

GENERAL PAPER DISCUSSION QUESTIONS.

General Paper is compulsory for all students who enrol for the Advanced Level of education in Uganda. It is a multi-disciplinary subject which draws its content from all the subjects across the curriculum. The subject helps you to explore and appraise social, cultural, economic, philosophical, scientific, and technological issues.

When studying General paper, you are expected to:

- a) Use your specialised knowledge to respond to issues on any of the subjects offered at Advanced level.
- b) Discuss general topics which are not directly related to the subjects offered in the Advanced level curriculum.
- c) Use the English language appropriately for the Advanced level of learning.
- d) Apply functional writing skills to your writing.

SECTION A – ESSAY QUESTIONS.

1. (a) Explain the problems faced by the youth in your community.
(b) Suggest measures that should be taken to minimize the problems.
2. Assess the impact of industrialization on the environment of Uganda.
3. Describe the measures being undertaken to control the spread of malaria in your community.
4. To what extent has freedom of speech been promoted in Uganda?
5. Assess the impact of constructing hydro-electricity power stations on the environment in Uganda.
6. Explain the significance of a national population census to the government.
7. To what extent has Uganda succeeded in achieving the Sustainable Development Goals (SDGs)?
8. To what extent is mass media responsible for the rampant immorality in the world?
9. “Uganda is better off without democracy.” Discuss.
10. Is the mass vaccination of Ugandans against COVID-19 a viable move?
11. To what extent do you agree with the statement that “The creation of new districts is meant to improve service delivery in Uganda”?
12. How has the COVID-19 Pandemic affected your country?
13. What advantages and disadvantages has the closure of schools had on the Ugandan pupils and students?
14. To what extent has social media impacted Ugandans positively?
15. How has introduction of ICT in Uganda eased life for Ugandans?

16. Analyse the challenges of democratic leadership in Uganda.

17. "Production and consumption of alcohol should be abolished." Discuss.
18. Explain how the current climate change has affected the environment.
19. With vivid examples from your community, discuss the view that "scientific" elections, meetings, and weddings is the way to go in Uganda.
20. Discuss the impact of the COVID-19 lockdown on the livelihood of Ugandans.
21. Assess the role and impact of the mass media in the fight against COVID-19.
22. Discuss the economic effects of the COVID-19 pandemic around the world.
23. To what extent is the global spread of COVID-19 a result of human error?
24. Discuss the factors that have inhibited positive behavioural change in the fight against the COVID-19 pandemic.
25. Discuss the important lessons that you have learnt from the COVID-19 pandemic.
26. Assess the effectiveness of the government's intervention to combat the spread of COVID-19 in Uganda.
27. To what extent has the Government of Uganda been successful in handling calamities like landslides, COVID-19, and the locust invasion?
28. Discuss the causes of the increasing rate of teenage school dropouts in Uganda.
29. If you were the minister of Lands in Uganda, discuss six strategies that you would use to curb land grabbing.
30. Analyse the causes, effects, and possible solutions to domestic violence in Uganda.
31. Examine the challenges faced in the provision of health services in your country.
32. Examine the advantages and disadvantages of foreign aid to your country.
33. Is mob justice a fair way of punishing criminals?
34. To what extent have the companies taking Ugandans abroad for work been a factor in the development of the country?
35. "The closure of Nursery Schools and Day Care Institutions has done us more good than harm." Discuss.
36. "The internet shutdown during the election period in Uganda was justified." To what extent do you agree with this statement?
37. Is the use of lethal force the best means quell riots in Uganda?
38. Assess the role played by the judiciary in Uganda. What are the problems faced by this arm in the execution of its duties?
39. What are the causes of brain drain in Uganda and how can it be handled?

40. What problems are associated with NSSF as a form of saving for one's future in Uganda and how can they be addressed?
41. To what extent is the partial opening of schools a good move against fighting the spread of COVID-19 in Uganda?
42. Account for the rampant land evictions in Uganda today.
43. Do you agree with the notion that "For things to work out in Uganda, the army must be involved"? To what extent?
44. Of what advantage has been the Uganda Airlines to our country and what are some of the challenges it has faced in its operation?
45. What lessons have you learnt from the COVID-19 Pandemic?
46. "The current political situation in the country is warranted." Discuss.
47. To what extent is the education system responsible for the current rate of unemployment in Uganda?
48. Examine the causes of child trafficking in Uganda. Suggest measures to the above evil.
49. "Poverty is the cause of the rampant rural- urban migration in Uganda." Discuss.
50. "The instituting of a National Lockdown in Uganda due to the COVID-19 Pandemic did more good than harm." To what extent do you agree with this statement?
51. To what extent is the payment of OTT Tax in Uganda justified?
52. How do you account for the poor response towards the fight against COVID-19 spread in Uganda?
53. Account for the current kidnappings in Uganda.
54. If you were in charge of the COVID-19 Task Force, what would you do to ensure that it doesn't spread at a very terrific speed?
55. Examine the causes and effects of the problem of street children in Uganda.
56. How has your community addressed the problem of child abuse?
57. To what extent have Human Rights been observed in Uganda?
58. Examine the causes and effects of the refugee problem in Uganda.
59. To what extent is juvenile delinquency in Uganda a result of parental negligence?
60. Explain the challenges of teaching physical education in Secondary Schools in Uganda and suggest measures to overcome them.
61. How can we ensure food security without compromising the quality of the environment?
62. Account for the rampant rural-urban migration in Uganda today and suggest measures to control the trend.

63. Discuss the causes and effects of land conflicts in Uganda today.
64. Why should a country prepare a national budget? What challenges does Uganda face in fulfilling its budgetary expectations?
65. What challenges do the school-going children face in today's Uganda? Suggest measures that can be taken to address them.
66. "Introducing more taxes is an assurance for better service delivery in Uganda." Discuss.
67. To what extent does man benefit from reclaiming wetlands in Uganda?
68. Examine the role of women in the development of your society.
69. How have been the rights of children abused in your community and what remedies do you suggest to avert this vice?
70. How helpful have SACCOs been to rural farmers and what challenges do the SACCOs face in their operations?
71. What explains the consistent poor farming practices in Uganda today and what can be done to solve those problems?
72. To what extent can family planning practice in the society be of a great use.
73. Discuss the global trends threatening the family institution and morals in Uganda today.
74. To what extent are corruption and opportunism a hindrance to development in Uganda?
75. Assess the role of the Uganda Police Force and the challenges it faces in its execution of duties.
76. What problems do students' clubs face in their operation? How can these problems be addressed?
77. "The quest for women emancipation is the root cause of family disorder." Discuss.
78. What are the advantages and disadvantages of online shopping?
79. How effective has the Ugandan opposition been in putting the sitting to task to improve on the service delivery towards the common Ugandan?
80. What hindrances have the Ugandan opposition parties faced in their operations?
81. Examine the causes and effects of voter bribery in Uganda today.
82. How important are students' clubs in schools?
83. To what extent have foreign organizations been helpful in ensuring democracy in your country?
84. "An educated population is easier to manage than the uneducated." To what extent do you agree with this statement?
85. Assess the contribution of tertiary institutions and the challenges they face in their operations.
86. Examine the persistent causes and effects of war in any African country today.
87. How has the problem of food insecurity been handled in your community?
88. What has been the impact of mobile phones on the Ugandan society?
89. How effective have been the Members of Parliament in fronting the issues of their constituents?
90. How has voter bribery undermined the democratic process in Uganda? How can this vice be discouraged?
91. How important are term limits in a democratic country? What challenges do term limits pose to the countries where they are in effect?

92. Why are tertiary institutions still unpopular in Uganda?

LOGIC

Logic is a science of reason to present ideas. It is a tool used in the academic field to develop reasonable conclusions based on a given set of data or information.

It deals with valid reasoning and coming up with well-structured thoughts about the given data or information. It is suggested that when interpreting logic questions, we use deductive reasoning since it bases its conclusions on what we can safely say is the truth based on our assumptions.

To be able to arrive at this position, you have to read and understand the information given, identify likely patterns in the argument, identify major and minor premises and make conclusions. It is a topic that requires you to use analytical skills, to be able to interpret given information so that you can build an argument based on your understanding of the material given or what you presuppose makes reasonable sense.

Logical questions usually include texts with visual data, charts, statistics, maps, or information that you will need to consider in order to respond to the questions that require drawing logical conclusions, developing an informed judgment, or proposing reasonable solutions.

SECTION B - LOGIC QUESTIONS.

