

S101/1
General Paper
Paper 1
July/August
2 Hours 40 Minutes



ELITE EXAMINATION BUREAU MOCK 2019
UGANDA ADVANCED CERTIFICATE OF EDUCATION

GENERAL PAPER
Paper 1

2 hours 40 Minutes

INSTRUCTIONS TO CANDIDATES:

The total time of 2 hours and 40 minutes includes ten minutes for you to study the questions before you begin answering.

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

You are advised to divide your time equally between the two questions.

***All** questions carry equal marks.*

*Any additional question(s) attempted will **not** be marked.*

Turn over

SECTION A

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

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

1. The struggle for gender equality has not improved the status of women.
Discuss. (50 marks)
2. To what extent are political factors responsible for the persistency of poverty in Africa? (50 marks)
3. (a) Discuss the functions of the Uganda Human Rights Commission
(b) Examine the methods the commission has employed to ensure that Human Rights are observed in Uganda. (50 marks)
4. Discuss the contribution of Education to national development. (50 marks)

SECTION B

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

5. Study the information provided below and answer the questions that follow:
The peoples, bus Service (PBS) has a fleet of buses plying between Wakabale, the capital city and upcountry towns.
The bus service operates under the following conditions:
 - Each bus must stop at each town for five minutes without passengers to drop or pick
 - No bus is allowed to operate before 07:00 hours and beyond 22:00 hours.
 - A passenger may travel on any bus belonging to PBS as long as they have a valid ticket.
 - The validity of the tick is open only for the date it is issued.

Below is a one day timetable showing the departure times for five of the PBS buses plying from the city to the town of Bukone. This route passes through the towns of Konge, