

S101/1 GENERAL PAPER

July/August 2019

2HRS 40 MINUTES

BUGANDA EXAMINATIONS COUNCIL MOCKS

Uganda advanced certificate of Education

GENERAL PAPER

2hours 40 minutes

INSTRUCTIONS TO CANDIDATES:

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

SECTION A

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

Answers should be between 500-800 words in length.

1. To what extent is the payment of Dowry a practice which has outlived its usefulness in Uganda today? (50 marks)
2. Assess the impact of the mass media in your community. (50 marks)
3. Account for the wetlands degradation in Uganda and suggest measures which should be taken to protect wetlands in your community? (50 marks)
4. Should vocational subjects be made compulsory in schools in Uganda? (50 marks)

SECTION B:

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

5. Read the information below and answer the questions which follow:

A petrochemical plant manufactures a range of hazardous chemical products and must therefore follow strict guidelines concerning how each of the chemicals may interact with one another on a daily basis. The plant processes five different chemicals every week. Three of these chemicals can be processed on any given day.

- Xenon may be processed any day except for every other Monday and every other Thursday.
- Oxygen can be processed only on Tuesdays and Wednesdays.
- Liquid hydrogen may be processed on Mondays, Wednesdays and Fridays.
- Sulphur dioxide can't be processed on Fridays.
- Methane can't be processed on Wednesday.

Questions:

- a) Explain why is it most likely to be impossible for three chemicals to be processed on Thursday? (08 marks)
- i. What are the three chemicals that can be processed on any given Monday? (03 marks)
- ii. There are three chemicals that can be processed on a Friday. What are they? (03 marks)
- iii. On which days of the week can they process liquid hydrogen and only an additional two chemicals? (04 marks)

- c) Using the information above, make a schedule in table form in which the Petrochemical Company processes the chemicals? (12 marks)
- d) Explain briefly how industrial waste is a challenge to your country? (10 marks)

SPGE= (10 marks)

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

The principle of equality is a basic principle of democratic ethic. Those who appeal to it in a society that professes to be democratic, yet often it is not indict the disparity between democratic ideals and actual deeds. No individual can be free if he is denied certain elementary human rights. An unjust society is one in which there are obstacles placed in the path of human realization. When this condition exists, the only recourse may be social reform.

A paradox of the moral life is that the equality principle, like the libertarian principle, can be misused. There is often great confusion as to what the principle of equality implies and how it should be interpreted. If it is to be abused, individual liberty may be destroyed. The principle of equality may not be equated with egalitarianism. It does not maintain that all men are born equal in talent and capacity. Rather it recognizes the existence of biological and cultural inequalities and it admits differences in individual ability. The principle is not descriptive of what men are but prescriptive and normative of how they should be treated in the future.

The principles of equality involve at least three ancillary principles; first that we should grant all human beings, who are equal in dignity and value, equality of consideration and equality of treatment; second that we grant equality of opportunity by removing all false barriers impeding individual and group advancement; and third, whenever possible, that we satisfy the minimum basic economic and cultural needs of all human beings.

The principle of quality should not necessarily imply a levelling down. It should be sensitive to the plurality of human needs and to the diverse means that may be required for their satisfaction. Nor should the principle mean the destruction of standards of excellence. Thus for example, while all men should have equal opportunity to apply for admittance to a university or college (and, in my judgement, receive free scholarship tuition if they so qualify), this does not guarantee their admission if they lack talent, nor does it ensure everyone the right to graduate-unless that is they demonstrate their competence in performance. The danger of the egalitarian principle is that it will indiscriminately misapplied by well-meaning moralists and in the process destroying other meaningful moral principle can contribute immeasurably to the humanization of life and the development of genuine community based on trust and cooperation.

Another important principle that has powerful appeal today is participatory democracy. According to this principle individual ought to have some decision over their lives and that

power ought to be extended to those who are affected by it. Power to the people is a slogan than has usually been applied to a political democracy. It has meant that governments ought not to govern without the consent of the governed. The moral revolution has now extended the democratic ethic and the ideal participation to other institutions to make them amenable and responsive to the views of those within them. Participatory democracy has thus become a new frontier for second reform.

The principle of participatory democracy was perhaps the most significant contribution to come out of the Port Huron statement (1962 of the SDS)- which at its inception was full of humanistic idealism. Unfortunately, moral ideals often degenerate into mere rhetorical slogans; and participatory democracy has suffered the same fate the demand for participatory needs to be balanced against the need to maintain standards of excellence. Democracy should not be constructed as preventing those who have talent and competence from exercising leadership. To say this does not commit one, to anti-democratic elitist position. How participation works out-in the university, the hospital, the corporation-must be determined in each separate institution, in its own way, so as not to destroy the ability of the institution to function.

Participatory democracy, like liberty and equality is a vital moral principle. It recognizes that the more human beings can take part in their own institutions, the better their quality of life experience and the less their chance of alienation.

A word of caution; moral principle is when first enunciated may give way to uncritical fervor and passion. There is a tendency for men to be misled or trapped by their normal commitments to be overwhelmed by fashionable sloganeering....surely we need to reconstruct the moral conceptions we have inherited from previous age, but we must guard our new moral principles to prevent their degeneration onto forms of moral mysticism or absolutism.....

Accordingly, moral principles should be treated as hypothesis tested by how they work out in practice and judged by their actual consequences. They need to be hammered out on anvil of reason, not fed by the fires of neo-primitive passion. If so approached, the moral revolution can truly help to create a better life for all men.

