence of a party leader
* The operation of a political party
* The relationship between a leader and members of a political party
* The qualities of a developmental party
* The relationship between a political party and a state.

(b) (i) The author means that the ruling classes;

- realize the lack of holiness at the centre of a country / nation

- no concern for the country / nation

Emptiness in the values of a country / nation

(ii) The author means: Understood as authorizing /permitting/ allowing the projection/ ugly growth/ unwanted/ un-desirable mark of a seat of government already congested/ overcrowded/ too full of people and economically too advanced

Giving credence to the ugly growth of an already advanced city.

(c) Qualities that a developmental party should have:

* Be trustworthy
* A tool in the hands of the people
* A means where people decide on the policy of government
* Never be the only political bureau
* Where all members of government and chief dignitaries of the regime may meet freely together.
* Be decentralized in the extreme
* Bring life to the regions which are dead
* Be organisms through which the people exercise their authority and their will
* Guide and constitute for the people a decisive guarantee.
* Not be in the hands of heads of regional branches/bureau/ should not hold administrative powers.
* Have a leader who does not boss members.

(Any 6 points, @ 2 marks = 12 marks)

(d) The meanings of words and phrases:

(i) **Baleful influence:** threatening/ destructive effect/ dominance/ authority/ hold/ impact/power

(ii) **Ascendency:** The coming to power/ the coming up/ the rising of a leader.

(iii) **Admiring complicity:** approving involvement of people with a vice/ thinking highly of/ reverence of someone with a vice.

(iv) **Pitfalls:** Hidden dangers/ difficulties, unseen challenges/ short-comings.

(v) **Abdicated :** Gave up the role of leadership/ surrendered/ quit/ vacated

(vi) **Oblivious of everything:** not bothered/ aware of what goes on / in total ignorance of/ unconscious of uninformed/ pre- occupied.

(vii) **Duality of powers:** having two positions of authority/ performing a double role

(viii) **Decisive guarantee:** Conclusive assurance, convincing / crucial/ final warranty.

(ix) Gain Private end: Obtain/ secure personal interest, acquire/ achieve personal benefits, fulfill personal aspirations.

(x) Make a career for yourself: prepare a personal full-time occupational/ job/ employment.

(@ up to 02 marks)

Mark Allocation:

1. 02 marks
2. (i) – 03 marks

(ii) 03 marks

1. 12 marks
2. 20 marks

SPGE 10 MARKS

TOTAL 50 marks

# **2015**

1. **Assess the impact of the extended family system on your community.**

**Def:** Extended family system is a group /set up of parents ,children and relatives, relations living in the same homestead or different homes e.g. uncles, aunts, grandparents, cousins etc.

**Positive impact (p)**

* Easy instructions /teaching of customs and society norms to children (culture) , of hard work .
* Easy routine administration e.g. family head /the elder knows all and commands respect.
* Those in need are assisted e.g. financially, morally, materially etc.
* Encourages co-operation and collective responsibility e.g. during weddings or funerals etc.
* Easy involving of conflict resolution in the family.
* It creates a sense of belonging/ unity /one in to a family as a unity.
* It is a source of labour.
* Provides security –emotional / physical security (defense).
* Benefits are shared among relatives e.g. bride wealth, land etc.

**Negative Impact (N)**

* It is costly / expensive to maintain relatives
* It is likely to breed conflict / chaos among relatives due to large numbers.
* Encourages sexual immorality/ incest.
* There is congestion e.g. houses/ lack of accommodation.
* Strains the available resources e.g. land, finances, food, etc
* Leads to poverty/less investment/ less savings.
* Increases chaos in homes especially in polygamous family and neighbourhood.
* It may lead to separation/ divorce/ breakage of the core family.
* Deprives the biological children of parental love and care.
* Creates laziness among the dependants/ core family members.
* Exploitation/ abuse of relatives.

Mark Allocation:

SP- 05

GE – 10

Def – 05

Cont:( P) 5 marks @ up to 3 marks = 15 marks

(N) 5 marks @ up to 3 marks = 15 marks

**2. Examine the causes and effects of interstate conflicts in Africa.**

**Def:** Interstate conflicts refer to situations when there is misunderstanding, dispute or war between two or more countries e.g. Sudan and South Sudan, Ethiopia and Somalia, Rwanda and DRC, etc.

**Causes(C)**

1. Dispute over territorial boundary e.g Tanzania and Uganda over Kagera area, Kenya and Uganda over Migingo Island.
2. The struggle to control natural resources e.g minerals, oil, water e.g Sudan and South Sudan over Darfur region.
3. Refusal / rejection of new regimes that come to power through military coups e.g Burundi vs Uganda.
4. Civil war can escalate interstate conflict if foreign support is offered to one of the warring parties or both.
5. Ideological differences e.g South Africa and Angola, South Sudan vs Sudan.
6. Resistance to dominance by other states e.g Rwanda and Uganda vs DRC, then Angola, Namibia and Chad came in , Morrocco and Western Sahara.
7. Breaching agreements, international treaties and understanding e.g Cameroon vs Nigeria.
8. Ambitious armament programs that cause tension among states. E.g Angola supported by Cuba vs South Africa during the apartheid era.
9. Personal differences among leaders. E.g Nyerere vs Idi Amin.
10. Granting political asylum to leaders/ politicians or harboring / supporting dissidents or rebels. E.g Uganda vs Sudan, SPLA, DRC harboring Rwanda’s Interahamwe, Tanzania PDF supported Uganda’s UNLF, FRONASA
11. Violation of human rights- Burundi vs other countries in the region.

**Effects(E)**

1. Outright war and lawlessness
2. Military confrontation
3. Loss/ destruction of lives and property/ animal and human
4. Economic hardships e.g. fuel crisis, inflation, shortage of commodities
5. Disrupts business/ trade/ commerce leading to loss of foreign exchange.
6. Organizations in the region gain interest and concern so they intervene. E.g. African Union.
7. Breakdown of diplomatic ties/ strained relationship between states.
8. Destruction of property and infrastructure e.g. roads, bridges, power stations, communication networks, industries, schools, etc.
9. Suffering psychologically or physically e.g. rape, maiming, and displacement.
10. Wastage of resources e.g. channeled to war.
11. Neocolonialism gets way into conflicting countries as a result of intervention from other countries.

Mark Allocation:

SP- 05, GE – 10, Def – 05

Cont:( C) 5 marks @ up to 3 marks = 15 marks

(E) 5 marks @ up to 3 marks = 15 marks

**3. Why is it necessary to eat balanced diet?**

**Def:** A balance diet is what we eat that supplies the body with all food values/ nutrients/ essential elements in the correct proportions e.g. carbohydrates, proteins, fats, minerals, vitamins, roughage and water.

**Why a balanced diet is necessary**

* To supply energy. Got from carbohydrates, fats, oils, e.g. cassava, maize, cereals, animal fat etc. Imbalance leads to body weakness and obesity.
* To help in body building. Got from proteins like eggs, meat, fish, milk, beans etc. imbalance leads to kwashiorkor, maramus and stunted growth.
* For body repair; got from proteins like eggs etc. imbalance leads to failure of wounds to heal fast, emaciation, etc.
* To increase / boost body immunity and cure: got from vitamins like fruits and vegetables.
* To ensure proper body reactions; got from vitamins and salts. Imbalance leads to organ malfunction / failure.
* To balance body fluids; got from mineral salts, greens, pumpkins, etc, Imbalance leads to respiratory disorders e.g. pneumonia.
* To activate enzymes; got from mineral salts, pepper etc. imbalance leads to swollen glands, goiter.
* For easy digestion; got from roughage and water; imbalance can lead to constipation and piles (hemorrhoids).
* For water re-absorption in the colon; got from roughage and salts e.g. magnesium. Imbalance leads to loose stool.
* To cool the body; got from water and fruits. Imbalance leads to heat flush, rash and oral dehydration.
* To warm the body; got from fats, oils, etc. Imbalance leads to blocked veins and chills.

Mark allocation:

SP – 05 marks, GE- 10 marks, Def- 05 marks

Cont: Any 10 points each up to 03 marks = 30 marks

1. **To what extent have human activities been responsible for global climate change?**

**Def:**  Global climate change is the gradual variation in the weather conditions/ patterns of the world, experienced after a long period of time ( 30 years+) e.g. increase in temperatures, reduced rainfall totals etc. (extreme weather conditions).

**Human activities (H)**

1. Poor farming methods/ systems e.g. mono-cropping, over-grazing etc.
2. Poor disposal of wastes leading to air, water and land pollution.
3. Deforestation leading to desertification and disruption of rainfall pattern.
4. Population increase exerts pressure on the natural resources.
5. Encroachment on wetlands disrupts its weather modification role.
6. Excavation and mining which leaves open pits and bare land and loss of vegetation.
7. Urbanization/urban growth and its negative effects e.g. pollution, increased carbon dioxide, refrigeration, automobiles etc.
8. Emissions from fossils / fuel combustion that has released particulate matter into the atmosphere (aerosols/ burning oils, radio-active materials depleting ozone layer.
9. The effect of industrialization e.g. manufacture of cement.
10. Wars – nuclear / chemical weapons.

**Other factors (O)**

1. Variations in solar radiations
2. Deviations in the earth’s orbit
3. Continental drift- shifting in positions of continents overtime.
4. Latitudinal effects
5. Changes in green house concentration of gases in the atmosphere due to natural reactions e.g. carbon dioxide.
6. Natural reactions e.g. earthquakes, volcanic eruptions etc.
7. Cyclic variations/ changes in weather conditions causing El Nino drought, floods or desert conditions.
8. Pests and diseases e.g. locust invasions, wilt, caterpillars, etc.

Mark Allocation

SP- 05 marks, GE- 10 marks, Def- 05 marks

Cont (H) 07 points @ up to 3 marks = 21

(O) 3 points @ up to 3 marks = 09

1. **(a)(i)** UAA 001 up to 999 (01 mark)

Ukonga will register 999 motor vehicles (01 mark)

(ii) The new system will register:

All alphabet letters= 26 (01 mark)

Maximum of motor vehicles for @ letter= 999

Therefore, 999x26 = 25974(01 marks)

Less original 999 (01 mark)

More vehicles to be registered= 24975 (01 mark)

(b)(i) Motor cycles run from UAD 001F to UAD 001Q (01 mark).

Number of letters of the alphabet ( complete set (F to P) = 11

(11X 999) + 1 for UAD 001Q (01 mark)

(10989) + = 10990 motor vehicles (01 mark).

(ii) Tractors run from UAD 002Q to UAD 001Z

Complete letters of alphabet (R,S,T,U,V,W,X,Y,Z) = 08 letters

* 8X999 = 7992 (01 mark)
* Add 998 for UAD 002Q to 999Q (01 mark)
* Add 1 for UAD 001Z (01 mark)
* (7992+998) + 1 = 8991 tractors (01 mark).

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

* They increase land pollution through dumping of scrap.
* Air pollution through emitted fumes
* Noise pollution e.g. engine sounds
* Land pollution through oil spills
* They are accident prone
* Congestion/ traffic jam has impact on space, the roads.
* Encroachment on wetlands to create space for car bonds.
* Oil from car washing bays and garages are washed away into water bodies by rain / running water.

(2X 08 = 16 marks)

1. (i) Taxation purposes so that the government can get revenue.

(ii) For proper control and supervision by government and owners.

(iii) For identification by the owner and other people.

(iv) To differentiate the countries of ownership.

(v) For government records so that they know the number of vehicles imported for proper planning of roads, parking lots etc.

(vi) To guard against theft/ robbery and easy follow up by police.

(vii) Prestigious e.g. personalized number plates.

(viii) To know how long the car has been used in the country/ how old is the car.

(5X2 = 10 marks)

Mark Allocation:

1. (i) 02 marks

(ii) 04 marks

1. (i) 04 marks

(ii) 04 marks

1. 16 marks
2. 10 marks

SPGE = 10 marks

TOTAL = 50 marks

1. **(a) Possible title for the passage:**

* Inter-sectionality
* Dealing with human intersectionality
* Views on intersectionality
* The dilemma of human multiple identities
* Structural intersectionality

(03 marks)

(b) Meaning of expression

(i) “………… reality of multiple identities…”

* A situation of finding one’s self falling into various/ different categories
* A fact that individuals can belong to different categories
* A fact of how individuals can be defined or affected by different phenomena. (03 marks)

(ii) “…………… dominant and subversive discourses…”

* Prevailing and undermining/ corrupting dialogues/ communication.
* Primary/ major / leading and destructive diversionary/ disruptive arguments/ discussions.
* Major diversionary discussions
* Common undermining talk
* Usual negative talk. (03 marks)

(c) Views on intersectionality

* Individuals belong to different categories/ individuals are not dimensional
* Multiple identities result in complex and compounded effects/ multiple systems of oppression interact with one another and affect the particular experience of an individual.
* It is difficult to deal with an individual’s problem emphasizing only one category/ voice/ identity.
* There is need for instruments and theories which deal with complexities of being a human being.
* Intersectionality helps one understand how structural complexity influences people’s relationships and
* Moulds their decisions.
* Human rights instruments can be strengthened/ improved/ made effective through the application of an intersectional framework.
* Intersectionality emphasizes the importance of context
* It can be used to re-shape and reframe how human rights theory and praxis approach identities.

(Any 6 points @ 2marks = 12)

(d) The meaning of words and phrases as used in the passage

1. **Compounded effects:** Complicated/ worsened results; magnified results/ consequences/ combined/ added results.
2. **Gendered norm:** sex-related practices/ customs/ traditions/ sex-based stereotypes.
3. **Rhetoric:** artificial/ insincere/ flowery/ pretentious/ false speech/ talk/ oratory.
4. **Relegated:** demoted/ pushed down to a lower level/ dis-regarded/ over-looked/ undermined/ ignored.
5. **Linear identities:** having similar/ related/ same traits/ categories/ homogeneous characteristics.
6. **Differ radically:** significantly varied/ different; essentially not the same.
7. **Interventions:** Measures/ strategies/ steps taken / solutions/ remedies/ mitigations.
8. **Exclusionary practices:** tendency to eliminate/ leave out/ omit some/ discriminatory habits; handling one at the expense of others.
9. **Marginal voices:** minority views/ ideas/ opinions of the few/ disadvantages/ disadvantaged/ under-privileged
10. **Nuances:** Slight differences/ not very obvious.

Mark Allocation:

1. 02 marks
2. 06 marks
3. 12 marks
4. 20 marks

SPGE- 10 marks

# **2016**

1. **The age of consent for girls in Uganda should be reduced to 16 years. Discuss.**

**Def:** Age of consent is the minimum stage at which girls take decisions that are legal and respected by society. E.g. marriage, engaging in sexual relationships, elopement, co-habitation, etc.

**Yes, Should be reduced(Y)**

* To reduce on the increasing level of defilement cases.
* A girl at sixteen is sexually and psychologically mature.
* Many abortions are avoided.
* Some girls engage in sex even before sixteen.
* Saves the family from disappointments, shame, constraints, social conflicts, legal battles, risks of infections, early pregnancies etc.
* Have children early and be able to fend for them when still energetic and strong to work.
* It is acceptable culturally or religiously especially for non- school going girls or vulnerable girls e.g. orphans.

**Not reduced (N)**

* It interrupts their education
* They are emotionally immature/ infatuation
* At the age of sixteen, some girls are not physically developed.
* Some girls cannot make rational decisions.
* Complications of pregnancy at child birth.
* High rates of STIs (Sexually transmitted infections)
* Unstable marriages due to immaturity.
* Still financially insecure.
* Easy prey to many men/ more vulnerable.
* It increases population growth.

Mark allocation:

SP- 05 Marks

GE- 10 marks

Def – 05 marks

Cont: Y- 5 points @ up to 05 marks = 15 marks

N - 5 points @ up to 05 marks = 15 marks

1. **Justify the need for educational reform in Uganda.**

**Def:**  Educational reform is making desirable /appropriate/ suitable/ positive changes in the process of imparting knowledge/ skill and values to learners in institutions.

