**GENERAL PAPER TEST**

**TERM 11 2014**

**SENIOR SIX**

**TIME: 1HOUR**

**Study the following information and answer the questions that follow:**

A group of thugs are planning to stage a fake roadblock along a busy road with an intention of looting the travelers. Each of the thugs must have three good qualities for the plan to succeed. The qualities required in order of merit are:

* Know target shooting
* Be a driver and a mechanic
* Must think and act fast
* Be able to speak several languages
* Be a fast runner

Below are the names of the thugs and their qualities:

1. Guni – driver and mechanic; thinks fast
2. Guma – fast runner; target shooter and a linguist
3. Gudo – linguist; fast runner; acts and thinks fast
4. Gune – target shooter; acts and thinks fast
5. Budu – driver and a mechanic; target shooter; acts and thinks fast

The various duties required to be performed are the following:

1. Interceptor
2. Driver
3. Looter
4. Guard

Questions:

1. Which one of the above thugs has the overall best qualities? Show how you arrived at the answer.
2. Assign each thug a duty based on his qualities
3. If the person you had assigned to guard has a mishap during the execution of the plan, who would take over his work? Give reasons for your answer.
4. After successful execution of the plan, each of the thugs must take a different route to disguise evidence. However, one of them must remain to mix freely with the local people while the loot is taken away to a particular destination. Each route has a particular problem as listed below:

* Route A has a regular security patrol
* Route B is straight but very long
* Route C has a road block
* Route D has a forest and wild animals.

1. Who should take which route and why?
2. Which of the thugs should remain and why?

END

**GENERAL PAPER TEST 11**

**TERM 11 2014**

**SENIOR SIX**

**TIME: 1HOUR**

**Study the information in the table below and answer the questions that follow:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INDICATIONS** | **KENYA** | | **SENEGAL** | | **BANGLADESH** | | **INDONESIA** | |
|  | **Urban** | **Rural** | **Urban** | **Rural** | **Urban** | **Rural** | **Urban** | **Rural** |
| Mortality rate for  children under 5  years per 1000  live adults | 75.4 | 95.6 | 11.8 | 84.2 | 14.3 | 53.2 | 83.7 | 16.4 |
| Percentage of children between 12 and 23 months with all vaccinations | 80.9 | 78.3 | 64.9 | 40.4 | 70.4 | 57.5 | 65.2 | 40.9 |
| Total fertility rate | 3.4 | 5.8 | 5.1 | 6.7 | 2.7 | 3.5 | 2.6 | 3.2 |
| Percentage females over age 6 with no education | 13.5 | 29.1 | 50.6 | 88.7 | 34.0 | 50.0 | 15.5 | 28.7 |

**Adapted from: World Resources (1996 – 7) A Guide to the Global Environment**

Questions:

1. What is meant by the following terms:
2. Mortality rate
3. Fertility rate?
4. State the country with the;
5. Highest mortality rate
6. Lowest mortality rate
7. Explain the relationship between education and
8. Fertility rate
9. Vaccination rate
10. Use a bar graph to represent the percentage mortality rates for the countries shown on the table
11. In your opinion, why are there differences in the mortality rates between urban and rural areas?

END

**GENERAL PAPER TEST**

**TERM 11 2014**

**SENIOR SIX**

**TIME: 1HOUR**

**The table below shows the trend of HIV prevalence in Uganda between 1995 and 2002. Study it and answer the questions that follow:**

|  |  |
| --- | --- |
| **Periods in years** | **HIV Prevalence (%)** |
| 1995 | 18.5 |
| 1996 | 15.0 |
| 1997 | 14.7 |
| 1998 | 9.5 |
| 1999 | 8.3 |
| 2000 | 6.1 |
| 2001 | 6.5 |
| 2002 | 6.2 |

**Source: National Surveillance Report of the Ministry of Health (2002)**

**Questions:**

1. Draw a line graph showing the trend in the infection rates between 1995 and 2002.
2. Draw a pie chart to show the variation in the HIV prevalence in Uganda in the years indicated above.
3. Account for the trend in the HIV prevalence as observed in the line graph above between
4. 1995 – 2000
5. 2000 – 2001
6. Mention the effects of the AIDS pandemic to the people of your country.

END

**GENERAL PAPER TEST**

**SENIOR SIX**

**TIME: 1HOUR**

**Study the information in the table below and answer the questions that follow:**

Excel Secondary School is opening soon for Senior One with a team of eleven teachers. The Director of Studies is planning to draw a school time table. The following information must be taken care of before the process begins.

1. A total of fourteen subjects will be taught and lessons run Monday to Saturday beginning at eight o’clock (morning) and end at twenty minutes to five o’clock in the evening. A period/ single lesson is forty minutes.
2. During the course of day, students will enjoy a 20 minutes morning break, after one hundred and sixty minutes of teaching.
3. Lunch, strictly starts at 1:00pm and ends at 2:00pm when lessons resume. However, on Fridays, students go for lunch break much earlier than usual after eighty minutes of study from morning break.
4. Three periods in a week are utilized for private/personal reading or research.
5. Christian children do not offer Islamic studies so is the case with Muslim students and C.R.E.
6. Below is a list of teachers and their subjects. The head teacher’s only assignment is administration.

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Subject** |
| 1 | Badman (Headteacher) | Computer/TD |
| 2 | Kenya | Physics, Maths |
| 3 | Farid | History, Political Education |
| 4 | Faisal | Geography |
| 5 | Gomba | English |
| 6 | Fahad | Islamic |
| 7 | Mpise | Biology |
| 8 | Bigman | Fine Art |
| 9 | Jackie | Swahili, Arabic |
| 10 | Brenda Fassie | Home Mgt/ Chemistry |
| 11 | Lucky | C.R.E> |

**Number of Periods taught per subject:**

Physics 6, Biology 6, Maths 6, Chemistry 6, History 3, Political 3, Geography 3, English 6, Islamic 3, Fine Art 6, Swahili 6, Arabic 6, Home Management 4 and CRE 3.

Note: Bigman is only available on Saturday and teaches and teaches from morning break to lunch.

**Questions:**

1. How many periods are taught in a week?
2. How many periods do students have before the morning break?
3. If teachers are paid in terms of numbers of lessons taught, which would be the least paid and why?
4. Assuming every lesson taught is paid 1,500/= and all teachers teach in a month, how much will the school pay in lessons?
5. On what days are the following subjects taught and why?
6. Islamic Religious Education
7. Fine Art
8. Christian Religious Education
9. i) On which day do students break off earlier than usual for lunch and other programs?

ii) How many teachers teach the class in a week?

1. i) Besides prayers, what do you think occupies students after classes and why?

ii) Why is it necessary to have a schedule for lessons and other programs in a school?

1. Draw a class time table for a week.

**GENERAL PAPER TEST**

**TERM 11 2014**

**SENIOR SIX**

**TIME: 1HOUR**

**Study the following information provided below and answers the questions that follow:**

War broke out in a country Taroko on the 1st of October 2000. The affected people took refuge in a neighboring country, Ribat where they formed centers: Lina, Kut, Mona, Rus and Kyo. These centers are respectively located at increasing distances from the capital of Ribat, Roda. A relief agency from Roda receives the news on the same day that the war broke out and the first team prepares to move the next day.

1. The relief agency worked in teams and in the order given:

Team A – To assess the condition

Team B – To register the refugees

Team C – To provide food and water

Team D – To provide shelter

Team E – To provide medical assistance.

ii) Each team visited a center only once

iii) Only one team was to be in a center at a time

iv) Each team spent a full day at a center, worked only during the day and traveled only at night between the centers.

v) It takes 3 full days from Roda to the nearest center.

vi) A few unregistered people can be served at any of the centers.

**Questions:**

1. Draw up a suitable time table for the relief agency to reach all the centers in the shortest time possible.
2. If a person missed food at Lina, which are the possible centers can he/she go to receive food and the other assistance? Explain.
3. Explain the causes and effects of war to a society.

**GENERAL PAPER TEST**

**TERM 11 2014**

**SENIOR SIX**

**TIME: 1HOUR**

**Read the passage below very carefully and answer the questions that follow:**

The traditional community was an accepting and inclusive community. It did not take account of failures in an absolute sense. The slow, the less able, and the incapable were accepted as any other member in community life, provided that they were socially well behaved. Social qualities weighed much heavier in the balance than individual achievement. In the best tribal society, people were valued not for what they would achieve but because they were there. Their contribution, however limited to the material welfare of the community was acceptable, but it was their presence not their achievement which was appreciated.

Take, for instance, the traditional African attitude to old people. Here it should be pointed out how horrified an African is, in most cases, on the first occasion of his acquaintance with the western phenomenon of old people’s homes. In traditional societies, old people are respected and it is regarded as a privilege to look after them. Their counsel is sought on many matters and, however infirm they might be, they have a valued and constructive role to play in teaching and instructing their grandchildren. Indeed, to deny a grandparent the joy of the company of his grandchildren is a terrible sin. The fact that old people can no longer work, or are not as alert as they used to be, or even have developed the handicaps of old age, in no way affecting our regard for them. We cannot do enough to repay them for all they have done for us.

The experts have all kinds of standards by which they judge the degree of civilization of a people. In the African traditional society the test is this: How does that society treat its old people and indeed, all its members who are not useful and productive in the narrowest sense? Judged by this standard, the so called advantaged societies have a lot to learn that the so called background societies could teach them.

The traditional society was an inclusive society. In other words, the web of relationships which involved some degree of mutual responsibility was widely spread. One could describe industrial society as an exclusive society because its members’ responsibilities are often confined to the immediate family, and it may be noted that the family circle may be a self-entire little universe, preventing the acceptance of wider commitments.

Here is an example of the inclusiveness of the traditional society. An African does not restrict the title ‘father’ to his male parent. He also addresses his father’s brothers as ‘father’. And he calls his mother’s sisters ‘mother’ also. Only his father’s sisters would be addressed as ‘aunt’ and his mother’s brothers as ‘uncle’. Brothers would include not only the male children of his father but also certain cousins and even members of the same clan who have no blood relationship in the Western sense. Now, to the Eastern mind, this confusing state of affairs is not merely a matter of terminology. These are not just courtesy titles. With the title of ‘father’, for example, goes all the responsibilities of parenthood and in return all the ‘fathers’ receive parental devotion. Hence, no child in the traditional society is likely to be orphaned. Should his literal parents die then others automatically assume responsibility for his upbringing? By the same token, no old person is likely to end his days outside the family circle. If his own offspring cannot care for him then other ‘children’ will accept the duty and privilege.

The extended family provides for richness in knowledge and experience for those fortunate enough to be part of it. Granted, the characteristics of small- scale societies have been described and it could be urged that such a scheme would not work where hundreds of thousands of people are gathered together in cities and towns. But the attitudes of human beings as described above are not solely a function of social organization. They are now part of the African psychology.

*(From Kenneth Kaunda: Humanism in Zambia)*

Questions:

1. Suggest a suitable title for the passage
2. In your own words, explain how people were valued in the traditional community.
3. In not more than 100 words, summarize the advantages of traditional societies from the passage.
4. Explain the meanings of the following words as used in the passage:
5. the incapable
6. acquaintance
7. sought
8. infirm
9. repay
10. mutual responsibility
11. literal parents
12. offspring
13. privilege
14. African psychology

END

**GENERAL PAPER TEST**

**TERM 11 2014**

**SENIOR SIX**

**TIME: 1HOUR**

**Read the passage below very carefully and answer the questions that follow:**

**Dressed Men Told to Drop their Pants**

Naked. Humiliated. Hoping to God time is going to go quickly. Trying to pass off awkwardness with a shrug and wry jokes; big-shot businessmen, professional men, ordinary guys just come for a pass stand around stripped to the waiting room of the Non-European Affairs Department in Johannesburg each work-day of the week. Hundreds of them each day.

You want a pass. Right. You go into a structure that looks like a public convenience. It is on the corner of Albert and Polly Streets. You find a blackjack-one of those black- uniformed municipal policemen sitting on a high stool. He barks at you that you should not be an idiot: can’t you join the queue? You join the queue of hundreds of other Africans, and you get counted off.

If you are in the batch that is to see the doctor for a medical certificate, you get a little ticket that permits you to enter the Eastern gate to the great building of the city’s Non-European Affairs Department. You join another queue that goes in and out of iron railings and right into the buildings. Inside you meet white-coated clerks and medial aides who yell you into removing your top clothing, yell you into joining the queue that leads to a green – curtained room, and yell others off this sacrosanct queue.

In the course you get your turn to step up to the X- ray machine, hug it according to instructions, and your chest gets X-rayed. Then you pass into an inner room where you are curtly told to drop your trousers, all of you in a row.

You may be a dignified businessman, a top-class lawyer, a jeweler, a wood merchant, or anybody. You will find yourself naked. Well, you wanted a permit to work in Johannesburg, didn’t you? The official world is not finicky about your embarrassed modesty.

Recently the Non-European Affairs Department issued a new instruction that all Africans who work for themselves, that is, all Africans who don’t work for Europeans, must also be registered. This edict includes some of the elite members of the African society: businessmen, doctors, musicians, lawyers, and also those who are still looking for work.

There seems to be an obvious connection with the panic over the Reef’s crime wave, for many people have blamed the work-less Africans for the crimes, and some of the businessmen are blamed for encouraging thefts and robberies by receiving stolen goods.

Mr. John Raditsebe, of 71 Victoria Road, Sophia town, Johannesburg, is a watch maker. He has a little shop near the corner of Ray Street. Behind his shop are living quarters. Sometimes he has to work deep into the night to cope with the demand for his services.

Like so many others he has to go and fix his passes. He, too, had to walk the gaunted of humiliation. This pass, however, he says is so precious that one shuts one’s eyes and goes through with the miserable experience.

And there is Mr. W. Lubengu, of Sophia town, a good merchant. Mr. Rufus Khoza of the famous Manhattan Brothers, a world famous singer now.

And more and more.

One of the most startling things that have come from this strange business is the verdict of the people affected. Tense, tired. Official contempt that is all they say.

The authorities claim that the humiliation of the mass naked parade is unavoidable. If they tried to give everyone individual attention they wouldn’t have time to get through their work.

Pressed further, one official said: “What’s wrong with this, after all? Why during the war old men, young men had to strip all together? They thought nothing of it”.

But, Mr. Official, Mr. Non-European Affairs Department, Mr. Everybody who thinks like this are Ok, we aren’t at war. There’s no emergency. We’re a civilized country, we keep telling the rest of the world.

***Adapted from: Can Themba, article from ‘Drum’ quoted in ‘The Will to Die’ edited by D. Stuart and R. Holland.***

Questions:

1. Give a suitable title for this passage
2. State the attitude of the writer on the onset as shown in the title that is already given to the passage.
3. Briefly explain the process of getting a permit as given in the passage.
4. What is the reporter’s attitude to Mr. Official or Mr. Non-European Affairs Department?
5. Explain the meanings of the following expressions as used in the passage:
6. …nude pass parade…
7. …had to go and fix his passes…
8. …not finicky about…
9. …this strange business…
10. Mr. Official
11. …the gaunted of humiliation…
12. What feelings does this passage arouse in you?

**END**

**GENERAL PAPER TEST**

**TERM 11 2014**

**SENIOR SIX**

**TIME: 1HOUR**

**Read the passage below very carefully and answer the questions that follow:**

But, dear children, has it ever occurred to you that parents have their rights too? L would be very surprised if this revolutionary thought has ever entered your heads, and for that reason l have drafted, for your consideration a charter of Parents’ Rights.