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

Rubarara systems Housing Corporation is an organization that builds houses for sale. A person who wishes to buy, has to make a down payment of 5% of the value of the house excluding insurance as soon as the application has been accepted. It is also a requirement by government that each house is insured at 1% per annum of the initial value of the house, payable by the purchaser through the corporation. In case of death of the purchaser, if payments have been made to the corporation:

- i. For less than 5 years, the house will be sold and the payment refunded to the beneficiaries.
- ii. Between 5 years and 10 years, the family of the purchaser will acquire the house on condition that the payments are completed in time.
- iii. For more than 10 years, the beneficiaries are given a grace period of one additional year in which to complete payment.
- iv. The house is repossessed by the corporation if the beneficiaries fail to abide by the stipulated date.

There are 50 houses for sale grouped in four categories: A, B, C and D according to value as shown below:

Category	A	B	C	D
Value in millions (shs)	80	90	100	120
Number of houses	15	16	9	10

According to the information available, all the application for houses in category A, half of those in category B, none in category C, and only two in category D have been accepted.

Questions:

- a) How much money:
 - i. Has been received by the corporation as down payment?
 - ii. Will be received by the corporation after 15 years?
- b) For each category, how much money must be paid per annum if the payment has to be completed within 15 years?
- c) If houses in category A are meant to benefit low income earners, what challenges is this scheme likely to face?
- d) How fair are the terms of sale?

2. Study the information given below and answer the questions that follow:

Jambo State University has set the following criteria for admitting students for its 2020/2021 Academic programmes;

- Academic performance.
- Staff biological children.
- Regional balance.
- University Foundation Body.
- Affirmative Action (girls).
- Special Education Needs.
- Games and sports.

Conditions for Admission:

- i. The same percentage of students shall be admitted for affirmative action as for staff biological children.
- ii. Special Education Needs students shall receive six times as many slots as those given to the University Foundation Body.
- iii. 360 students shall be admitted on the ticket of regional balance. This represents 15% of the total University admissions for 2020/2021.
- iv. 4% of the total University admissions shall be reserved for sportsmen and women.
- v. Games and sports shall be given four times as many slots as those allowed for the University Foundation Body and twice as many slots as those allowed for staff biological children.

Questions:

- a) Calculate the total number of students that will be admitted:
 - i. By Jambo State University for the year 2020/2021. (Show your working) **(03 marks)**
 - ii. Under each selection and admission criteria other than regional balance. **(12 marks)**
- b) In your opinion, how fair is the University's admission criteria? **(15 marks)**

c) Explain the influence of games and sports in higher educational institutions. (10 marks)

Spellings, Punctuation and Grammatical Expression (SPGE) - 10 marks

3. Study the information given below and answer the questions that follow:

A group of six well-trained Commandos have been tasked by government to arrest or kill a rebel leader that has taken refuge in a jungle.

The mission involves locating the leader's hide out, laying ambush and attacking.

The qualities of the Commandos are:

- **Alfred** - is of a higher rank than Chris, energetic and has acrobatic skills which are useful in effecting arrests.
- **Betty** - is of a higher rank than Drake and is a medical personnel.
- **Chris** - is of a lower rank than Alfred but shoots accurately.
- **Drake** - has no significant rank, but is good at laying ambushes.
- **Eddy** - is of the same rank with Betty but of a lower rank than Chris. He is a good mechanic, driver and pilot.
- **Frank** - is of a higher rank than Alfred, a good map reader and a skilled spy.

During the mission, the following conditions must be observed:

- The Commandos must work in pairs.
- No pair should have Commandos of the same rank.
- The Commando with the highest rank should be the head of the mission.

QUESTIONS:

- a) (i) Giving a reason for your answer, identify the head of the mission. (02 marks)
(ii) State the ranking of the Commandos from the highest to the lowest. (03 marks)
- b) Giving a reason for each case, suggest the pairing of the Commando. (06 marks)
- c) Explain the causes of political rebel activities in developing countries. (16 marks)
- d) What are effects of political rebellions in developing countries? (13 marks)

SPGE – 10 marks

4. Study the information given below and answer the questions that follow;

In Mama Mia Food Processing Company, a person's gross income has certain allowances deducted from it before it is subjected to taxation. The allowances are as follows:

- | | |
|--|-----------------------|
| • A married person gets | Shs 38,000 per month |
| • A single (unmarried) person gets | Shs 20,000 per month. |
| • Every employee with a child gets an extra | Shs 12,000 per month. |
| • For each child below 11 years, the employee gets | Shs 18,000 per month. |

- Electricity allowance per annum is Shs 300, 000
- Insurance per annum is Shs 432, 000
- Housing allowance is Shs 20,000 per month.
- Medical allowance per annum is Shs 360,000
- Transport allowance per working day is Shs 8,000

The company considers 20 working days per month.

- Sarah and Joseph are employees of the above organization.
- Their monthly gross incomes are Shs. 1,765,000 and Shs. 2,190,000 respectively.
- Sarah is single and has one child who is 11 years old.
- Joseph is married with 3 children of whom only two are below 11 years.

The income structure is shown below:

<i>Taxable income in Uganda shs</i>	<i>Rate</i>
200,000	15%
200,001 - 500,000	20%
500,001 - 600,000	30%
600,001 - 900,000	40%
900,001 and above	50%

QUESTIONS:

- Calculate the monthly taxable income for Sarah and Joseph. **(05 marks)**
- Calculate the difference in the income taxes for Sarah and Joseph. **(05 marks)**
- What is income tax? **(04 marks)**
- Why are taxes important in Uganda? **(14 marks)**
- Outline the problems encountered in during the collection of taxes in Uganda. **(12 marks)**

SPGE = 10 marks

5. Study the information given below and answer the questions that follow:

PART I

A second year student of Diploma in Computer Science has a course schedule running from September through June. In this period, he must take a course in Windows, four courses in Word Perfect, Lotus 1 and 2, and Financial Accounting 1, 2 and 3.

There are some guiding regulations;

- Each course is one month long and must always be taken alone.
- Windows can only be taken after Lotus 1 has been taken.
- Lotus 2 can only be taken after Windows has been taken.
- Financial Accounting courses cannot be taken in consecutive months.

- Word Perfect 1 and 2 must be taken in consecutive months.
- Word Perfect 3 and 4 must be taken in consecutive months.

Questions:

- In which pairs of months can the student take the two Lotus courses?
- If the student takes Word Perfect courses in September and June, in which months, other than September and June, will it be impossible to take a Lotus course?
- Make a schedule in which the student takes the two Lotus courses, one Word Perfect course, and one Financial Accounting course from September to January.
- When does a student who wishes to complete both Lotus courses before taking any Financial Accounting course take Word Perfect?

PART II

The American units of money are the **dollar** and the **cent**. 1 Dollar = 100 cents. The symbol for the dollar is \$. Therefore, \$24.60 means 24 dollars and 60 cents. The rate of exchange to the Pound Sterling (the symbol for the pound is £) is \$2.40 which means that for every £1 changed into dollars, you receive 2 dollars and 40 cents.

The French unit of money is the Franc and Centire. 1 Franc = 100 Centire. The rate of exchange is 1375 Francs for £1.

Recently, the French introduced a heavy Franc which is equal to 100 of the old Francs. The Uganda unit of money is the Shilling. The exchange rate is 1680 shillings for £1.

Questions:

- How many shillings are needed for:
 - One old Franc?
 - One new Franc (the heavy one)?
 - The dollar (\$)?
- How many Heavy Francs are there in:
 - One pound (£1)?
 - One dollar (\$1)?

6. Study the information given below and answer the questions that follow:

A group of seven (7) belonging to the schools' "Logic Club" held a debate on the motion: ***"Production of Cigarettes Should Continue."***

The members were: Ahmed, Shamim, Faisal, Ali, Dauda, and Ismail. Rashad and Rayaan were Timekeeper and Secretary respectively.

The following were to be fulfilled during the deliberations;

- A. All participants to sit in a single line.
- B. The chairperson takes the middle seat.
- C. Proposers and opposers take opposite seats from the Chairperson.
- D. First speakers must be seated next to the Chairperson.

The following prevailed in the debate;

- A. Jamil was the first speaker. He spoke about the merits of smoking.
- B. Jamil and Ismail had conflicting ideas.
- C. Ismail was seated to the left-hand side of Dauda.
- D. Shamim was seated in between Ali and Faisal.

QUESTIONS:

- a) Draw a simple table showing the sitting arrangement of the debaters.
- b) Who was the chairperson of the debate?
- c) Who are likely to have discussed the demerits of smoking?
- d) List the names of proposers starting with the one seated next to the chairperson.
- e) List the names of the opposers starting with the one seated farthest from the chairperson.
- f) Do you think Ali and Ahmed had conflicting ideas? Give reasons for your answer.
- g) Ali was the last speaker. Can this be true or false?
- h) Faisal and Ahmed had conflicting ideas during the debate. True or false?
- i) Because the debate had equal numbers of participants on each side, it ended in a draw. True or false? Give reasons for your answer.
- j) Give and explain five demerits of smoking.

