**S101/1**

**General Paper**

**July/ August 2024**

**2 Hour : 40 Minutes.**



**KAYUNGA SECONDARY SCHOOLS EXAMINATIONS COMMITTEE (KASSEC)**

**JOINT MOCK EXAMINATION 2024**

**Uganda Advanced Certificate of Education**

**GENERAL PAPER**

**2 Hours: 40 Minutes**

**INSTRUCTIONS TO CANDIDATES:**

* *The total time of* ***2*** *hours and* ***40*** *minutes includes ten minutes for you to study the questions before you begin.*
* *Answer* ***two*** *questions which must be chosen as follows.*
* *Answer* ***one*** *question in* ***Section A*** *and* ***one*** *from* ***section B****.*
* *You are advised to divide your time equally between the two questions.*
* *All questions carry equal marks*
* *Any additional question (s) answered will not be marked.*

Turn Over

SECTION A

*Answer* ***one*** *question from this section*

*Answer should be between* ***500*** *and* ***800*** *words in length.*

1. Explain the measures the government of Uganda has undertaken to achieve equitable access to university education in the country. ***(50 marks)***

2. Assess the contribution of Non- Government organizations (NGOs) to the development of your community. ***(50 marks)***

3. To what extent is water pollution in Uganda as a result of industrialization? ***(50marks)***

4. “Human trafficking in Africa is primarily due to economic factors.” Discuss. ***(50marks)***

**SECTION B**

*Answer* ***one*** *question from this section.*

5. Study the information provided below and answer the questions that follow.

Ssemaato grew up an orphan. His Father, Pantilewo Kamanda was murdered in cold blood by the government forces in the wee hours of **1st March, 1984**, after he had celebrated Ssemaato’s second birth the day before, on allegations that he was a rebel collaborator.

The image of torture and gruesome murder of her husband persistently lingered in Ntabilinda, Pantilewo Kamanda’s wife. She also had to bear with the burden of being the sole bread winner of her six children the last of whom had just made two years the day his father was murdered. Ntabilinda developed High Blood Pressure to which she succumbed three years after the death of her husband.

In 2001, an act was passed in the parliament of Uganda which recognized June 9th as a National Heroes’ Day (Public Holiday) to commemorate the brave lives who contributed to the liberation struggle that ushered in the National Resistance Movement on January 26th, 1986.

The year, 2024 Heroes Day celebrations were held in Gomba and many people-living and deceased were recognized for their enormous contribution to the country

**Questions**

(a) How old was Ssemaato at the time his father was murdered? (Show the working) ***(04marks)***

(b) Using your knowledge of the calendar days, months and years, find the day of the week month and year:-

(i) Ssemaato was born

(ii) Ntabilinda gave birth to her last born

(iii) Ntabilinda died

(iv) The day of the week that 2004 Hero’s Day was celebrated.

(Show the working) ***(18 marks)***

(c) If Pantilewo Kamanda was among those recognized and awarded during the 2024 Heroes Day celebrations, how old was his last born child that day? ***(4marks)***

(d) Explain the effects of armed conflicts on children. *(****8marks)***

(e) How can armed conflicted be averted? ***(6marks)***

**SPGE** ***(10 marks)***

**6. Study the passage below and answer questions that follow.**

Management education gained new academic stature within US Universities and **greater** **respect** from the outside during the 1960’s .Some observes attribute the **competitive**  **superiority** of US corporations, to the quality of business education. In 1978, a management professor, Herbert A. Simon of Carnegie Mellon University, won the Nobel prize in economics for his work in decision theory .And the popularity of business education continued to grow. Since 1960, the number of master’s degrees awarded annually had grown from under 5000 to over 50,000 in the mid 1980’s and the MBA had become known as the pass port to the good life .By the 1980’s however, US business schools faced critics who charged that learning had little relevance to real business problems. Some went so far as to blame business schools for the decline in US competitiveness.

**5**

**10**

Amidst the criticisms, four distinct arguments may be discerned. The first is that business schools must be either unnecessary or **deleterious** because Japan does so well without them. Underlying this argument is the idea that management ability need not be taught, one is either born with it or must acquire it over years of practical experience. A second argument is that business schools are **overtly** academic and theoretical .They teach **quantitative models** that have little application to real world problems. Third, they give inadequate attention to shop floor issues, to production processes and to management resources. Finally, it is argued that they encourage undesirable attitudes in students, such as placing value on the short term and ‘bottom line’ targets, while neglecting longer term developmental criteria.

**15**

In summary, some business executives complain the MBA’s are incapable of handling day today operational decisions, unable to communicate and motivate people, and unwilling to accept responsibility for the follow-up on implementation plans.

**20**

In contrast to the expansion and development of business education in the United States and more recently in Europe, Japanese business schools graduate no more than two hundred MBA’s each year. The Keio business school (KBS) was the only graduate school of management in the entire country until the mid-1970s and it **still boast** ‘the only two year master’s programme. The absence of business schools in Japan would appear in contradiction with the high priority placed upon learning by its Confucian culture. Confucian colleges taught administrative skills as early as 1870s .By 1900, Japan wholeheartedly accepted Western education system, Japanese students were dispatched to universities in US, Germany, England and France to learn the secrets of western technology and modernization. Moreover, the Japanese educational system is highly developed and intensely competitive and can be credited for raising the literary and mathematical abilities of the Japanese to the highest level in the world.

**30**

**25**

Until recently, Japanes corporations have not been interested in using either local or foreign business schools for the development of their future executives. There in-company training programmes have sought the **socialization of newcomer** younger the better. The training is highly specific and those who receive it have neither the capacity nor the incentive to quit. The prevailing belief is that management should be **born out of experience** and many years of effort and not learnt from education institutions.

**40**

**35**

The Japanese then do not ‘do without’ business, as is sometimes contended. But the process of selecting and **orienting** new graduates, even MBA’s into corporations is radically different than in US. Success is based upon Japan’s system of highly competitive recruitment and intensive in –company management development, which in turn are grounded in tis tradition of universal and rigorous academic education lifelong employment and strong group identification.

45

The  **harmony** among these traditional elements has mad the Japanese industry highly productive and given corporate leadership a long term view. It is true that far has been achieved without much attention to university business education, but extraordinary attention had been devoted to the development of managerial skills both within the company and through participation in programmes sponsored by Productivity Centre and other similar organizations….

**50**

**Questions**

(a) Suggest an appropriate title to the passage. ***(2marks)***

(b) According to the passage, what criticism was advanced against US business schools in the 1980s? ***(4marks)***

(c) In a paragraph of about 100 words, summarise what has made Japanese. Corporations highly successful. ***(14 marks)***

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

(i) Greater respect (line 1) ***(2marks)***

(ii) Competitive superiority (line 2) ***(2 marks)***

(iii) deleterious (line 12 ) ***(2 marks)***

(iv) overtly (line 15) ***(2marks)***

(v) Quantitative models (line 15) ***(2marks)***

(vi) Still boasts (line 26) ***(2marks)***

(vii) Socialization of newcomer (line 37) ***(2 marks)***

(viii) Born out of experience (line 39) ***(2marks)***

(ix) Orienting (line 42) ***(2marks)***

(x) harmony (line 47) ***(2 marks)***

SPGE ***(10 marks)***

END