1. Parents have a right to their sleep. If you’ve promised to be in by 10.30. they have no wish to be counting flowers on the wall paper at one in the morning.
2. Parents have the right to freedom from unnecessary worry. If it takes you three hours to nip out and buy an iced lolly it will not occur to your parents that halfway down the road you decided to go to a pop concert instead. They will conclude that you have been raped, kidnapped or murdered, or a grisly combined of all the three.
3. A parent’s personal appearance is his own concern. He does not want to be told that his hair is too short or that turn-ups are out of fashion. Nor does he require a psychedelic kipper tie on Father’s Day.
4. Parents have the right to be human beings, that is to say, they have a right to fall into irrational rages, to contradict themselves, to change their minds without reason, to become stubborn, dogmatic and bloody minded, and in general to behave occasionally like children, who as you well know are the salt of the earth.
5. No parent shall be scoffed at, sneered at or in any way discriminated against for his opinions.
6. Parents have the right to freedom of political indoctrination. It may well be the case that the world be perfect if all money were distributed equally, the police force abolished, pot legalized, and the factories turned into communes, but your parent are not necessarily shambling morons if they prefer to go on voting co-op labour.
7. Parents shall have the right to make complaints about their children without fear of reprisal. The expression ‘reprisal’ includes sulking, screaming, slamming doors, making a motion with the hand as if winding up a gramophone, and threatening to throw yourself into the river.
8. Parents have a right to be parents.

*THE PARENTS’ CHARTER*

*Keith Waterhouse*

**Questions:**

1. Why was the writer prompted to write a charter of Parents’ Rights?

1. What according to the writer is the relationship between parents and children?
2. What according to you should be the relationship between parents and their children?
3. Summarize charters 4 - 7 in your own words. Each of them should be one written in one sentence.
4. What are your feelings towards The Parents Rights above?
5. Explain the meanings of the following words and phrases as used in the passage:
6. …counting flowers on wallpaper..
7. lolly
8. psychedelic
9. Irrational rages
10. …dogmatic and bloody minded..
11. scoffed
12. sneered
13. indoctrination
14. sulking
15. slamming doors

**END**

**S.5 GENERAL PAPER TEST 2013**

**TIME: 1 HOUR**

**Instructions**

Answer all questions.

Study the table below and then answer the questions that follow;

|  |  |
| --- | --- |
| **Sport** | **Number of students** |
| Netball | 13 |
| Football | 17 |
| Tennis | 4 |
| Athletics | 4 |
| Volleyball | 2 |

The table shows the number of students in a class whose interests in various sports differ.

1. i). What is the total number of students in the class?

ii). What is the most popular sport?

iii). What is the least favored sport?

1. Show the information given on a pie chart.
2. What can the sports management do to popularize the least favored sport in the class?
3. Explain the value of sports to an A’ level student.

END

**A table showing the percentage trust in institutions in Uganda between 2005 and 2008.**

|  |  |  |
| --- | --- | --- |
| **INSTITUTION** | **YEARS** | |
| **2005** | **2008** |
| Presidency | **78** | **56** |
| Legislature | **70** | **51** |
| Electro commission | **65** | **40** |
| Ruling party | **72** | **45** |
| Opposition | **35** | **39** |
| Police | **63** | **38** |
| Judiciary | **72** | **51** |

*Adapted from the Afrobaiometer survey by the International Republic Institute, 30 April, 2009.*

Questions:

a) i) Draw a comparative bar graph to represent the above statistics.

ii) State the institution(s) that gained popularity among Ugandans between 2005 and 2008.

iii) Account for the increase in popularity for the institution named in (a) (ii0 above.

b) i) State the most popular institution among Ugandans for the period under review.

ii) Account for its popularity.

c) i) Which institution incurred the biggest loss in popularity?

ii) Why did the institution in (c) (i) above decline in popularity?

d) What can public institutions do to improve their image?