7. Study the following information carefully and answer the questions that follow;

A study was made to investigate the intellectual and achievement characteristics of adolescent juvenile offenders. The table below shows figures from selected case files of five adolescents aged between 11 and 17 years, which were analyzed based on selected factors including age, level of intelligence, academic achievement and types of frequency of offences.

Academic achievement levels reported were based on reading comprehension and arithmetic comprehension. The behavioural factors were based on the number of previous arrests and convictions for truancy, aggression and defiance. The level of intelligence of each subject is shown by the full scale I.Q Score. The Social-Economic Background (SEB) is presented in weights. The higher the weight, the better the SEB.

Subjects	Age	Reading comprehension	Arithmetic comprehension	No. Of previous convicts		Full scale I.Q	SEB
A	16	6.50	4.00	1	3	73.0	1.0
B	11	12.00	5.25	0	0	77.0	4.0
C	17	4.25	1.90	3	9	95.0	0.5
D	15	9.05	3.50	2	4	78.0	1.5
E	13	11.00	4.75	0	0	82.0	3.0

SOURCE: 2002 Uganda Population and Housing Census Analytical Report: October, 2006 (Page 62)

QUESTIONS:

- a) What is the observable relationship between age and:
 - i. Academic achievement?
 - ii. Behavioural problems?
 - iii. Level of intelligence?
- b) Explain the relationship between SEB and the:
 - i. Behaviour of the subjects.
 - ii. Academic achievement of the subjects.
- c) Suggest the measures that should be taken to address the behavioural problems of juveniles.

8. Study the information below and answer the questions that follow.

In Sweden, civil servants are paid salaries according to given salary scales set by the government in accordance with given financial regulations as set in the national development plan.

The conditions set for payment for the public servants are as follows;

- Retirement age for non- political jobs is 65 years.
- A civil servant will be paid in a given salary scale for a period not exceeding three years and then automatically move to the next salary scale.
- Medical insurance is paid to the National Insurance Corporation of Sweden and is compulsory to all public workers.
- Charity tip is paid to the National Charity Trust Fund. This money is deposited in a bank on a fixed deposit account earning a monthly interest of 1.5%.
- All payments and deductions to the income of civil servants are done by electronic money transfer (EMT) on the 28th of each month.

- Most public workers pay PAYE (Pay as You Earn) tax according to the salary scale.
- Payments and deductions are done on a monthly basis.

NB: The Swedish National currency is the Kroner and one Kroner is equivalent to 920 Uganda Shillings.

The table below shows the summary for the payment schedule for the period 2006 for civil servants in Sweden.

Salary Scale	Monthly pay	No. of civil servants	PAYE rate	Medical Insurance	Charity Tip
S7	222,000	31000	2%	2%	500
S6	270,000	42000	10%	3%	500
S5	335,000	65400	14%	4%	500
S4	550,000	21000	22%	6%	1000
S3	670,000	17000	26%	7%	1000
S2	840,000	13000	30%	8%	1000
S1N	999,000	11100	35%	9%	1000
S1S	1,300,000	9920	40%	9%	1000

(Source: Sweden National Bureau 2000)

QUESTIONS:

a) Determine:

- The net amount paid out by the government to all the civil servants in 2006. **(10 marks)**
- The total PAYE received by government in 2006. **(02 marks)**
- How much the National Charity Trust Fund earned on deposits of civil servants in salary scale S2 in 2006. **(02 marks)**
- The gross pay a civil servant in Sweden in salary scale S1S would earn in Uganda shillings. **(02 marks)**

b) If the conditions and terms remained the same for the year 2007, calculate the net total paid out to civil servants in salary scale S3. **(02 marks)**

c) Comment on the structure of the Swedish civil service as given in the above table. **(06 marks)**

d) What are the benefits of charging medical insurance and charity donation in any given country? **(08 marks)**

e) Explain the challenges civil servants face in your country. **(08 marks)**

SPGE - 10 MARKS

9. A national presidential election has been conducted in the five provinces of the country and results tabulated as shown below;

Province	Valid votes (in millions)	Invalid votes (in millions)	Total votes (in millions)
A	5.2	—	6.0
B	4.0	0.3	—
C	—	0.1	2.4
D	7.8	—	7.8
E	4.2	—	—

QUESTIONS:

- a) Given that the total number of votes cast in the country is 25 million; find the number of:
 - i. Invalid votes in Province E.
 - ii. Valid votes in Province C.
 - iii. Invalid votes in all the five provinces.
- b) Find the percentage of valid votes in Province E to the total votes cast in that province.
- c) If the winning president/candidate is expected to acquire 55% of the votes, how many votes is he supposed to get?
- d) If you were appointed Chairperson of the Electoral Commission in your country, state three electoral reforms you would introduce to improve voter turn-up.

10. Read the following information carefully and answer the questions that follow:

A study has been conducted by the Ministry of Education in Northern Uganda concerning the post-war effects, relationship between the time the students report at school and how far they stay from school.

- Ayiko stays 5km away from school and she uses a taxi to get to school
- Apio stays 9km away from school and she rides a bicycle to school
- Arora stays $2\frac{1}{2}$ km away from school. She walks half a km up to the main road and then boards a taxi up to school.

- Bashir stays 6 km away from school and he uses the Lira bus coach to get to school.
- Nyeko stays $\frac{1}{2}$ km away from school and since he stays nearby, he usually runs to school on foot.

i. **Note:** The following are the speed rates;

- i. The taxis travel at 10km/hour
- ii. Walking takes 30 minutes/km
- iii. Bicycle takes 10 minutes/km
- iv. Running takes 20 minutes/km
- v. Bus takes 6 km/hour

QUESTIONS:

(a) If on Monday, all the five students left home at 7:00 am; in what order did they pass through the school gate? (You must show your working). **(15 marks)**

(b) If the school gate is closed at 8:00 am and late comers are punished, who were punished by the master on duty for coming late? Give a reason for your answer. **(05 marks)**

(c) Discuss five (5) key effects of the post war era in Northern Uganda. **(10 marks)**

(d) Give five ways that Government has put in place to resettle people in the post war region of Northern Uganda. **(10 marks)**

SPGE - (10 marks)

11. Study the following information and answer the questions that follow.

At a child care unit, a medical worker monitored growth of a child from birth to twenty-four months. The medical worker recorded the weight of the child each month from birth on a card and recorded the month on another card and placed the two in an envelope each month.

After the twenty-fourth month, the medical worker pulled out the cards and filled the figures in a table but the cards were mixed up as shown below;

10,	3.8,	15,	20,	9.0,	12,	11.0,	6.4,	8.0,	
6.4,	5.4,	4,	0,	18,	6.4,	9.8,	21,	11,	3.5
6.2,	4.8,	2,	9,	8.6,	14,	3,	22,	6.4,	10.2
16,	5,	6.0,	7,	17,	19,	8,	6.4,	4.2,	1
6,	6.4,	13,	5.8,	23,	6.5,	24,	7.0,	11.4,	7.4

The following information about this record is true.

- The months are always exact but the weight is not.
- The least weight is the weight at birth and the highest weight is the weight at twenty-four months.
- The weight of the child rose steadily for six months and then remained constant for six months.
- The weight dropped to 6.2 kg at the thirteenth month and dropped again the following month.
- Thereafter, the weight rose steadily up to twenty-four months.

QUESTIONS:

f) Re-arrange the information in a table as it should be. **(14 marks)**

g) i. State the weight of the child at birth. **(02 marks)**

ii. What was the weight of the child at one year and at two years? **(04 marks)**

h) Explain the causes of the constant weight and drop in the weight of the child.

(10 marks)

i) What has the government of Uganda done to reduce the infant mortality rate?

(10 marks)

SPGE - 10 marks

SECTION B - COMPREHENSION PASSAGES.

1. Read the passage below and answer the questions that follow, using your own words wherever possible.

Most schools clearly cannot 'educate' the 'whole' child, especially across the spectrum of intellectual, social, moral, ethical, aesthetic, cultural, physical, psychological, spiritual criteria, and they never will be able to without major changes to the ways in which we currently conceive of and operate schools.

To an extent, schools and their systems have brought these high expectations upon themselves by presenting to their potential constituencies statements of aims and objectives which are too idealistic. It is not unusual to find school objectives containing statements like 'to educate the child to the maximum of his/her potential', 'to develop a sense of citizenship, social responsibility and national pride', and so on. How many schools purposefully set out to incorporate into the formal curriculum practices reflecting such aims and objectives and if they do, how successful are they? How are such things measured? Can schools adequately demonstrate that they are effective in achieving these objectives? Further, many of the existing structures and operating procedures in schools seem to be designed more for administrative expediency and teacher convenience than for the genuinely individual, developmental and educational needs of every single child.

So, the quality, nature and role of schooling are appropriately being questioned. Other changes are being imposed without much societal input. Governments in several OECD countries continue to force economic stringencies on to systems and individual schools, to raise concerns about retention rates in the post-compulsory years and to question the relevance of curricular content in the senior years for vocations and employment opportunities. The impetus for such questioning appears to be as much political as educational. Specialist training, especially for primary teachers, is being eroded in favour of more generalist teacher training. Specialist courses to produce kindergarten/pre-school teachers are systematically being phased out in both Australia and continental Europe in favour of child-care programmes. Specialist, curriculum development departments and other support services are being dismantled. Schools are now expected to be responsible for providing these services themselves.

The integration of those with recognized disabilities into mainstream schools, while commendable in theory, is creating significant difficulty and anxiety in many school communities where there is an underprovision of appropriate support. Many of these policies result from a concern for greater economic efficiencies and to reduce the percentage of government budgets expended on education.

And there are other pressures. Employers and tertiary institutions are querying the academic standards of exit students from secondary schools. The moral guardians of society question discipline standards, teenage attitudes, the lack of respect for others and for property, codes of behaviour, the general tone of school and, periodically, aspects of curriculum content.

All user groups are questioning the efficacy of the schooling process in terms of the 'product'. Teacher unions have become more militant over improvements in teaching conditions, salary levels, and in

more specifically defining the role of teaching. Teachers are under pressure to take additional school-based responsibility for areas such as curriculum development.

Schools are increasingly having to write proposals for additional funding for programmes many would see as essential for meeting the most basic needs of students. They are being called upon to provide school-based responses to proposed structural and operational changes, and to establish an increasing number of school-based committees. These increased loads have resulted in rising levels of stress-related absenteeism and in attrition from the teaching service. For many, teaching appears no longer to provide the professional status or job satisfaction it once did.

The result is that, as government and societal pressure for greater accountability at every level of school operation increases, schools are buckling under the pressure to deliver the quality of service their stated aims and objectives suggest, and that parents and society at large are coming to demand. As they are presently structured and operated, schools cannot deliver comprehensive 'education' like this. A normal, healthy and balanced life-style comes from a combination of sound schooling, a stable two-parent family, an accessible extended family of grandparents and relatives, a family affiliation with a local church, being a known and respected member of a close-knit and supportive community and so on. For increasing numbers of children, this kind of combination no longer exists.

So schools are being asked to shoulder the responsibilities which were hitherto the province of these other bodies, but without any, or at least insufficient, additional resources and in many instances without the necessary expertise. Being legally *in loco parentis* does not automatically confer the capacity to be a substitute for all of these other support structures. The teaching role itself has become more demanding, but is **exacerbated** by these additional (and, some teachers would argue, non-teaching) responsibilities.

Many parents are also clearly agitated about societal values and they look to schools to apply some kind of remedy. We witness daily a progressive, **subtle acceptance** of the permissive society; at almost every level of social communication, there is undermining of moral and ethical standards. An increase in **personal gratification** and freedom of expression without sufficient responsibility or respect for the rights and freedom of others. Television, video, stage music and cinema are shapers of attitudes as any school or home. Parents feel powerless to control these influences and they tend to call on the school for the additional personal and social guidance. Teachers appropriately claim that they are unqualified, and do not have the time to provide this kind of support system.

There are many imaginative, and educative things happening in schools, and all schools have dedicated, well qualified and energetic teachers. But the original question remains: what constitutes an excellent school in the eyes of parents and society? Can schools provide within existing structures and operational patterns what parents and society want? And can the stated charter of schools continue to be the education of the 'whole child'?

Whose responsibility does it then become to ensure that children and young people grow up with a healthy attitude to society and self, treasure the best of the past and work to develop a secure future for the whole of mankind? Since most countries have laws which make school attendance

compulsory between certain ages of one's life, it may not be proper that schools and, teachers in

particular, walk away from both the professional and moral responsibility to develop the whole child. But it is a question of **capability rather than culpability**.

Questions:

- a) Suggest a suitable title for the passage. (02 marks)
- b) What does the writer mean by:
- i. "...designed more administrative expediency and teacher convenience than for genuinely individual, developmental and educational needs of every single child." (04 marks)
- ii. "... schools are buckling under the pressure to deliver the quality of service their stated aims and objectives suggest..." (04 marks)
- c) Summarise, in about **120 words**, the changes in school operations that government and society in general expect the schools and teachers to adopt to meet their stated goals, according to the passage. (10 marks)
- d) Explain the meaning of the following words and phrases as used in the passage, using your words wherever possible;
- i. ...spectrum... (02 marks)
- ii. ...potential constituencies. (02 marks)
- iii. ...economic stringencies... (02 marks)
- iv. ...impetus... (02 marks)
- v. ...integration... (02 marks)
- vi. ...efficacy of the schooling process... (02 marks)
- vii. ...exacerbated... (02 marks)
- viii. ...subtle acceptance... (02 marks)
- ix. ...personal gratification... (02 marks)
- x. ...capability rather than culpability. (02 marks)

Spellings, Punctuation and Grammatical Expressions (SPGE) - 10 marks

2. Read the passage below and answer the questions that follow;

If you must give expression to prejudice and hatred and intolerance, do not speak it, but write it; write it in the sands, near the water's edge. When the dawn of Intelligence shall spread over the horizon of human progress, and Ignorance and Superstition shall have left their last footprints on the sands of time, it will be recorded in the last chapter of the book of man's crimes that his most **grievous** sin was that of Intolerance. The bitterest intolerance grows out of religious, racial and economic

prejudices and differences of opinion. How long, O God, until we poor mortals will understand the

folly of trying to destroy one another because we are of different religious beliefs and racial tendencies?

Our allotted time on this earth is but a fleeting moment. Like a candle, we are lighted, shine for a moment, and flicker out. Why can we not learn to so live during this brief earthly visit that when the great Caravan called Death draws up and announces this visit completed, we will be ready to fold our tents and silently follow out into the great unknown without fear and trembling?

I am hoping that I will find no Jews or Gentiles, Catholics or Protestants, Germans, Englishmen or Frenchmen when I shall have crossed the bar to the other side. I am hoping that I will find there only human souls, brothers and sisters all, unmarked by race, creed or colour, for I shall want to be done with intolerance so I may rest in peace throughout eternity.

You visualize two animals demonstrating the futility of combat. Two male deers have engaged in a fight to the finish, each believing that he will be the winner. Off at the side, the female awaits the victor, little dreaming that tomorrow, the bones of both combatants will be bleaching in the sun.

“Poor foolish animals,” someone will say. Perhaps, but not very different from the man family. Man engages his brothers in mortal combat because of competition. The three major forms of competition are sex, economic and religious in nature.

Twenty years ago, a great educational institution was going a thriving business and rendering a worthy service to thousands of students. The two owners of the school married two beautiful and young women, who were especially accomplished in the art of piano playing. The two wives became involved in an argument as to which one was the more accomplished in this art. The disagreement was taken up by each of the husbands. They became bitter enemies. Now the bones of that once prosperous school “lie bleaching in them sun”.

The two deers visualized earlier locked horns over the attention of the female. The two-man deer locked horns over the selfsame impulse.

In one of the great industrial plants, two young foremen “locked horns” because one received a promotion which the other believed he should have had. For more than five years, the silent undertow of hatred and intolerance showed itself. The men under each of the foremen became inoculated with the spirit of dislike which they saw cropping out in their superiors. Slowly, the spirit of retaliation began to spread over the entire plant. The men became divided into little cliques. Production began to fall off. Then came financial difficulty and finally bankruptcy of the company.

Now the bones of a once prosperous business “lie bleaching in the sun,” and the two foremen and several thousand others were compelled to start all over again, in another field.

Down in the mountains of West Virginia, lived two peaceful families of mountain-folk - the Hatfields and the McCoys. They had been friendly neighbours for three generations. A razor-back pig belonging to the McCoy family crawled through the fence into the Hatfield family’s corn field. The Hatfields turned their hound loose on the pig. The McCoys retaliated by killing the dog. Then began the feud that has lasted for three generations and cost many lives of the Hatfields and McCoys.

In a fashionable suburb of Philadelphia, certain gentlemen of wealth have built their homes. In front of each house, the word "INTOLERANCE" is written. One man builds a high steel fence in front of his house. The neighbour next to him, not to be outdone, builds a fence twice as high. Another buys a new motor car and the man next door goes him one better by purchasing two new cars. One remodels his house adding a colonial style porch. The man next door adds a new porch and a Spanish style garage for good measure. The big mansion on top of the hill gives a reception which brings a long line of motor cars filled with people who have nothing in particular in common with the host. Then follows a series of "receptions" all down the "gold-coast" line, each trying to outshine all the others.

The "Mister" (but they don't call him that in fashionable neighbourhoods) goes to business in the back seat of a Rolls Royce that is managed by a chauffeur and a footman. Why does he go to business? To make money, of course! Why does he want more money when he already has millions of dollars? So he can keep on out-doing his wealthy neighbours.

Poverty has some advantages - it never drives those who are poverty-stricken to "lock horns" in the attempt to out-poverty their neighbours.

Wherever you see men with their "horns locked" in conflict, you may trace the cause of the combat to one of the three causes of intolerance; religious difference of opinion, economic competition or sex competition.

The next time you observe two men engaged in any sort of hostility toward each other, just close your eyes and THINK for a moment and you may see them, in their transformed nature, very much resembling the male deers we pictured earlier. Off at one side, you may see the object of the combat - a pile of gold, a religious emblem or a female (or females).

Remember, the purpose of this essay is to tell some of the TRUTH about human nature, with the object of causing its readers to THINK. Its writer seeks no glory or praise, and likely, he will receive neither in connection with this particular subject.

Andrew Carnegie and Henry C. Frick did more than any other two men to establish the steel industry. Both made millions of dollars for themselves. Came the day when economic intolerance came up between them. To show his contempt to Frick, Carnegie built a tall sky-scraper and named it the "Carnegie Building". Frick retaliated by erecting a much taller building, alongside of the Carnegie Building, naming it the "Frick Building".

These two gentlemen "locked horns" in a fight to the finish, Carnegie lost his mind, and perhaps more, for all we of this world know. What Frick lost is known only to himself and the keeper of the Great Records. In memory, their "bones lie bleaching in the sun" of posterity.

The steel men of today are managing things differently. Instead of locking horns, they now "interlock directorates," with the result that each is practically a solidified, strong unit of the whole industry. The steel men of today understand the difference between the meaning of the words COMPETITION and CO-OPERATION; a difference which the remainder of us would do well to understand, also.

QUESTIONS:

a) Suggest a suitable title for this passage. (02 marks)

b) What does the author mean by:

i. "...it never drives those who are poverty-stricken to "lock horns"..." (04 marks)

ii. "...their bones lie bleaching in the sun"? (04 marks)

c) In not more than 200 words, summarise the causes of intolerance, according to the passage. (10 marks)

d) Explain the meaning of each of the following words and phrases as used in the passage;

i. ...grievous... (02 marks)

ii. ...fleeting moment... (02 marks)

iii. ...fold our tents... (02 marks)

iv. ...futility of combat... (02 marks)

v. ...silent undertow... (02 marks)

vi. ...inoculated with the spirit of dislike... (02 marks)

vii. ...feud... (02 marks)

viii. ...transformed nature... (02 marks)

ix. ..."locked horns"... (02 marks)

x. ...posterity... (02 marks)

SPGE – 10 marks

3. Read the passage below and answer the questions that follow;

Since we so often attach our jobs to our sense of self-worth, work related stress can be an important problem in our daily lives. It is therefore important to identify things that can cause stress in the work place (job stressors), and when possible, deal with them in a healthy manner. Common job stressors include the following: conflicts with colleagues, supervisors or workers under supervision, changes in work routine, deadlines, too much (or too little) responsibility, lack of control over work methods and planning, long working hours, repetitive tasks, excessive or rhythmic noise, poor time management or organization, working with hazardous equipment or substance, threat of pay reduction or unemployment, and lack of necessary resources. These are the factors that nearly everyone has to deal with at one time or another in the work place. These stressors may vary from job to job, and individuals react differently to those stimuli, but we are all usually affected in some way by job stressors.

Although workers of any age can succumb to stress in the work place, older workers in general are hit hardest by job stress. Technological advances tend to cause more stress for older workers, especially those who have been performing a similar routine for a long time and are suddenly

forced to assimilate new technology into their daily work. Older workers are also **prime targets for**

layoffs. They have worked their way up the pay scale and in general are paid a higher wage than their younger counterparts. As a result, many older workers are leaving the work force at an earlier age than they normally would because of increased stress.

Stress in the modern work place has increased greatly over the last 15 years. **Corporate mergers and buyouts** have eliminated entire companies and thousands of jobs, new technology has caused a drastic increase in working pace, and the competitiveness of the modern economy has forced individual employees to take on much heavier workloads.

Today's work has to deal with stressors that are unique to the times we live in. the most obvious of this is the drastic increase in the work place technology. Increased mechanical efficiency leads to the need for fewer workers but requires employees to become knowledgeable concerning the new machines they work with. Personal computer and computer networks, although increase work place efficiency and speed is **a double-edged sword**. Getting more work done within a specified time may mean more profit for a company, but it also leads to the expectation that more work will always be accomplished in less time. Computers drastically reduce the time needed to perform tasks, but the person running the computer may then be asked to perform more tasks within the work day, causing stress. Workers are also asked to know about the many uses of various computer software programs, which are constantly being changed and improved. The constant upgrading of computer programs requires that employees be reeducated continually to keep up. The increased productivity provided by the computer may lead to elimination of many jobs, since one worker may now be able to do the work of two or more.

The computer may also contribute to physical problems. The monitor of the computer may cause eyestrain, fatigue and muscle tension. Constant work on a keyboard may place excess stress on fingers, hands and wrists. This in turn may contribute to **arthritic conditions** or to the newly recognized affliction known as carpal tunnel syndrome. The simple act of sitting at the computer for extended periods with the body in a fixed position can put stress on the stress on the muscles and bones at the back, neck and limbs.

Afflictions such as these, which are caused by repetitive motions, unusual body postures, or holding static joint positions over extended periods, are now referred to as repetitive strain injuries (RSIs). The risk of developing RSIs is increased during periods of emotional or while **trying to beat deadlines**. RSIs can also develop because of improper placement of the equipment (such as keyboards) or by certain work practices. Company production goals based on quotas, such as counting workers' key-strokes throughout the day, can force employees to work through needed break periods to meet the expected work input; this in turn can increase the risk of RSIS development.

The current corporate trend of eliminating jobs to cut costs - "downsizing"- has contributed greatly to the problems of job stress. This problem affects not only ranking file workers but employees in management as well. Often, cuts are made with little or no regard to an employee's years of service or experience (or because of this, to save money), so anyone on the payroll may be **vulnerable**. This lack of job security has been an important contributor to job stress over the last years.

Although the current popularity of downsizing may be unprecedented, the effects of the fear of unemployment have been studied as early as 1960s. For example, from 1965 to 1973 the workers at Cape Canaveral was downsized from 65,000 employees to 32,000, aerospace workers, highly trained and highly paid, were being laid off in large numbers as the government **cut back** on the space programme. With few skills that could be transferred to other jobs, many found themselves bagging groceries and taking tickets for a living. The fear of being unemployed and the difficult transition after being laid off caused many physical and mental problems for Cape Canaveral workers and their families. Because of the heavy stress, these families suffered from anxiety and depression and led to high divorce rates in the nation, drinking, drug use, and sudden heart attack deaths. Autopsies on these heart attack victims, some of whom were as young as 29, showed that no significant risk factors were present except for high of chemicals (such as epinephrine) that are released in response to stress...

Since work-related stress appears to be increasing in nearly all professions, it is more important than ever to be able to recognize the physical signs of stress and to be able to reduce job stress when possible. Here are a few things one can do to reduce work stress. Emotional signs may include anxiety, lack of interest, and irritability. Mental fatigue, physical exhaustion and frequent illness may be **physical manifestations** of stress as well. Not everyone reacts to stressful situations in the same way, so know yourself well enough to recognize when stressors are affecting you.

Control your environment when you can. Not every work situation can be controlled, but controlling some situations can help reduce stress. Try not to schedule stressful work activities for the same time. Break larger jobs down into smaller parts. It is safe to do so, rearrange your work area to keep things fresh... If stress on the job seems to be greatly affecting you physically or mentally, it is important that you see your family doctor or a qualified mental health professional as soon as possible.