1. The current curriculum is more theoretical than practical.
2. The products of this education system have a negative attitude towards practical work.
3. Some subject content is irrelevant to society needs.
4. The personnel and methodology do not measure up to the current trends in technological development.
5. It is not all inclusive (discrimination) e.g. farming, boys against girls.
6. It creates more job seekers than job makers.
7. There has been overproduction of manpower / human resource in some sectors like administration and business, but not in medical and engineering.
8. It does not emphasize the use of local materials /resources to enhance learning.
9. It does not cater for the development of individual learners talents.
10. There are few well- facilitated/ quality tertiary institutions in different regions of the country.
11. It is examination oriented/ only after acquisition of certificates/ academic papers.
12. It is expensive yet less productive.
13. The language of instruction is a hindrance to learning/understanding of some educational concepts.
14. Inspection/ supervision is very minimal at all levels.
15. Inadequate funding.

Mark allocation:

SP- 05 Marks

GE- 10 marks

Def – 05 marks

Cont: Any 10 points @ up to 05 marks = 30 marks

1. **To what extent have environmental concerns limited development in Uganda?**

**Defn1:** Environmental concerns are contentious issues/ challenges/ worries and fears that arise out of man’s use/ conservation of his surroundings (air, water and land). (03 marks)

**Def 2:**  Development refers to improvement / betterment of man’s life (02 marks)

**Environmental concerns ( E)**

1. Gazzetting of game parks and reserves has led to evictions of people limiting economic activities such as farming, hunting, charcoal production.
2. Some protected animals such as elephants, hippos, buffalos, etc, are vermin and encroach on man’s farm land destroying crops and human life.
3. Prevention of swamp reclamation has limited productivity in agriculture, road construction etc.
4. Construction of important projects have been hampered / delayed by environmentalists e.g. Bujagali power project, Karuma etc.
5. Water hyacinth has remained a problem for long because of objection to use of chemical methods to destroy it.
6. Environmental concerns have discouraged industrialization because of fear of pollution of air, land and water. E.g manufacture of polythene bags by Mukwano industries.
7. Spraying of mosquitoes using DDT was discouraged because it would affect people’s health yet malaria has remained a killer disease in Uganda.

**Other factors (O)**

1. Corruption/ tribalism in Uganda.
2. Insecurity and political instability
3. Poverty/ lack of capital in Uganda.
4. Cultural rigidities/ back ward practices in many parts of the country e.g nomadism, wife inheritance
5. High population growth rate.
6. High levels of illiteracy and ignorance
7. Natural disasters e.g. floods, drought, landslides, earth quakes.
8. Poor infrastructures, road and railway network
9. Poor government policies e.g. poor budget allocations, land tenure system etc.
10. Inappropriate/unsuitable education system( it is more theoretical than practical)
11. Over dependence on foreign aid
12. Profit repatriation by foreign investors.
13. Pests and diseases amongst crops, animals and people.

Mark allocation:

SP- 05 Marks

GE- 10 marks

Def: 1 – 03 marks

2- 02 marks

Cont: E - 4 points @ up to 05 marks = 12 marks

O- 6 points @ up to 05 marks = 18 marks

1. **“A national army should not be involved in active politics.” Discuss.**

**Def: 1.** A national army is a military force that is composed of natives/ citizens organized, trained and equipped to defend a country against any attack from wit in or from outside e.g UPDF, KDF, JKT, etc. (03 marks)

**2.** Active politics is direct involvement in matters of management of society. (02 marks)

**Should Not (SN)**

1. The work of the army is to defend the country and therefore should wait for that; politic is for politicians.
2. In a multiparty democracy, it (the army) can become dangerous because it might not be impartial (might be partial) / partisan.
3. Once the army is involved, there are, more chances of mutiny/ coup d’états; they taste power and cling to it.
4. In developing countries, the army is vulnerable/ prone to sectarian tendencies such as tribalism.
5. Where the army takes over power, it takes too long to relinquish it. E.g in Nigeria, Gambia, Sudan, Rwanda, Uganda.
6. By virtue of their training, they may not exercise tolerance, may use militaristic policies which are likely to violate human rights.
7. Armies in developing countries are not so much professional and therefore cannot manage the economy. E.g the Uganda Army 1970s.
8. It is costly to the nation/ increases government expenditure.

**Should be involved (S)**

1. Army involvement is needed if a country is under a state of emergency; if the interests of a state are being threatened and the government in power cannot handle the situation.
2. The army is part of the citizenry; therefore it should take part in management of national affairs.
3. The army is an important component of the government and therefore should not be kept out.
4. The army is an interest group that cannot be ignored.
5. A politically sensitized army can be a champion of human rights e.g UPDF
6. Army involvement helps to avert military coups because they know what is happening.

Mark allocation:

SP- 05 Marks GE- 10 marks

Def : 1 – 03 marks

2- 02 marks

Cont: SN- 5 points @ up to 05 marks = 15 marks

S – 5 points @ up to 05 marks = 15marks

1. **(a) Identify the bus with the best overall qualities, according to the passengers. Show your working.**

|  |  |
| --- | --- |
| **Qualities** | **Rank** |
| Age and Mechanical condition of the bus | 5 |
| Driver’s experience | 4 |
| Reliability and timeliness | 3 |
| Comfort | 2 |
| Speed | 1 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Bus | Age and Mechanical condition of the bus | Driver’s experience | Reliability and timeliness | Comfort | Speed | Total |
| Express 111 | 00 | 04 | 00 | 00 | 02 | 06 |
| Friends 211 | 00 | 04 | 00 | 00 | 00 | 04 |
| Flamingo 311 | 05 | 04 | 03 | 03 | 02 | 15 |
| Speed bird 411 | 05 | 00 | 00 | 00 | 02 | 08 |
| Haraka 511 | 05 | 04 | 00 | 00 | 02 | 12 |

(Put a tick on correct totals @ 01 mark = 05 marks)

Bus with the overall best qualities is Flamingo 311. (01 marks )

(b) Which buses do not make return journey and in which towns do they stay overnight?

Friends will stay at Bukone, Speed Bird will stay at Konge, due to the travel returns of not travelling beyond 22:00 hours. (Correct bus @ 2 marks, correct station @1 mark = 06 marks)

(c) If one is to leave the city , stop at Ngoncho …..

* Board at 07:00 – Flamingo
* Get off at Ngocho at 09:10 hours
* Do shopping for ½ hours up to 10:40 hours
* Board Haraka bus at 10:55 hours
* Arrive at Bukone at 12:05 hours
* Attend the 13 hours meeting.

1. marks)

(d) Explain the problems facing transport in Uganda.

* Fluctuating fuel prices
* High costs for motor vehicle spare parts
* Poor roads- potholes, broken bridges, flooded road courses, narrow roads, lack of road signs.
* High rates of road accidents
* Conflicts among transport operators
* Corruption in bus and associations/ police.
* Police harassment of drivers and other road users.
* Traffic jam in cities and towns which bring delays.
* Traffic Jam in cities and towns which bring about delays.
* Unstable transport fares with adverse effects to passengers.
* Poor regulations and control by government
* Cars in DMCs and dangerous mechanical conditions on the road.
* Over-loading/ dangerous loading
* Drunk driving/ influence of drugs
* Bad weather e.g fog, mist, smog, too much rain etc.
* Insecurity- High way robbers
* Obstacles e.g animals crossing roads
* Reckless driving
* Ignorant road users ( un- trained drivers and pedestrians)

Mark Allocation:

1. 06 marks
2. 06 marks
3. 07 marks
4. Any 7x 3 = 21 marks

SPGE – 10 marks

TOTAL: 50 marks.

1. **(a) Suggest a suitable title of the passage:**

* The principle of equality
* The principle of participatory democracy
* The basic principles of Democracy
* The moral principle of democracy

(02 marks)

(b)The Principle of equality recognizes the existence of differences in biological and individual abilities/ it is prescriptive and normative of how they should be treated in future. (02 marks)

Egalitarianism maintains that men are born equal in talent and capacity. (02 marks)

(c) Components of the principle of equality are:

* That people who are equal in dignity and value should be treated equally.
* Those false barriers should be removed to give equal opportunity to individual and group advancement.
* That minimum basic economic cultural needs of all human beings should be satisfied.

( Any 2 points @ 2 marks = marks)

(d) Summary:

* Individuals ought to have decisions over their lives/ power ought to be extended to those who are those affected by it.
* Demonstration of institutions to make them responsive to the views of their members/ participatory democracy has become a new frontier for social reforms.
* The moral ideas of participatory democracy often degenerate into mere rhetorical slogans full of humanistic idealism.
* Should not be used as an excuse to prevent those who have leadership skills from exercising their talents.
* Each institution should determine the nature of its democracy.
* The more human beings take part in their own institutions, the better the quality of life and the less their chance of alienation.
* We must guard our new principles against degeneration into forms of moral mysticism or absolutism.

(Any 5 points @ 2 marks = 10 marks)

(e) Explain the meaning of the following works:

1. Democratic ethic – the principles and rules that give an individual the right to participate in governance.
2. Paradox- A situation that has two contrary/ contradicting/ opposite features and therefore rather strange.
3. False barriers – unreal bottlenecks/ imagined obstacles/ hindrances.
4. Plurality of human needs- diversity of people’s wants/ desires/ wishes/ demands/ necessities.
5. Well meaning moralists – good/ honest people without ill-intentions/ sincere people.
6. Amenable – willing to be influenced/ controlled by somebody else / accommodative.
7. Humanistic idealism- unrealistic ideas of solving people’s needs/ utopian thinking.
8. Construed – understood, interpreted/ gave the meaning of something in a certain way / viewed/ taken as /considered/ regarded as
9. Moral mysticism – standards of behavior that are based on belief but not reason or sense.
10. Anvil of reason-firm foundation/ basis of the power to think and understand.

Mark Allocation:

1. 02 marks
2. 04 marks
3. 04 marks
4. 10 marks
5. 20 marks

SPGE = 10 Marks

# **2017**

1. **To what extent have economic activities factors contributed to the problem of brain drain in your country?**

**Def:** Brain drain is the loss/ migration of highly skilled manpower to other countries in search for better pay, equipment or better conditions of living and terms of services e.g. doctors, teachers, engineers etc.

**Economic factors (E)**

1. High level of unemployment in the country, newly qualified personnel cannot be easily absorbed.
2. Structural adjustment programs in the country e.g. retrenchment, privatization, liberalization etc.
3. Poor remuneration/ salaries/ wages
4. Poor infrastructure e.g. hospitals are not equipped/ ill-equipped libraries in schools, etc.
5. High cost of living e.g. prices of commodities are high, high rent, etc
6. Inflation/ persistent increase in the general price level.
7. The low value of our currency as compared to other currencies.

**Other factors (O)**

* 1. Self actualization/ prestige and status. Some people associate working in other countries as a source of prestige.
  2. Social ties e.g. family members, peers etc.
  3. Social discrimination along tribal, ethnic, gender/ corruption
  4. Spirit of adventure
  5. Political persecution
  6. Politically disgruntled people.
  7. War situations/ insecurity in some parts of the country.
  8. Fugitives/ professionals who run away after committing crimes.
  9. Government encourages exportation of labour e.g. Middle East Consultancy.

Mark Allocation:

SP- 05 marks

GE – 10 marks

Def – 05 marks

Cont: (E) Any 5 marks = 15 marks

(O) Any 5 points = 15 Marks.

**2. Explain the challenges faced by Uganda’s Education System and suggest possible solutions to these challenges.**

**Def:** An education system refers to the way the formal process of imparting knowledge, skills, values and attitudes to an individual in life is organized. In Uganda, it starts from pre-primary to tertiary institutions.

**Challenges(C)**

1. It is more theoretical than practical. Produces more job seekers than job creators.
2. Some aspects of the curriculum are irrelevant e.g. Canadian Prairies in Geography.
3. High cost of education
4. High drop-out rate of learners at all levels.
5. Lack of inadequate physical infrastructure to accommodate the increasing number of learners in schools.
6. Lack of / inadequate scholastic materials in many schools. E.g. text books, laboratory equipment, computers etc.
7. Shortage of qualified personnel in most schools.
8. The learner-teacher ratio is very high.
9. Uganda’s education system is exam- oriented rather than teaching / passing on skills.
10. The system is marred by corruption
11. Inadequate inspection and supervision
12. Political interference
13. Copying with current global trends
14. Pure remuneration
15. High levels of indiscipline in both teachers and learners.
16. Inadequate funding for recurrent expenditure.

**Solutions (S)**

1. Empower / promote vocational institutions to offer learners practical skills and be job creators than job seekers.
2. Improve on the existing universal education.
3. Government should ensure provision of scholastic materials to all schools.
4. Provision of adequate physical infrastructure
5. Train and recruit more teachers.
6. Fight corruption
7. Intensify supervision and inspection in all schools and institutions.
8. Review the education system.
9. Improve staff welfare.
10. Massive sensitization about the importance of education to all stake holders.
11. Increased funding by the government.

Mark Allocation

SP- 05 marks

GE – 10 marks

Def – 05 marks

Cont: (C) – 5 points @ 3 marks = 15 marks

(S) – 5 points @ marks = 15 marks.

3. **Assess the impact of decentralization on the development of Uganda.**

**Def:**  Decentralization is the distribution/ dispersion/ devolution/ delegation of functions and power from a central authority to district authorities/ local authority.

**Positive Impact (P)**

* Districts have been empowered to plan and prioritize their development programs.
* Local governments have been empowered to raise revenue through local taxes and utilize it.
* Services have been taken nearer to the people e.g education, road construction and maintenance, health etc.
* Effective monitoring of government development programs.
* There are more employment opportunities especially cadres thus a better standard of living e.g, sweepers, office messengers, etc.
* Districts have been able to make quick decisions/ bureaucracy has been reduced/ cut. E.g in case of disasters.
* Local talents which could not be identified at the central level are now easy to see, identify and utilize at district level.
* Competitive spirit amongst the districts has been improved i.e. administration, education, health, agriculture, and finances as each district works for the best.

**Negative Impact (N)**

1. Corruption has been decentralized because what used to take place at the centre is taking place at district level.
2. High administrative costs/ strains the national budget.
3. Some of the districts are so small or poor that they can’t be economically viable.
4. Nepotism and parochialism is encouraged in the districts e.g. positions are held by people who hail from the same district/ people of the soil.
5. Unhealthy rivalry crops up within and between the districts e.g. over location of headquarters, tenders, employment, etc.
6. Differences in priorities may lead to differences and disparities in development
7. Duplication of work at the centre into different districts
8. It kills the spirit of nationalism.

Mark Allocation

SP- 05 marks

GE – 10 marks

Def – 05 marks

Cont: (P) – 5 points @ 3 marks = 15 marks

(N) – 5 points @ marks = 15 marks.

1. **Human beings have been primarily responsible for the destruction of natural environment in Uganda” Discuss.**

**Def:** Natural environment refers to man’s surroundings composed of air, water, land and other components in their original form/state.

**Human beings (H)**

1. Poor farming methods e.g. over-cropping/ over-stocking, bush burning etc.
2. Deforestation for various reasons e.g. settlement, fuel, construction.
3. Mechanization of agriculture e.g. use of tractors.
4. Use of agro-chemicals e.g. fertilizers, herbicides, pesticides, etc.
5. Encroachment / destruction of marginal lands e.g. swamps, mountain slopes, etc.
6. Excavation e.g. mining, quarrying, construction, brick making, quarrying, construction, brick making etc.
7. Industrialization leading to pollution of air, water and land
8. Use of automobile pollutes the environment.
9. Poor waste management/ disposal e.g. rubbish, refuse, litter, garbage, etc.
10. Over-exploitation / depletion of resources e.g. over-fishing/poaching
11. Wars/ insecurity/ instability e.g. military hardware.