**LOGIC TEST 1**

**Study the following information very carefully, and then answer the questions that follow:**

A gang of guerrilla fighters, five in number, went to the bush in Bugwere land from January to May. Their identities are unknown and therefore the police refer to them as A, B, C, D and E. They have been active in five villages: Lyama, Lerya, Bote, Namusita and Jami. Each member of the gang moves from one of these villages to another every month in the same village. In any one month, three of the gang appear to remain in hiding, one is believed to observe the habits and movements of the next victim, and the remaining guerrilla fighter carries out the kidnapping of the victim, using the information gathered by a colleague in the previous month. The police are certain that it is the leader of the gang who carries out the kidnapping. The victims are always high ranking officers in the armed forces or government ministers.

The Chief of Staff was kidnapped in January in Bote. The Inspector General of Police was kidnapped in February; the Air Force commander in March; the Minister of Internal affairs in April and the Minister of Defense in May. Because the guerrilla fighters have never been identified, existing police records are of no help. However, the following information is believed to be accurate:

D was in Bote in April C was in Jami in January

A was replaced by C in Bote in March E replaced D in Jami in April

C replaced E in Namusita in April

E was in Lerya in January and was replaced there by C

In January, D was in Lyama where he was replaced by E.

On three occasions, B replaced C.

**Questions:**

(a) Set out the various items of information available in the form of a table, from which you may easily follow the movements of the guerrilla fighters. There will be a number of spaces in the table which you have to fill in by deduction in order to answer the questions.

(b) (i) Which of the five guerrilla fighters is the leader?

(ii) Explain in detail the reasoning which leads to this conclusion

(c) (i) In which village was the Minister of Internal Affairs kidnapped?

(ii) Which guerrilla fighter was responsible for gathering the information in preparation for this particular kidnapping?

(d) (i) Which guerrilla fighters were in hiding in February?

(ii) State clearly what the functions of the other two guerrilla fighters were in this month.

(iii) Explain in detail the reasoning which leads to your conclusion in d(i) and (ii) above.

(e) On the assumption that events follow a similar pattern, in which village should security precautions be concentrated in June? Explain your reason.

**LOGIC TEST 11**

**Study the following information very carefully, and then answer the questions that follow:**

In a village called Doodo, there are five young men and women eligible for marriage. Controversy has arisen due to failure by these youth to choose partners form amongst themselves. A council of elders has been convened to resolve this matter using the following criteria:

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

|  |  |
| --- | --- |
| **Attribute** | **Weight** |
| Willingness to pay bride price | 4 |
| Bravery | 1 |
| HIV/AIDS test (negative) | 6 |
| Wealth | 3 |
| Education (minimum ‘O’ level) | 5 |
| Physical appearance | 2 |

* Zepha is an ugly wealthy businessman but he is a miser and illiterate. He has vowed to fight bride price. He is HIV positive.
* Xaviour is a very handsome university graduate, but he is a coward and lazy. He is yet to take the HIV/AIDS test.
* Vincent has a farm with fifteen Friesians cows, he has attained an ‘O’ level certificate. He lost one eye fighting off a lion that had attacked his cows. He is HIV negative.
* Willy has twenty five cows of local breed. He is illiterate but handsome, hard working and a good hunter. He has refused to take the HIV/AIDS test.
* Yoash comes from a wealthy family and has completed senior six. He is HIV negative.
* All the young men, unless otherwise stated, are willing to pay bride price if it is affordable.

The young women have been ranked by the elders in a descending order of merit as follows:

* Brenda
* Esther
* Cathy
* Allen
* Diana

**Questions**

1. Following the elders’ criteria, determine which young man will marry which young lady in the village.
2. If a sixth young man, Quinto, showed up with the following attributes: handsome, newly qualified teacher and HIV negative, how will he affect the pairing in the group?
3. Why should HIV/AIDS testing be a priority during marriage arrangements?
4. Examine the relevance of bride price in your community.