

Name:

Centre/Index No:

School.....

Signature.....

MAKERERE MODERN SECONDARY SCHOOL
Uganda Certificate of Education
INTERNAL MOCK JULY 2019
ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

- *Attempt **all** questions.*
- *All your answers **must be** written on this question paper.*

1. Read the passage below and answer the question that follows. Turn Over

In Uganda, most schools in the primary and secondary levels have a uniform dress. Due to the similarities in the colour of the uniforms, many schools go further to design a badge with an accompanying logo or motto that they identify themselves with “The school uniform acts as an identification of students belonging to a particular school. It enhances neatness but above all, it creates uniformity “among the student community”, says Andrew Kirabira, a professional teacher.

In the more affluent schools, the students must have more than two sets of uniforms. A set of games uniform has to be provided as well. Having more than one uniform on the other hand, enables the students to have time to wash the dirty set before the end of the week.

According to an education officer in Wakiso who preferred anonymity, schools especially those that target the well – to – do, use expensive and well- designed uniforms as a form of identity “To the student, parent and the general public, certain uniforms are regarded as a sign of class.” he said uniforms are a sign of orderliness, inspiring confidence in the student as well as the parent in the school.

Likewise the good schools have corresponding smartly dressed teachers who are clean and exemplary to the students they teach.

However, in rural areas, the parents can hardly afford the payment of school fees let alone school uniform. In addition to the fees, the parents cannot buy text books and other school requirements. In such situations, the children attend school without uniforms. A few may be able to attend dressed in the stipulated uniform. The majority can only manage to attend wearing second hand clothes. Virtually all of them unlike their minority urban counter parts, do not wear shoes to school. During the physical education lessons, the rural pupils remove their shirts and girls remain in panties, to avoid soiling their uniforms.

School uniforms have also been used to motivate students to work harder. In some schools, prefects wear different colours or fashions of uniform. This motivates children to aspire for such posts.

In some schools students wear different uniforms at “O” and “A” levels. This encourages the students to work extra hard at lower levels to be re-admitted to these schools for their “A” level.

In many boys’ schools, trousers are worn by prefects and “A” level students. All the other boys wear shorts. This also, motivates boys to work harder to get to such levels where they will wear trousers at school.

QUESTION

In not more than 120 words, summarise the use of school uniforms.

SUMMARY

ROUGH COPY

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Total marks for Q.1	
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COMPREHENSION (20 MARKS)

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

THE THOUGHT POLICE

Outside, even through the shut window pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere. The black moustached face gazed down from every commanding corner. There was one on the house front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said. While the dark eyes looked deep into Winston’s own. Down at one street level another poster, torn at one corner **flapped fitfully** in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter **skimmed** down between the roofs, **hovered for an instant** like a blue bottle, and **darted** away again with a curving flight. It was the police patrol, **snooping** into people’s windows. The patrols did not matter, however, only the thought police mattered.

Behind Winston's back the voice from the telescreen was still **babbling** away about pig iron and the over fulfillment of the Ninth Three year plan. The telescreen received and transmitted simultaneously any sound that Winston made, above the level of a very low whisper, would be picked up by it. Moreover, so long as he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being watched at any given moment, how often, or on what system the thought police plugged in on any individual. It was even conceivable that they watched everybody all the time.

But at any rate they could plug in your wire whenever they wanted to. You had to live from habit that became instinct – on the assumption that every sound you made was over heard, and except in darkness, every moment scrutinized.

(Adapted from George Orwells, Nineteen Eighty – Four.)

Question: 2A

2.1 (a) What are the thought police?

.....

(b) Who is Big Brother?

.....

2.2 What is the effect of the ever present watching authority on Winston.

.....

.....

Turn Over

2.3 Words like “**snooping and babbling**” tell us something about Winston's attitude to authority. How do you think he feels about it?

.....

.....

2.4 Write down at least four words and phrases from the passage that are used to create an atmosphere of insecurity and unfriendliness.

(i)

(ii)

(iii)

(iv)

- 2.5 Explain the meaning of these words and expressions in bold letters as they are used in the passage.
- (i) Flapped fitfully.....
 - (ii) Skimmed.....
 - (iii) Hovered for an instant.....
 - (iv) Darted.....

Total marks for Q.2A	
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2B. Read the passage and answer the questions that follow

In every society women play a vital part. Visitors to West Africa often describe the lot of women as depressed or slouch but even in their role as custodians of the physical well-being of the family and thereby of the tribe, they occupy a very strategic position and what is more the women are in many cases not merely body builders but guardians of tribal traditions and here that greatly influence the fate of their people.

Let me say here that I am no feminist. I find it impossible to subscribe to the view that women are equal to men. I believe that the male and female species are complementary to one another. In Britain for example, the equality of the sexes has been stressed to such an extent that most men see no reason why the so called "weaker sex" should be given any preferential treatment. I feel this is a great pity, for in their fight for equality conditions, some societies seem to have ignored the very nature of women.

In most parts of West Africa we find the other extreme. The woman's role is neither equal nor complementary; instead she is the subordinate to the male relegated to those duties which her lord and master finds irksome or rather degrading to perform. The idea seems to be the mean between their extreme.

West African society is now undergoing a period of transition contact with the western way of life has brought change to most urban areas from which new standards infiltrate into rural parts. Many can urge with their fathers, brothers and husbands and hold their own. The former indigenous social structure is breaking down. Instead of presiding over home and farm, the most urban women now either confine their influence to the home alone or extend into the office, the hospital or the school. But the tendency seems to be to follow very closely the British pattern of equality amongst the sexes.

But whilst striving to improve their position, they must keep ever before them the goal of a truly feminine career woman, a mother no less interested in public

affairs than her husband and participating fully in his career. Anything threatening to interfere with this equilibrium should be sacrificed. It may mean a part-time job instead of a full time where there are young children to consider but the true home should be prepared to do that much to ensure the successful running of the home.

In searching for a new way of life that would at once embrace all that is good in women of other races, the west African women has traditions of her own that she must not lose. Much has been said about the extended family system with its rather elastic hospitality; the African ideal of hospitality is one of the things we may do well to preserve. Our respect and consideration for elders is another, so are many tribal customs and rituals, which give colour and originality to our way of life. Women, being the molders of the future generation, should be so grounded in their own culture, that whatever they admire outside could be modified to suit their own way of life and not cause them to be divorced from it.

(Source: "West African Review" January 1957 by Fastu Collier)

Answer question 2.6 to 2.10 by selecting the best of the four choices given for each question. Show the letter of your choice by putting a circle ○ around it.

- 2.6 In the first paragraph the Writer informs the Reader that;
- (a) women's lot in West Africa is "depressed"
 - (b) women exert very little influence in West African society
 - (c) women in West Africa serve the society doubly by caring for the physical health of its members and keeping alive its old traditions.
 - (d) women are more advanced than men in West Africa.
- 2.7 Which of the following statements best gives the Writer's point of view in the second paragraph? **Turn Over**
- (a) Women's role is inferior to men
 - (b) Equality between the sexes is not impossible
 - (c) Women should not be given any preferential treatment
 - (d) Women's role is complementary to that of a man.
- 2.8 Third paragraph
- (a) introduces a new theme.
 - (b) develops the theme of the second paragraph and concludes it.
 - (c) reintroduces the theme discussed in the first paragraph.
 - (d) develops the theme of the second paragraph as well as introduces a new theme.
- 2.9 Which single factor is most responsible to make West African society pass through a period of transition?

- (a) Education of women in urban areas.
- (b) Women's struggle for betterment of their lot.
- (c) Influence of rural development on urban areas.
- (d) Impact of the western way of life on urban areas.

2.10 What is the fourth paragraph really about?

- (a) Change in the social structure of West African society.
- (b) West African women's struggle for their emancipation.
- (c) Spread of women's education in West Africa.
- (d) A comparative study of progress in rural and urban areas of West Africa.

Marks for Q.2B	
Total marks for Q.2	

3A. Re-write items 3.1 – 3.10 according to the Instructions. Do not change the meaning of the original sentence.

3.1 She took a leisurely stroll. (Use; **strolled**.....)

.....

3.2 The estimated number of people who saw their exhibition were thought to exceed five thousand. (correct the sentence)

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3.3 It is known that Chaka died in 2005. (Begin: **Chaka**.....)

.....

3.4 Charles was the tallest boy present. (Re-write using “**taller**”)

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.....
3.5 Once he opened the door the children ran out. (Begin: **On**.....)

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3.6 You are not in any way to reveal the source of your information. (Begin:- **In**.....)
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3.7 I am certain something terrible will happen. (Begin:- **What**.....)

.....
3.8 The girl was sewing her dress. She was sewing it in the needle work room. She is very young. (Join into one sentence without using 'and')
.....
.....

3.9 The begger had some curious habits, but he was not mad. (Use: **In spite**.....)

3.10 We cannot manage the whole affair if you do not help us.

(Rewrite omitting 'if'. Do not use "unless")
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Marks for Q. 3A	
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Turn Over

3. B Select the best of the four choices given to complete the following sentences. Put a ring ○ around your best choice.

3.11 Had it not been for the _____ courage of his friend he would have drowned?

- A. selfish
- B. selfless
- C. dutch
- D. blind

3.12 My sister lost her _____ ring.

- A. very beautiful diamond engagement.
- B. diamond very beautiful engagement.
- C. very beautiful engagement diamond.
- D. diamond engagement very beautiful.

- 3.13 They had to use dynamite to _____ a hole in the rock.
A. open
B. blow
C. blast
D. penetrate
- 3.14 Those ignorant of the meaning of “fools day” called Peter a _____.
A. Lier
B. Lair
C. Liar
D. Layer
- 3.15 He got up and left without trace. The underlined phrase means:
A. calmly
B. noisily
C. disappeared
D. silently
- 3.16 We would not _____ the message which had been written in shorthand.
A. make for
B. make up
C. make out
D. make off
- 3.17 Did she apologise?
A. No.
B. Not.
C. How.
D. Never.
- 3.18 Some people are under the _____ that money always brings happiness.
A. illusion
B. delusion.
C. allusion.
D. conclusion.
- 3.19 Nobody in _____ senses would do that.
A. his
B. their
C. Ones
D. there
- 3.20 The sailor _____ the water out of the boat with a bucket.

- A. took
- B. drew
- C. scooped
- D. reduced

Marks for Q.3B	
Total marks for Q.3	

END