QUESTIONS:

- a) Suggest a suitable title for the above passage. (02 marks)
- b) What does the author mean by:
 - “...individuals react differently to these stimuli” (03 marks)
 - “...the current popularity of downsizing may be unprecedented” (03 marks)
- c) In about **100** words, explain why, according to the passage, old people suffer most from stress at work. (12 marks)
- d) Explain the meaning of the following words and phrases as used in the passage:
 - i. ...working with hazardous equipment... (02 marks)
 - ii. ...succumb to stress... (02 marks)
 - iii. ...prime targets for layoffs... (02 marks)
 - iv. ...corporate mergers and buyouts... (02 marks)
 - v. ...a double-edged sword... (02 marks)

- vi. ...arthritis conditions...* (02 marks)
- vii. ...trying to beat deadlines...* (02 marks)
- viii. ...vulnerable...* (02 marks)
- ix. ...cut back...* (02 marks)
- x. ...physical manifestations...* (02 marks)

SPGE = 10 marks

4. Read the passage below and answer the questions that follow;

In the matter of girls, I was different from most boys of my age. I admired girls a lot, but they terrified me. I did not feel that I possessed the peculiar girls or accomplishments that girls liked in their male companions - the ability to dance, to play football, to cut up a bit in public, to smoke, and to make small talk. I couldn't do any of these things successfully and seldom tried. Instead, I stuck with the accomplishments I was sure of. I rode my bicycle sitting backwards on the handle bars, I made up poems, I played selections from "Aida" on the piano. In winter, I tended goal in the hockey games on the frozen pond in the Dell. None of these tricks counted much with girls. In the four years I was in the Mount Vernon High School, I never went to a school dance and I never took a girl to a drugstore for a soda or to the Westchester Playhouse or to Proctor's. I wanted to do these things but did not have the nerve. What I did manage to do, however, and what is the subject of this memoir, was far brassier, far gaudier. As an exhibit of teenage courage and ineptitude, it never fails to amaze me in retrospect. I am not even sure it wasn't un-American.

My bashfulness and backwardness annoyed my sister very much, and about the period of which I am writing, she began making strong efforts to stir me up. She was convinced that I was in a rut, socially, and she found me a drag in her own social life, which was brisk. She kept trying to throw with girls, but I always bounced. And whenever she saw a chance, she would start the phonograph and grab me, and we would go on charging around the parlour in the toils of one-step, she gripping me, as in a death struggle, and I hurling her finally away from me through greater strength. I was a skinny kid, but my muscles were hard, and it would have taken an unusually powerful woman to have held me long in the attitude of the dance.

One day, through a set of circumstances I have forgotten, my sister managed to work me into an afternoon engagement she had with some others in New York. To me, at that time, New York was a wonderland largely unexplored. I had been to the Hippodrome a couple of times with my father, and to the Hudson-Fulton celebration, and too few Matinees; but New York, except as a setting for extravaganzas, was unknown. My sister had heard tales of tea-dancing at the Plaza Hotel. She and a girlfriend of hers and another fellow of myself went there to give it a try. The expedition struck me as a slick piece of arrangement on her part. I was the junior member of the group and had been roped in. I imagine, to give symmetry to the occasion. Or perhaps, mother had forbidden my sister to go at all unless another member of the family was along. Whether I was there for symmetry or for decency, I can't remember, but I was there.

The spectacle was a revelation to me. However repulsive the idea of dancing was, I was filled with amazement at the set up. Here were tables where a fellow could sit so close to the dance floor that he was practically on it. And you could order cinnamon toast and from the safety of your chair, observe the girls and men in close embrace, swinging along, the music playing while you ate the toast and the dancers so near to you that they almost brushed the things off your table as they jogged by. I was impressed. Dancing or no dancing, this was certainly high life, and I knew I was witnessing a scene miles ahead of anything that took place in Mount Vernon. I had never seen anything like it, and a ferment must have begun working in me that afternoon.

Incredible as it seems to me now, I formed the idea of asking Parnell's sister, Eileen, to accompany me to a tea-dance at the Plaza. The plan shaped up in my mind as an expedition of unparalleled worldliness, calculated to stun even the most blasé girl. The fact that I did not know how to dance must have been a **powerful deterrent**, but not powerful enough to stop me. As I look back on the affair, it's hard to credit my memory, as I sometimes wonder if, in fact, the whole business isn't some dream that has gradually **gained the status of actuality**. A boy with any sense, wishing to become better acquainted with a girl who was "of special interest", would cut out for more himself a more modest assignment to start with a - soda or a movie date - something within reasonable limits. Not me, I apparently became obsessed with the notion of taking Eileen to the Plaza and not to any darned old drugstore. I had learnt the location of the Plaza, and just knowing how to get to it gave me a feeling of confidence. I had learnt about cinnamon toast, so I felt able to cope with the waiter when he came along. And I banked heavily on the general splendour of the surroundings and the **extreme sophistication** of the function to carry the day, I guess.

QUESTIONS:

- a) Suggest a suitable title for the passage. **(04 marks)**
- b) What, according to the passage, were the expected qualities in male companions? **(06 marks)**
- c) In not more than 100 words, show how the writer is socially transformed. **(10 marks)**
- d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible;
 - i. ...small talk... **(02 marks)**
 - ii. ...tended goal... **(02 marks)**
 - iii. ...have the nerve... **(02 marks)**
 - iv. ...stir me up... **(02 marks)**
 - v. ...afternoon engagement... **(02 marks)**
 - vi. ...roped in... **(02 marks)**
 - vii. ...for decency... **(02 marks)**
 - viii. ...powerful deterrent... **(02 marks)**

ix. *...gained the status of actuality...*

(02 marks)

SPGE – 10 marks

5. Read the passage below and answer the questions that follow using your own words whenever possible.

Oppressed people deal with their oppression in three characteristic ways. One way is acquiescence: the oppressed resign themselves to their doom. They tacitly adjust themselves to oppression, and therefore become conditioned to it. In every movement toward freedom, some of the oppressed prefer to remain oppressed. Almost 2,800 years ago, Moses tried to lead the children of Israel from the slavery of Egypt to the freedom of the Promised Land. He soon discovered that slaves do not always welcome their deliverers. They become accustomed to being slaves. They would rather bear those and ills they have, as Shakespeare pointed out, than flee to others that they know not of. They preferred the “flesh pots of Egypt” to the ordeals of emancipation.

There is such a thing as the freedom of exhaustion. Some people are so worn out by the yoke of oppression that they give up. A few years ago, in the slum areas of Atlanta, a Negro guitarist used to sing almost daily: “Been down so long that down don’t bother me....” This is the kind of negative freedom and resignation that often engulfs the life of the oppressed.

But this is not the way out. To accept passively an unjust system is to cooperate with the system. Therefore the oppressed become as evil as the oppressor. Non-cooperation with evil is as much a moral obligation as is cooperation with good. The oppressed must never allow the conscience of the oppressor to slumber. Religion reminds every man that he is his brother’s keeper. To accept injustice or segregation passively is to say to the oppressor that his actions are morally right. It is a way of following his conscience to fall asleep. At this moment, the oppressor fails to be his brother’s keeper. So, acquiescence, while often the easier way, is not the moral way of the coward. The Negro cannot win the respect of the oppressor by acquiescing. He merely increases the oppressor’s arrogance and contempt. Acquiescence is interpreted as proof of the Negro’s inferiority. The Negro cannot win the respect of the white people of the South, or the peoples of the world if he is willing to sell the future of his children for his personal and immediate comfort and safety.

A second way in which oppressed people sometimes deal with oppression is to resort to physical violence and corroding hatred. Violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem; it merely creates new and more complicated ones.

Violence as a way of achieving racial justice is both impractical and immoral. It is impractical because it is a descending spiral ending in destruction for all. The old law of an eye for an eye leaves everybody blind. It is immoral because it seeks to humiliate the opponent rather than win his understanding; it seeks to annihilate rather than love. It destroys communities and makes brotherhood

impossible. It leaves society in monologue rather than dialogue. Violence ends by defeating itself.

It creates bitterness in the survivors and brutality in the destroyers. A voice echoes through time, saying to every potential Peter, "put up your sword!" history is cluttered with the wreckage of nations that failed to follow this command.

If the African Negro and other victims of oppression succumb to the temptation of using violence in the struggle for freedom, future generations will be the recipients of a desolate night of bitterness, and our chief legacy to them will be an endless reign of meaningless chaos. Violence is not the way.