**Other factors (O)**

1. Natural disasters e.g. landslides, earth quakes, floods.
2. Vermin/ pests and diseases e.g. locusts, caterpillars, monkeys, banana wilt etc.
3. Climate change i.e. global warming
4. Nature of the landscape may be prone to soil erosion e.g. steep slopes.
5. Evolution of species have naturally changed from one state to another over the years leading to extinction.
6. Natural environmental processes e.g. weathering, glaciations, natural gas leakages etc.

Mark Allocation:

SP – 05 marks

GE – 10 marks

Def – 05 marks

Cont. H- any 7 points @ 3 marks = 21 marks

O – any 3 points @ 3 marks = 09 marks

Total : 50 marks

**Qn 5. Number of possible choices that can take place between children of four families:**

F1 & F4 = taboo and incompatible (01 mark)

F1 & F2 = A & C, A&D -------- (01 mark)

F1 & F3 = B & E, B & F ------------- ( 01 mark)

F2 & F3 = C & E, C & F, D & E, D & F ------ (02 marks)

F2 & F4 = C & H, D & H --------------- (01 mark)

F3 & F4 = E & G; F & G --------------- (01 marks)

Therefore, possible number of choices = 12 ------ (01 mark)

OR

Hence , AC, AD, HC, HD, EB, EG, EC, ED, FB, FG, FC, FD ( ½ mark @ = 06 marks)

Possible number of choices 12. (01 marks)

(b) (i) State the likely number of choices each child can make.

A- 02; B- 02; C- 04; D- 04; E- 04, F- 04; G- 04; G- 02; H- 02

( ½ mark each= 04 marks).

(ii) Giving reasons for your answer, identify your answer, identify children and families that have highest number of choices.

F2 & F3 = C,D,E & F (01 Marks)

Least number of choices

F1 & F3: = A, B, G & H (01 Marks)

Reasons:

* Cultural restrictions is not marrying from the same clan. (01 mark)
* Sex composition of children/ gender of children in their respective families (01 marks)

(c) Calculate the maximum number of seats that should be reserved for the four families and their likely number of couples.

FAMILY 1: A&C; B & E/ A&C and BF, --------- (01 marks)

A&D; B &E/ AD and BF ----------- (01 marks)

Therefore, 04 seats for the couple and 01 seat for the parent. ( 01 mark)

OR

2 + 2 + 01 = 05 SEATS.

FAMILY 2 : AC or AD/ CE or DF/ DE or CF, CH or HD.

Therefore, 08 seats for the couple and 01 seat for the parents = 09 seats. (03 marks)

OR

4+4+1 = 09 Seats.

FAMILY 3 : EB or FB/ EG or FG, EC or FC, ED or FD

Therefore, 08 seats for the couple and seat for the parents = 09 seats (03 marks)

OR

4+4+1 = 09 Seats

FAMILY 4 = This is also has 4 couples

i.e CH/DH/EG/FG = 04 SEATS for couples and 01 seat for parents = 05 seats. (03 marks)

OR

2+2+1 = 05 seats

Therefore, maximum number of seats

5+9+9+5 = 28 seats (02 marks)

(d) If the habit of smoking is considered such that no two smokers can get married.

Possible marriages would be :

AC,EB, ED, EG, FB, FD, FB, FD, FG AND HD

0R

A can go to F2

B can go to F3

C can go to F1, F3, F4

D can go to F1, F3, F4

E can go to F1, F2, F4

F can go to F1, F2, F4

G can go to F3

H can go to F2 (02 marks)

1. Most disadvantaged children :

G has only one choice

A has only one choice

H has only one choice

B has only one choice

(04 marks)

1. Least disadvantaged children

E has three choices

F has three choices

C has three choices

D has three choices

(04 marks)

SPGE : up to 10 marks

**Qn 6 . Suitable title of the passage**

* Strange behavior of Bees
* Nature and importance of bees/ the value of bees
* The mystery of bees
* Bees and their habits
* The different types of bees

(b) Trade union principles require that one’s efforts are rewarded or paid but the honey bee is exploited over works with no rest or pay / reward but continues with work.

(Any 3x 2 = 06 marks)

(c) The author’s views about different kinds of bees:

* The writer fears and hates honey bees because of their habits of carrying poisoned weapons.
* They have a quick / hasty temper and are deadly even to their fellow bees.
* They are stupid/ idiots/ foolish / lunatic creatures.
* They are fraudulent insects
* They are always unhappy i.e the queen, spinsters and drones
* He doubts their mathematical accuracy in the construction of the bee cell
* They are ruthless but useful because gardens need them.
* On the other hand, the writer respects the bumble bee because
* It is nice, fat and appealing
* Carefree in its movement
* Good natured/ good tempered
* Quite intelligent and
* Enterprising

(Any 06 points @ 2 marks = 12 marks)

(d) The meaning of words and phrases as used in the passage:

1. Contempt- feeling that someone/ something is not important and deserves no respect/ despise/ look down upon/ disrespect.
2. Black-legging- continue to work when other bees are not / on strike/ show disapproval / betrayal
3. Natural destiny- happening in the future that cannot be changed or controlled/ fate.
4. Nuptial flight- mating/ marriage trip/ journey
5. Contest of lunatics- crazy/ stupid/ foolish competition
6. Magnanimous resolve- kind and generous determination to succeed.
7. Fuss over- pay a lot of attention over un important, unnecessary/ trivial things/ to complain/ become angry.
8. Intricate- small parts/ details that work to fit together/ solve a problem/ complicated /not easy/ complex/ difficult.
9. Progressive intelligence- gradual change/ development in the ability to learn understand or think.
10. Unanimity- incomplete agreement/ in unison/ in one accord/ in harmony.

(Up to 2 marks @ = 20 marks)

SPGE = 10 marks

# **2018**

1. **Assess the impact of mobile phones on the Ugandan society.**

**Def:** Mobile phones are portable electronic devices/gadgets used by individuals wherever they are to receive, send of store information, written, verbal or pictorial. E.g smart phones or ordinary; brands like Nokia, Tecno, Infinix, etc.

**Positive impact (P)**

* Have eased interpersonal communication
* There is increased use of mobile phones by different categories of people( multiplier effect)
* They have generated employment opportunities leading to improved income
* Increased source of revenue to the government through taxes.
* They have made business transactions easy e.g. fees payment, adverts, bills etc.
* They are a symbol of social status or prestige.
* Security has been eased / enhanced through tracking devices e.g. Global positioning system ( GPS)/ calling in case of emergency.
* They are a means of entertainment/ leisure e.g. music/ audio/ video etc
* They are improved the saving culture e.g. mobile money.
* There is increased research leading to improved awareness/ knowledge.
* Reduction of expenditure on bulk/ other gadgets because they are multipurpose i.e. they contain a number of applications such as bible, radio, etc.

**Negative impact (N)**

* They have led to increased crime.
* They are health hazard
* Personal security is threatened/ compromised
* They can be a nuisance in public gatherings e.g churches, meetings etc.
* There is increased expenditure e.g on airtime, charging, OTT etc.
* They have promoted anti-social behavior e.g loss of inter-personal touch by concentrating on the phones e.g whatsapping, face book
* They are a source of conflicts especially in homes, work places etc.
* There is loss of privacy
* They are addictive and promote laziness/ time wasting.
* They have encouraged use of informal language
* They distract attention hence causing accidents, poor concentration, etc

Mark Allocation

SP- 05 marks

GE – 10 marks

Def – 05 marks

Cont (P) 5 points @ 3 marks= 15 marks

(N) 5 points @ 3 marks = 15 marks

1. **To what extent have human rights been observed in Uganda.**

**Def:** Human rights are basic economic, political and social entitlements that are bestowed upon the individuals for the very reason that they exist, irrespective of colour, race, gender, nationality etc, freedom of association, right to life, food, shelter, education, etc.

**Observed (O)**

1. Every Ugandan has a right to life as provided for in the constitution.
2. There are security agents in place to protect persons and their property e.g the police, the army etc.
3. Ugandans has a right to work, Government has provided conclusive working conditions for the citizens.
4. Government has provided education opportunities through opportunities through UPE, USE, UPOLET and scholarships/ sponsorships at tertiary levels.
5. Citizens are free to marry and raise a family provided they are 18 years and above.
6. Citizens have a right to own property. Individual ownership of property is recognized for example land ownership by registering titles.
7. There is freedom of association and assembly through unions, political parties and civic organizations etc.
8. Freedom of speech and access to information.
9. Freedom of conscience- individuals are free to have any ideology or think freely provided it is not against the law.
10. There are attempts to protect the marginalized/ disadvantaged e.g. through affirmative action. There are attempts to protect people from any form of discrimination according to gender, race, disability, etc.
11. Freedom from servitude, slavery. There are attempts to fight human trafficking/ exploitation.
12. Freedom to enjoy the basic needs of life, e.g. health- medical facilities, primary health care, food, shelter, etc.
13. The right to freedom of movement and residence within the country’s borders.
14. The right to justice through fair trial in courts of law.

**Not observed (NO)**

1. The right to life has been abused through abortions, death sentences, murders, etc.
2. Freedom of press has been infringed upon through mistreatment of journalist, arrests, closure of media houses, etc.
3. Torture of persons arrested/ suspects e.g. in “safe houses”
4. Sexual abuse/ harassment of citizens e.g. rape, defilement, etc
5. Freedom of association and assembly is not observed. There is denial of freedom of association and assembly e.g. not allowing opposition politicians to hold rallies.
6. Abuse of workers’ rights e.g. through delayed payments, no payments, etc,
7. Weaknesses in the judicial system e.g. delayed judgments
8. Increased discrimination along gender, religion, sectarianism, nepotism/ tribe.
9. Violation of right to own property e.g. land grabbing.
10. Manipulation of electoral process violates the people’s democratic rights – disenfranchises people.
11. Violation of the right to basic needs e.g. food, health, shelter, etc.

Mark Allocation

SP- 05 marks GE – 10 marks Def – 05 marks

Cont (O) 5 points @ 3 marks= 15 marks

(NO) 5 points @ 3 marks = 15 marks

1. **“Uganda would be better off without foreign aid.” Discuss**

**Def.**  Foreign aid is any form of assistance received by a country is need form outside (another country, organization or individual) in form of grants, loans, technical assistance, machinery etc.

**Better off (BO)**

* Uganda has got enough resources to exploit/ harness e.g. minerals, forests, oil etc, but aid kills initiative.
* Foreign aid has worsened the unemployment problem, e.g. use of machines and expatriates.
* It has led to over-exploitation of our resources by foreigners who benefit more than natives.
* Has strings attached/ conditions to fulfill.
* Foreign aid can strain bi-lateral relations between Uganda and other countries that can help her to develop.
* Foreign aid in form of money is misappropriated/ misallocated because of lack of good economic policies (corruption).
* It is sometimes un reliable, inconsistent and not enough / inadequate and therefore frustrates planning.
* Foreign aid is sometimes is not relevant to the local needs of the people.
* It encourages dumping and use of expired goods e.g. fridges.
* Has encouraged neo-colonialism and is used as an instrument to keep the country in perpetual state of dependence.
* Uganda can internally generate funds from rich individuals and institutions e.g through taxes, treasury bills, etc.
* Foreign aid has increased Uganda’s indebtedness.

**Not better off (NB)**

1. Uganda is among the poorest countries of the world with low savings and low investment in resource exploitation.
2. Majority of Ugandans are poor and need assistance.
3. The country needs foreign aid to avert disaster.
4. Foreign aid helps to supplement the national budget.
5. Uganda depends on primary products like coffee with little value additions leading to very low incomes of foreign exchange.
6. Foreign aid helps to develop skills of Ugandans and develop technology as well.
7. Uganda needs foreign aid to industrialize the economy.
8. Uganda needs foreign aid to ensure peace and stability for development.
9. Uganda needs foreign aid for infrastructural development e.g roads, dams, railways etc.

Mark Allocation:

SP- 05 marks GE – 10 marks Def- 05 marks

Cont. (BO) – 5 points @ up to 03 marks = 15 mark

(NB) – 5 points @ up to 03 marks = 15 marks

1. **Account for the occurrence of desertification in Uganda.**

**Def:** Desertification is the process by which large areas of land become arid and persistently lose vegetation e.g Kalamoja, Nakasongola, Kiboga, Rakai etc.

Reasons for desertification

1. High population growth leading to distribution of forests for agriculture and settlement.
2. Overgrazing and overstocking of animals which eat and remove vegetation cover.
3. Reclamation of swamps which leads to drought conditions hence desertification.
4. Large scale excavation / stone quarrying, sand mining, brick making which destroy soil structure and exposing the land to agents of soil erosion hence desertification.
5. Deforestation for purposes of timber, wood fuel, charcoal etc.
6. Pollution from industries and automobiles affect the environment by producing acid rains that lead to stunted plant growth.
7. Cyclic weather changes which lead to prolonged periods of drought or heavy rainfall causing leaching leading to stunted plant growth.
8. Vermins destroy vegetation hence desertification e.g elephants, hippos in national parks.
9. Volcanic eruptions, earth movements and landslides leading to destruction of vegetation with in the surrounding leading to desertification.
10. Pests and diseases destroy the plant population e.g locusts.
11. Persistent dry winds moving over an area e.g Kalamoja.
12. Persistent use of agro-chemicals leading to destruction of vegetation.
13. Bush burning/ wild fires directly destroy vegetation.
14. Over-cultivation, monoculture etc leading to soil exhaustion and soil infertility.

Mark Allocation:

SP- 05 marks

GE – 10 marks

Def- 05 marks

Cont. (BO) – 10 points @ up to 03 marks = 30 marks

1. **Registration**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Media House** | **Citizenship** | **Training** | **Investment** | **Integrity** | **Registration** |
| 1 | Spot light Media | Yes | Yes | Yes | Yes | R |
| 2 | Daily Mirror | Yes | Yes | No | Yes | NR |
| 3 | Torch Television | Yes | Yes | Yes | Yes | R |
| 4 | Jupiter Radio | Yes | Yes | Yes | No | NR |
| 5 | Crystal Television | Yes | Yes | Yes | Yes | R |

**Licensing**

NB: Consider only those that have qualified for registration.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Media House** | **National security** | **Reputation** | **Economic Sabotage** | **Pornography** |
| 1 | Spot Light Media | No | Yes | Yes | Yes |
| 2 | Torch Television | Yes | Yes | Yes | Yes |
| 3 | Crystal Television | Yes | Yes | Yes | No |

1. (i) Media houses that will not be registered and reasons:

- Daily Mirror because investment value is less than 20,000= (02 marks)

- Jupiter Radio, because integrity is questionable . (02 marks)

(a)(ii) Media houses that will not be licensed and reasons:

* Daily mirror, reason, not registered (02 marks)
* Jupiter Radio , Not registered (02 marks)
* Spot Light Media , National security is compromised (02 marks)
* Crystal Television , because of Pornography (02 marks)

1. Amount in local currency that will be realized from;
2. Registration:

(7/100 X 20,000)X 3 median houses X 2750 = 11,550,000 Utmara Shs. (05 marks)

1. Local currency for licensing

(NB)- only Torch Television

(5/100X 35,000) X 2750 = 4,812,500 Utmara Shs. (03 Marks)

1. Explain the importance of mass media in a country.

* It is a source of entertainment / leisure
* Mass media publishes government development programs/ strategies.
* It advises government on popular policies( positive criticism)
* It offers educative materials/sensitization
* It promotes culture( tradition and customs)
* It is a sources of government revenue
* It promotes international relations
* It promotes trade and commerce

(Any 5 Points X 2 marks = 10 marks)

1. How has pornography affected your society?

* It has promoted immorality/ indecency
* It has led to loss of respect/ reputation
* It has promoted sexual perversion e.g homosexuality.
* Sometimes it has resulted into broken marriages
* In some cases, it has reduced sexual satisfaction of the married couples.
* It has also increased sexual libido of some people leading to crime/ social evils e.g rape, defilement.
* Pornography is addictive (passive leisure)
* Pornography has eroded many cultures.

(Any 5 points @ 02 marks= 10 marks)

SPGE = 10 marks

TOTAL = 50 marks

1. **(a) A suitable title for the passage;**

* Stress at the work place
* Work – related stress
* Causes of stress at work place
* Causes and effects of work-related stress
* Dealing with work-related stress

(Any one = 02 marks)

(b) (i) “………. Individuals react differently to those stimuli”

Each person responds to situations in varied ways/ manner. (up to 03 marks)

(ii) “…………… the current popularity of downsizing may be unprecedented”

The present preferred laying off of workers is unequalled/ greater /than ever before. (03 marks)

(c) Summary of why old people suffer most from stress at work.

* Technological advancement at work place.
* Old people are prime targets for lay offs
* They are generally at higher rank and are paid higher wage than the young.
* They are forced to take on much heavier workloads.
* Physical strain affects older people more than the young.
* Repetitive strain injuries affect the elderly more than the young.
* Job insecurity is common due to a “downsizing”
* Difficult transaction and fear of unemployment after retirement age.

(d)

1. Working with hazardous equipment – doing jobs using dangerous tools / performing tasks using harmful and dangerous tools.
2. Succumb to stress: Lose ability to control nervousness/ strain at work / lose the fight to strain/ give into pressure.
3. Price targets for layoffs: Most likely to be aimed at/ main focus for retrenchment.
4. Corporate mergers and buyouts- Amalgamation of companies and business firms/ coming together of companies and taking control.
5. A double-edged sword: Situations with as many bad qualities/ advantages/ bad-ones and blessing/ something that bas merits and demerits/ good and dangerous.
6. Arthritic conditions: situations where a person may have problems with joint and bone pains/ swellings.
7. Trying to beat deadlines: Struggling to accomplish work/ tasks in a specific time.
8. Vulnerable: Prone to attack/ easily affected, susceptible/ easy target/ victim.
9. Cut back: curtailed, shortened, abridged, reduced, lessened.
10. Physical manifestations: observable indicators/ clear signs/ visible symptoms.

Mark Allocation

1. Up to 02 marks
2. (i) Up to 03 marks

(ii) Up to 03 marks

1. Up to 6 points @ 02 marks
2. Up to 02 marks @ = 20 marks
3. SPGE = 10 marks

Total 50 marks

# **2019**

1. **“Life imprisonment is a better way of punishing criminals than death penalty.” Discuss**

**Def:** (1) Life imprisonment is the incarceration / confinement in jail until one’s death as a punishment. This is given to a capital offender by a competent court of law, namely; High court, Court of Appeal, Supreme Court, Court Martial, Sharia Court etc.

(2) Death penalty is a punishment by killing a capital offender defined by a competent court of law. e.g by hanging, lethal injection, firing squad, electrocution, guillotine, strangling, stoning, etc.

Life Imprisonment Better (LI)

* Life imprisonment upholds right to life. It is less traumatizing to the criminal, executioner, family and relatives.
* Life imprisonment is more humane
* It saves political opponent from being killed/ eliminated
* It saves the innocent from being unfairly executed.
* Life imprisonment can be reversed e.g by presidential pardon.
* It gives the criminal an opportunity to repent / reform
* It promotes religious teachings/ values e.g forgiveness- Thou shall not kill.
* The convict can still be made productive/ useful to society.

Death Penalty Better (DP)

* Death Penalty gratifies / satisfies the offended party
* Death penalty completely eliminates criminals from the society.
* It is a stronger deterrent to prospective/ possible offenders
* It is a natural justice (public opinion) for murder cases.
* Some religious beliefs support death penalty e.g Islamic Sharia law.
* Death Penalty reduces congestion in prisons
* Death penalty reduces government expenditure on prisons establishment/ department.

Mark Allocation

SP= 05 marks, G.E – 10 marks

Def- (1) – 03 marks

(2) – 02 marks

Cont: LI – 5 points @ up to 3 marks = 15 marks

DP- 5 points @ up to 3 marks = 15 marks

1. **To what extent has Uganda succeeded in achieving the Millennium Development Goals (MDGs)?**

**Def.** Millennium Development Goals are concerns by the member states of the United Nations in 1999 to uplift the standards of living in all member states by 2015. These include; Education for all, Eradication of Poverty and extreme hunger, reduction of HIV/AIDS and other killer diseases like TB and Malaria, reduction in infant mortality rates, environmental protection, gender balance and international co-operation.

Succeeded(S)

1. The government has provided free education for all at both primary and secondary levels.
2. On poverty eradication, the government has encouraged poverty alleviation schemes and provided “entandikwa”, “Boona bagaggawale”, NAADS, “Operation Wealth Creation”, Youth Livelihood and women funds and credit SACCOS. Eradication of hunger has been tackled by putting in place NAADS.
3. HIV/AIDS and other killer diseases have been mitigated by restructuring better health systems such as providing anti-retroviral drugs, public sensitization/ conscientization, intensive and regular immunization programs, provision of protective measures such as mosquito nets, condoms, etc.
4. Reduction of infant mortality has been tackled by provision of antenatal care and knowledge, training midwives so as to ensure safe delivery.
5. On environmental protection, government has set up regular bodies such as NEMA, NFA to ensure that natural resources such as wetlands and forests are conserved.
6. Gender equality has been encouraged through affirmative action, encouraging more girls enrollment and retention in school, fighting female genital mutilation, in some cultures, equal access to employment, gender sensitivity e.g Chairperson instead of chairman.
7. International relations have been achieved where Uganda has become a member of IGAD, East African Community, COMESA, AGOA, UN, ICC, AMISOM, opened borders for refugees.
8. Reduction of maternal morbidity through sensitization and training of mothers.

**Not Succeeded (NS)**

1. There is criticism on the quality of education (UPE, USE and UPOLET) because of the huddles encountered. E.g lack of infrastructures, laboratories, inadequate teachers, high pupil to teacher ratio.
2. People’s attitude towards work is still poor, so eradication of poverty and hunger is not easy.
3. Natural calamities such as landslides, floods etc , hinder poverty eradication and hunger.
4. Maternal mortality is also affected by inadequate health facilities like lack of ambulances to transport mothers to referral hospitals in case of complications, lack of scanning machines, lack of awareness.
5. Inadequate health facilities have hindered reduction of infant mortality e.g lack of incubators for pre-mature babies.
6. On environmental protection, poor law enforcement and government interference have allowed the degradation of environment e.g allocation of wetlands to investors, cutting down of forests
7. Rights of women are being abused. There is still chauvinism.
8. International Corporation has not yet been fully realized because of social, political and economic differences, language barriers, lack of uniform currencies, etc.
9. HIV/AIDS and other killer diseases are still a challenge due to complacency, expensive drugs, fake drugs, e.g Hepatitis B.

Mark Allocation:

SP- 05 marks

GE – 10 marks

Def- 05 marks

Cont. (S) – 05 points @ up to 03 marks = 15 marks

(NS) – 05 points @ up to 03 marks = 15 marks.

1. **Explain the significance of a National Population census to the government.**

Def: Population census refers to the government’s enumeration / counting of its people to find out related information after a given period of time e.g after 10 years for Uganda. Related information include population size, marital status, age, gender, education level etc.

**Significance**

1. It gives the government a benchmark of statistical data for planning.
2. Population census provides the government statistical data for policy formulation. E.g about age, education, migration, number of children, etc.
3. It helps in the delivery of basic services with a back ground that are more of the elderly, children, men, or women.
4. It helps in monitoring and evaluation of development programs at the local level e.g the population in schools can help to evaluate UPE, USE.
5. It helps in identifying the ratio of people in relation to technical staff such as teacher-pupil ratio, doctors-patients ratio, etc.
6. It facilitates prediction overtime and then plan accordingly. Eg projection of future man power needs.
7. It helps the government to link the economy to specific sectors e.g agricultural production and its contribution to GDP, transport, industry, etc.
8. Population census statistics help the government to tally the people with the available resources for sustainable exploitation e.g land, oil, forests, resources, etc.
9. It helps the government appropriate population control measures such as family planning, sensitization, etc
10. It helps to establish a country’s standard of living.
11. Population census helps in comparison of countries or regions at different times/ years e.g Northern, Southern, Eastern and Central regions.