Questions:

- a) Suggest an appropriate title for the passage? (02 marks)
- b) How different is the principle of egalitarianism from equality? (04 marks)
- (c) In not more than 100 words summarize the author's views of participatory democracy? (14marks)

Explain the meaning of the following words and phrases as used in the passage? (@ 2mks)

- (i) Democratic ethic.....
- (ii) Paradox.....
- (iii) False barriers.....
- (iv) Plurality of human needs.....
- (v) Well-meaning moralists.....
- (vi) Humanistic idealism.....
- (vii) Construed.....
- (viii) Amendable.....
- (ix) Moral mysticism.....
- (x) Anvil of reason

(SPGE=10marks)

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S101/1 GENERAL PAPER

APRIL/MAY 2019

2Hours

S.5 General Paper Examinations term 1 2019

2hours

Instructions to Candidates:

*Answer two questions in all which must be chosen as follows: **One** question from section A and **one** other from section B.*

All questions carry equal marks

SECTION A

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

Answers should be between 500-800 words in length.

1. The promotion of women's rights is primarily responsible for Domestic violence in homes". Discuss **(50 marks)**
2. Should smoking be legalized in your community? **(50 marks)**
3. Account for the Wetlands degradation in Uganda today? **(50 marks)**
4. "Power belongs to the people", To what extent is this constitutional provision applicable In Uganda situation considering 2021 general elections. **(50 marks)**

SECTION B:

Answer **one** question from this section

5. Study the table below and then answer the questions that follow.

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

Sport	Number of students
Net ball	13
Foot ball	17
Tennis	4
Athletics	4
Volley ball	2

- a) i) Determine the total number of student in the class? (02marks)
- ii) What is the most popular sport? (02marks)

- iii) What is the least favorite sport? (02marks)
- b). Show the information given in the table on a pie-chart. (12marks)
- c). what can the sports management do to popularize the least favored sport in the class? (06marks)
- d) State the advantages and disadvantages of extracurricular activities (16marks)
- (SPGE = 10 marks)**

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

While the influence of population growth on economic development is a subject of heated debate, **the weight of scholarly opinion** today supports the view that the poorest countries would be more likely to achieve reasonable per capita income growth if their birth rates declined. The connection between economic and population growth is often confused by a **chicken-and-egg-dilemma**. Economic growth often leads to declines in death rates and increases in immigration, both of which contribute to population growth, so it can sometimes appear that economic and population growth are **mutually reinforcing**. When the discussion is narrowed to the relationship between birth rates and per capita income change, the negative influence of high fertility on income is more apparent. When each generation is similar in size to the one that precedes it, parents find it easier **to prepare their children for productive lives**. Governments find it easier to build and maintain transportation infrastructure and provide such social services as universal schooling. These lay the ground work for investment, innovation and economic growth.

It is possible; of course that rapid population growth may contribute to economic growth at certain times and yet constrain it at others. In societies fortunate enough to begin the development process with small population and abundant natural resources, rapid population growth may indeed help spur economic development. But in most developing countries today populations are already large relative to the availability of natural resources and supplies of renewable fresh water and farmland are scarce and often concentrated in the few hands. Under such circumstances, further rapid population growth is especially likely to contribute to soil erosion, declines in water quantity and quality and the partition of farmland into **parcels too small** to support families these trends can undermine both subsistence farming and cash crop production and hinder both economic growth and industrial development, which historically have been built upon strong agricultural economies.

Governments must grapple with the problems of resource scarcity and inequality while also devoting disproportionate effort to the challenge of educating and providing jobs for ever-growing generations of young people. Lending support to the changing relationship between population and economic growth, a recent review of the evidence suggests that the association between high birth rates and slowed income growth was weak in the 1960's and 1970's but strengthened significantly in the 1980's especially in the poorest countries.

In theory, more people may mean a country can produce and consume more goods and services leading to economic growth. But this can only occur when employment opportunities grow at least as fast as the labour force and when the people have access to the necessary education and training. This is **a race** that many governments are losing. Rapid population growth complies

the task of providing and maintaining the infrastructure, education and health care needed by modern economies.

“The balance of the present **scholarly judgment**,” writes population scientist Joel E. Cohen, “Is that slower population growth benefit most developing countries and that rapid population growth **exacerbates** many other problems of which it is the sole or principal cause.”

Trade is now a global activity and future economic growth in industrialized nations will depend in large part on the capacity of people in countries around the world to pay for imported products. Boosting U.S. exports, for example, stimulates the growth of jobs that pay, on average, wages that are 13% above average. Moreover, the most dynamic growth in demand for these imported goods is occurring in developing countries. Rapid population growth **can erode the expansion** of this demand.

Questions:

- (a). Suggest an appropriate title for this passage? (02marks)
- (b). What does the author mean by the following phrases:
 - (i) . “prepare their children for productive lives” (03marks)
 - (ii). “the most dynamic growth in demand” (03 marks)
- c. In not more than 100 words, summarize how population growth affects economic development (12 marks).
- d. Explain the meaning of the following words and phrases as used in the passage.
 - i. “*weight of scholarly opinion*” (02 marks)
 - ii. “*chicken-and-egg-dilemma*” (02 marks)
 - iii. “mutually reinforcing” (02 marks)
 - iv. “narrowed to” (02 marks)
 - v. “parcels to small” (02 marks)
 - vi. “grapple with” (02 marks)
 - vii. “a race”(02 marks)
 - viii. “Scholarly judgment.” (02 marks)
 - ix. “exacerbates.” (02 marks)
 - x. “erode the expansion.” (02 marks)

SPGE = (10 marks)

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