The third way open to oppressed people, in their quest for freedom, is the way of nonviolent resistance. Like the synthesis in Hegelian philosophy, the principle of nonviolent resistance seeks to reconcile the truths of two opposites - acquiescence and violence - while avoiding the extremes and immoralities of both. The nonviolence resister agreed with the person who acquiescence that one should not be physically aggressive towards his opponent, but he balances the equation by agreeing with the person of violence that evil must be resisted. He avoids the nonresistance of the former and the violent resistance of the latter. With nonviolence, no individual or group needs submit to any wrong or resort to violence to right any wrong.

It seems to me that this is the method that might guide the actions of the Negro in the present crisis in race relations. Through nonviolent resistance, the Negro will be able to rise to noble height of opposing the unjust system while loving the perpetrators of the system. The Negro must work passionately and unrelentingly for future stature as a citizen, but he must not use inferior methods to gain it. He must never come to terms with falsehood, malice, hate or destruction.

Nonviolent resistance makes it possible for the Negro to remain in the South and struggle for his rights. The Negro's problem will not be solved by running away. He cannot listen to the glib suggestion of those who would urge him to migrate to other sections of the country. By grasping his great opportunity in the South he can make a lasting contribution to the moral strength of the nation and set a sublime example of courage for generations yet unborn.

By nonviolent resistance, the Negro can also enlist all men of goodwill in his struggle for equality. The problem is not a purely racial one, with Negroes set against the whites. In the end it is not a struggle among people at all, but a tension between justice and injustice. Nonviolent resistance is not aimed against oppressors but against oppression. Under its banner, conscience, not racial groups are enlisted.

If the Negro is to achieve the goal of integration, he must organize himself into a militant nonviolent movement. All the three elements are indispensable. The movement for equality and justice can only be a success if it has both mass and militant character; the barriers to be overcome require both. Nonviolence is an imperative in order to bring about ultimate community.

QUESTIONS:

a) What would be the most appropriate title for this passage?

(02 marks)

- b) When the writer talks of “a militant nonviolent movement”, what is he advocating for?
(02 marks)
- c) Explain the three characteristic ways in which oppressed people deal with their plight.
(06 marks)
- d) In not more than 80 words, summarise how violence is an impractical and immoral approach to achieving racial injustice.
(10 marks)
- e) Explain the meaning of the following words and phrases as used in the passage using you own words whenever possible:
- | | |
|--|------------|
| <i>i. ...tacitly...</i> | (02 marks) |
| <i>ii. ...the ordeals of emancipation...</i> | (02 marks) |
| <i>iii. ...yoke of oppression...</i> | (02 marks) |
| <i>iv. ...negative freedom...</i> | (02 marks) |
| <i>v. ...a descending spiral...</i> | (02 marks) |
| <i>vi. ...annihilate...</i> | (02 marks) |
| <i>vii. ...a desolate night of bitterness...</i> | (02 marks) |
| <i>viii. ...crisis in race relations...</i> | (02 marks) |
| <i>ix. ...unrelentingly...</i> | (02 marks) |
| <i>x. ...a sublime example...</i> | (02 marks) |

SPGE - 10 MARKS

6. Read the passage below and answer the questions that follow.

I have always thought of it as one of the most **barbarous customs** in the world, considering us civilized and a Christian country, that we deny the advantages of learning to women. We reproach the sex everyday with folly and **impertinence**, while I am confident, had they the advantages of education equal to us, they would be guilty of less than ourselves.

One would wonder, indeed, how it should happen that women are **conversible** at all, since they are only beholden to natural parts for all their natural knowledge. Their youth is spent to teach them to teach them to stitch and sew or make baubles. They are taught to read, and perhaps to write their names or so, and that is height of a woman's education. And I would but ask any who slight the sex for their understanding, what is a man (a gentle man, I mean) good for that is taught no more?...

The soul is placed in the body like a rough diamond, and must be polished, or the luster of it will never appear: and it is manifest that as the rational soul distinguishes us from brutes, so education carries on the distinction and makes some less brutish than others. This is too evident to need any demonstration. But why then should women be denied the benefit of instruction? If knowledge and understanding had been useless additions to the sex, God Almighty would never have given them capacities, for He made nothing needless. Besides, I would ask such what they can see in ignorance that they think it a necessary ornament to a woman. Or what has the woman done to forfeit the privilege of being taught? Does she plague us with her pride and impertinence? Why did we not let her learn, that she might have had more wit? Shall we upbraid women with folly, when it is only the error of this inhuman custom that hindered them being made wiser?

The capacities of women are supposed to be greater and their senses quicker than those of the men; what they might be capable of being bred to is plain from some instances of female wit, which this age is not without; which upbraids us with injustice, and looks as if we denied women the advantage of education for fear they should vie with men in their improvements.

To remove this objection, and that women might have at least a needful opportunity of education in all sorts of useful learning, I propose the draft of an academy for that purpose.

The academy I propose should differ but little from public schools, where in, such ladies as were willing to study should have all advantages of learning suitable to their genius.

The persons who enter should be taught all sorts of breeding suitable to both their genius and their quality, and in particular, music and dancing, which it would be cruelty to bar the sex of, because they are their darlings but besides this; they should be taught languages and particularly French and Italians; and I would venture the injury of giving a woman more tongues than one.

They should, as a particular study, be taught all the graces of speech and all the necessary air of conversation, which our common education is so defective in that I should not expose it. They should be brought to read books and especially history, and so to read as to make them understand the world and be able to know and judge of things when they hear of them.

To such whose genius would lead them to it, I would deny no sort of learning; but the chief thing in general is cultivate the understandings of the sex, that they may be capable of all sorts of conversation; that their parts and judgments being improved, they may be as profitable in their conversation as they are pleasant.

Women, in my observation, have little or no difference in them, but as they are not distinguished by education. Tempers indeed in some degree influence them, but the main distinguishing part is their breeding.

The whole sex are generally quick and sharp. I believe I may be allowed to say generally so, for you rarely see them lumpish and heavy when they are children as, boys will often be. If a woman be well-bred and taught the proper management of her natural wit, she proves generally very sensible and retentive; and without partiality, a woman of sense and manners is the finest and most delicate part of God's creation; the glory of her maker, and the great instance of his singular

regard to man, his darling creature, to whom he gave the best gift either God could bestow or man receive. And it is the sordidest piece of folly and ingratitude in the world to withhold from the sex the due luster which the advantages of education gives to the natural beauty of their minds.

A woman well-bred and well taught, furnished with the additional accomplishments of knowledge and behaviour, is a creature without comparison; her society is the emblem of sublime employments; her person is angelic and her conversation heavenly; she is all softness and sweetness, peace, love, wit and delight. She is every way suitable to the sublime wish, and the man that has such a one to his portion has nothing to do but to rejoice in her and be thankful.

On the other hand, suppose her to be the very same woman, and rob her of the benefit of education, and it follows thus:

If her temper be good, want of education makes her soft and easy

Her wit, for want of teaching, makes her impertinent and talkative

Her knowledge, for want of judgement and experience, makes her fanciful and whimsical.

If she be passionate, want of manners makes her termagant and cold, which is much at one with lunatic

If her temper be bad, want of breeding makes her worse, and she grows haughty, insolent and loud.

If she be proud, want of discretion (which is still breeding) makes her conceited, fantastic and ridiculous.

And from these, she degenerates to be turbulent, clamorous, noisy, nasty and the devil.

Methinks mankind for their own sakes since, say what we will of the women, we all think fit one time or other to be concerned with them, should take some care to breed them up to be suitable and serviceable, if they expected no such thing as delight from them. Bless up; what care do we take to breed up a good horse and to break him well, and what value do we put upon him?

When it is done, and all because he should be fit for our use; and why not a woman? Since all her ornaments and beauty without suitable behaviour is a cheat in nature, like the false tradesman who puts the best of his goods uppermost that the buyer may think the rest are of the same goodness...

But to come closer to the business, the great distinguish difference which is seen in the world between one man or woman is in their education, and this is manifested by comparing it with the difference between one man or woman and other.

And herein it is that I take upon me to make such a bold assertion that all the worlds are mistaken in their practice about women; for I cannot think that God Almighty ever made them so delicate, so glorious creatures, and furnished them with such charms so agreeable and so delightful to mankind, with souls capable of the same accomplishments with men, all to be only stewards of our horses, cooks and slaves.

...I remember a passage in which I heard from a very fine woman; she had wit and capacity enough, an extraordinary shape and face, and great fortune, but had been cloistered up all her time, and for fear of being stolen, had the liberty of being taught the common necessary knowledge

of women's affairs and when she came to converse in the world, her natural wit made her sensible

of the want of education, that she gave this short reflection on herself: "I am ashamed to talk with my very maids," says she, "for I don't know when they do right or wrong. I had more need to go to school than be married."