Mark Allocation:

SP- 05 marks

GE – 10 marks

Def- 05 marks

Cont. – 10 points @ up to 03 marks = 30 marks

Total= 50 marks.

1. **Assess the impact of constructing hydro electricity power stations on the environment in Uganda.**

**Def. (1)** Hydro electricity power stations are installations that produce energy by the force of running water turning turbines connected to generators.

**(2)** Environment refers to the surroundings of man i.e. land, air, water, etc.

**Negative impact (N)**

1. There is destruction in the ecosystems especially habitats for animals and plants
2. Damming of large areas reduces public access to certain areas e.g for recreation, farming, etc. eg at Bujagali.
3. They destroy the natural beauty / aesthetic value which affects tourism activities.
4. Damming of rivers affects the water in the river flow leading to flooding and its effects. E.g the reservoirs cover the land previously under vegetation and forests resulting in the production of greenhouse gases e.g methane.
5. The construction process/ setting up of infrastructure for power plants require removal of top soils and vegetation.
6. There is an impact on the climate- destruction of vegetation leads to evapo-transpiration hence rising water temperatures.
7. It results in sedimentation (siltation) because the organic and inorganic materials can collect behind the dam.
8. Displacement and relocation of large numbers of people.
9. Power lines ruin the natural vegetation and may affect bird population either through circuit or migration.
10. There is growth of aquatic weeds due to slow motion of water. E.g water hyacinth which causes suffocation of aquatic animals/ fish.
11. There is reduction on fish and fishing due to reduction of water levels downstream.
12. Pollution of water, air and land through oil spills, fumes, garbage, sound from the heavy machines during construction.

**Positive(P)**

1. Provision of energy which is renewable and environmentally friendly because there are no emissions of environmental pollutants.
2. Dams act as flood controllers since the reservoirs collect a lot of water.
3. They create recreation areas and animal habitats due to change in water locations e.g the reservoirs can be good for the big fish.
4. There is creation of new ecosystems.
5. It is a source of income since the cites created are tourist attractions.
6. Hydro electricity as a form of energy reduces the prevalence of deforestation (alternative source of energy).
7. There is a possibility of road construction over the dam to ease access from one side of the river to the other.
8. It promotes alternative economic activities that reduce pressure on land.

Mark Allocation:

SP- 05 marks , GE – 10 marks , Def- 05 marks

Cont. (P) – 06 points @ up to 03 marks = 18marks

(NS) – 04 points @ up to 03 marks = 12 marks.

1. **(a)** Giving reasons for your answer identify the head of the mission.

Ranking:

1. Frank
2. Alfred
3. Chris
4. Betty & Eddy
5. Drake

Frank heads the mission because he has the highest rank (02 marks)

(ii) State the ranking from the highest to the lowest:

1st Frank

2nd Alfred

3rd Chris

4th Betty and Eddy

5th Drake (1/2 mark each = 03 marks)

(b) Giving reasons for each case, suggest the pairing of the commandos.

|  |  |  |  |
| --- | --- | --- | --- |
| Commando | Locating | Laying Ambush | Attacking |
| Alfred | X | Yes | Yes |
| Betty | X | Yes | Yes |
| Chris | X | X | Yes |
| Drake | X | Yes | X |
| Eddy | Yes | X | X |
| Frank | Yes | X | X |

**Pairing**

|  |  |  |
| --- | --- | --- |
| Locating | Laying Ambush | Attacking |
| Eddy | Drake and Betty or | Chris and Alfred or |
| Frank | Drake and Alfred | Chris and Betty |

**Reasons**

In locating, Eddy pairs with Frank, because Eddy is a good driver, pilot and mechanic while Frank is a good map reader and spy. (One mark for pair and One for reason = 02 marks).

In laying ambush, either Drake pairs with Alfred because Drake is good at laying ambush while Alfred is energetic and acrobatic who can arrest a rebel alive.

OR

Drake pairs with Betty because drake lays ambush while Betty can attend to injuries.

(One mark for pair and One for reason = 02 marks).

In attacking, either Chris pairs with Betty so that in case of injuries, Betty can attend to them,

OR

Chris pairs with Alfred because Alfred being energetic and acrobatic can have a rebel arrested when alive. (One mark for pair and One for reason = 02 marks).

(c) Explain the causes of political rebel activities in developing countries

1. Power struggle/ greed/ overstay in power
2. Suffocating divergent views/ opinions
3. Dictatorship/ autocratic rule
4. Sectarianism/ tribal, religious/corruption
5. Economic marginalization
6. Widespread poverty
7. Hard economic conditions e.g inflation/ unemployment/ taxation
8. Oppression of the masses by security forces.
9. Poor foreign policy
10. Foreign interference
11. Infrastructural breakdown/ poor service delivery.

(Any 08 points X2 marks = 16 marks)

(d) What are the effects of political rebellions in a developing country?

* Displacement of people- separation of families , refugees
* Loss of lives
* Loss of property
* Maiming of persons- disability
* Rape and torture of people
* Kidnapping/ abductions
* High expenditure by government
* Low or no economic production leading to retardation and poverty.
* Destruction of government installations and infrastructure.
* General insecurity/ increase in crime, instability.
* Suffering/ misery/ mental torture.
* Environmental destruction
* Interstate conflicts- strained relations
* Famine/ hunger/ starvation
* Overthrow of government
* Tarnishes the image of the country/ discourages investors.
* Increased arrest of those suspected to be rebels.
* Promotes neocolonialism.

(Any 13 points X 01 mark = 13 marks)

Mark allocation:

SPGE = 10 marks

(a)(i) 02 marks

(ii) 03 marks

(b) 06 marks

(c) 16 marks

(d) 13 marks

Total = 50 marks

1. **(a) The suitable title for the passage**

* Intolerance
* The futility of intolerance
* Causes of conflict
* The futility of competition
* Causes and effects of intolerance
* Causes and effects of Competition.

(b)(i) “…………… it never drives those who are poverty stricken to lock horns….”

* the poor cannot compete
* the poor cannot outcompete each other
* they cannot conflict because of being poor
* they have nothing to compete for
* they cannot fight each other over poverty

(ii) “…………. their bones lie bleaching in the sun”

They are dead/ long dead/ cannot ever defend themselves from the sun/ powerless/ lying in ruins.

(c) Summary of major points

* Religious prejudices and beliefs/ creeds
* Racial / tribal differences
* Colour differences (black/white)
* Economic prejudices(rich/poor)
* Differences in opinion
* Competitions for sex( women/men)
* Competitions over those who have the best business/ house
* Minor conflicts that could be solved amicably e.g the Hatfields and the Mc Coys
* Greed/ desire for money/ houses etc
* Desire to be the best and outdoing any competitor
* Envy for the promoted

(d) Meaning of words and phrases

1. Grievous- serious and often causing great pain/ suffering/ misery/ sadness/ grave.
2. Fleeting moment- brief/ continuing for a very short time/ short lived/ temporary/ transient
3. Fold out tents- ready to die/ end of earthly life/ depart from the earthly life/ surrender to death.
4. Futility of combat- unrewarding conflict/ unprofitable fight/ fruitless struggle.
5. Silent undertow- a quiet feeling/ attitude/ unnoticed/ hidden/ talent or current.
6. Inoculated with a spirit of dislike- filled/ possessed/ injected with hatred/ intolerance/ become influenced or overtaken by hatred.
7. Feud- an angry and bitter argument that takes a long time/ long lasting enmity/ conflict/ hostility/ rivalry.
8. Transformed nature- changed state/ different form.
9. Locked horns- got involved in running arguments/ disputes/ disagreements/ conflicts/ fights/ rivalry/ fighting over something.
10. Posterity- the people who live in the future after one is dead/ future generations/ future time after one’s death.

Mark allocation

SPGE : 10 marks

1. 02 marks
2. (i) 04 marks

(ii) – 04 marks

1. Up to 5 points @ 02 marks = 10 marks
2. Up to 2 marks @ = 20 marks

TOTAL : 50 MARKS