I need not enlarge on the loss the defect of education is to the sex, nor argue the benefit of the contrary practice; it is a thing that will more easily be granted than remedied. This chapter is but an essay at the thing, and I refer the practice to those happy days, if ever they shall be, when men shall be wise enough to mend it.

QUESTIONS:

- e) Give the passage a suitable title. (02 marks)
- f) What is the meaning of the following statements as used in the passage?
- i. *"The soul is placed in the body like a rough diamond, and must be polished or the luster of it will never appear"* (03 marks)
- ii. *"A woman well-bred and well taught, furnished with the additional accomplishments of knowledge and behaviour, is a creature with comparison"* (03 marks)
- g) In about 100 words, summarize the reasons the writer forwards for the need for education of women. (12 marks)
- h) Explain the meaning of the following words and phrases as used in the passage:
- i. *...barbarous customs...* (02 marks)
- ii. *...impertinence...* (02 marks)
- iii. *...conversible...* (02 marks)
- iv. *...manifest...* (02 marks)
- v. *...forfeit for the privilege...* (02 marks)
- vi. *...vie...* (02 marks)
- vii. *...retentive...* (02 marks)
- viii. *...emblem of sublime enjoyments...* (02 marks)
- ix. *...degenerates ...* (02 marks)
- x. *...cloistered...* (02 marks)

SPGE = 10 marks

7. Read the following passage and answer the questions which follow;

The period of colonial rule in Africa has been relatively short. For over 400 years the coastline had been known and increasingly dominated by the European powers, but the interior unknown and unwanted until the end of the nineteenth century. This was not only because of the inhospitable

coasts and the difficulty of penetrating beyond them, but also because what was considered useful

to European could be had without bothering to penetrate far inland. Small coast forts were all that were required to provide bases for ships on way to the known riches of the east and the act as depots for the **plunder** of the interior. Gold, ivory and above all, slaves could be brought to the European forts by native middlemen.

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

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

The Portuguese monopoly of West Africa and of the slave trade lasted until the end of the sixteenth century, when it was broken by a number of West European countries, French, English, Danes and Prussians all entered the trade, but it was the Dutch who really **ousted** the Portuguese from their dominating position, both in West Africa and in the Indian Ocean. In the west, the Portuguese were driven from all their strongholds except on the coast of what is now Portuguese Guinea and Angola. In the east, they were similarly driven southwards by the Arabs to what is now Mozambique.

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

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

welfare for African interest which the political leaders of countries like USA and the West Indies can afford to ignore only at their peril.

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

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

QUESTIONS:

- a) Suggest a suitable title for the above passage (02 marks)
- b) Describe the history of slave trade as given in the passage. (08 marks)
- c) In about 120 words, explain the effects of the slave trade. (10 marks)
- d) Explain the meaning of the following words/phrases as used in the passage using your own words as much as possible.
- | | |
|----------------------------------|------------|
| i. ...plunder... | (02marks) |
| ii. ...entrenched... | (02marks) |
| iii. ...ousted... | (02 marks) |
| iv. ...moral qualm... | (02 marks) |
| v. ...inevitable legacy... | (02 marks) |
| vi. ...an emotional affinity... | (02 marks) |
| vii. ...a heightened interest... | (02 marks) |
| viii. ...inherently inferior... | (02 marks) |
| ix. ...migratory impulses... | (02 marks) |
| x. ...retrograded... | (02 marks) |

SPGE = 10 MARKS

8. Read the following passage from 'The New Vision Newspaper of 27th March 2020' by Prof. Francis Omaswa and respond to the questions that follow.

"Gentlemen, it is the microbes who will have the last word."

This quotation is attributed to the French microbiologist Louis Pasteur. How soon this will happen depends on how we humans recognise and seriously respond to this threat from microbes - the viruses and bacteria.

The Covid-19 pandemic presents yet another challenge and opportunity following Ebola, SARS, and MERS. It is also a loud call for the world to relearn and hopefully to remember once again that infectious diseases are a grossly neglected dimension of global security. In 2016, I was a member of The Independent Commission on Global Health Risk Framework for the Future that published a report titled, 'The Neglected Dimension of Global Security: A Framework to Counter Infectious Disease Crises.' This commission recommended three strategies namely; strengthening public health as the foundation of the health system and first line of defence, strengthening global and regional coordination and capabilities as well as accelerating Research and Development (R&D) to counter the threat of infectious diseases.

African governments have so far responded by raising awareness and restricting entry of the virus from other countries with screening at airports and total closure of borders. They have also imposed restrictions on the movement of people inside their countries. However, travel and movement restrictions are time-bound measures and not permanent solutions.

Today, Covid-19 has already been reported in 46 African countries and the next critical and strategic level of preparedness and response is to empower populations to stop transmission of the virus within the communities. This can be achieved by institutionalisation of Integrated People-Centred Primary Healthcare that will become the foundation of the health system and the first line of defence even after this pandemic has gone.

On March 25, the Director General of WHO, Dr Tedros Adhanom Ghebreyesus, recommended six key actions to attack and suppress the virus and all of them were about strengthening the public health system, which significantly included a multi-sector action. Controlling this epidemic, is first about prevention of transmission, early detection, contact tracing, isolation, treatment of new infections, and safe handling of body fluids and the remains of those who die. These things can only

happen through closely inclusive collaborative work in society that involves all individuals and households: “A Whole of Society Approach.”

The guiding principle is that good health starts with, and is created by individuals, their families, and communities. It is supported, where necessary by skills, knowledge, and technology of the professionals. It is empowered individuals who have the primary responsibility for maintaining their own health and that of their communities. Government steps in to provide the overall enabling environment and resources beyond the capacity of communities.

It is, therefore, essential to build and sustain community trust for the public health system, where individuals participate actively as both a duty and a right in the prevention and control of outbreaks using existing structures, systems, and resources as much as possible. This should be led and overseen by trusted local formal and informal community leaders. These leaders exist in all communities and go by different names such as political leaders, chiefs, and technical officials, cultural and religious leaders.

These community structures and systems should be activated in all countries so that the routine governance of society integrates Covid-19 control measures into its routine activities. This should become the foundation of Community Health Systems for Integrated People-Centred Primary Healthcare that will prevent entry of the virus into the community as well as enable prompt identification, isolation, testing, and treatment when necessary.

Examples of practical activities by rural communities may include sharing correct locally understood information and ensuring that measures announced by the government are followed, that communal water sources are protected and availed equitably; using effective ways of hand washing, ensuring that hygienic practices take place in households, those who fall ill are isolated and reported and social support provided to affected families. Communities will be in charge of their destiny as the first line of defence against epidemics and take care of their health within an Integrated People Centred Primary Health Care that “leaves no one behind.”

The challenge and opportunity presented by COVID–19 should be used to activate and institutionalise this approach so that after the current crisis, it becomes a routine component of the public health system that puts priority on health promotion and disease prevention. Indeed, the Whole of Society Approach should go beyond mere outbreak control to ensuring that mothers attend antenatal clinics, children are immunised, that the nearest health facility has required

personnel and supplies, the referral system is in place, the correct food crops are grown and stored properly, all children are going to school, the rural road network is maintained, the water sources are safe, and law and order is enforced, etc.

This Whole of Society Approach can be rolled out immediately and quickly in most countries once the African leaders call for them and assign roles in the same way that they have demonstrated unparalleled leadership by taking charge and issuing various directives on Covid-19 control across the continent.

<https://www.newvision.co.ug/newvision/news/1517172/community-strategies-deal-covid-19>

Questions:

1. Suggest a suitable title for the passage.
2. *In paragraph 2*, what strategies are suggested to counter infectious disease crises?
3. What advice does the writer give to African leaders?
4. In *not more than 150 words*, summarise strategies that Prof. Francis Omaswa recommends for the control of Covid-19.
5. Explain the meaning of the underlined words as used in the passage.
 - i. ...microbes... (02 marks)
 - ii. ...pandemic... (02 marks)
 - iii. ...screening... (02 marks)
 - iv. ...time-bound... (02 marks)
 - v. ...institutionalisation... (02 marks)
 - vi. ...multi-sector... (02 marks)
 - vii. ...collaborative... (02 marks)
 - viii. ...empowered... (02 marks)
 - ix. ...sustain... (02 marks)
 - x. ...isolation... (02 marks)
 - xi. ...hygienic... (02 marks)
 - xii. ...referral... (02 marks)
 - xiii. ...unparalleled... (02 marks)

It takes one and one to make two. Therefore, these exercises are meant to guide you in your revision as well as ready you for your final examinations. Attempt them, not because you have been ordered to; but for your own good. May you be rewarded for all your efforts.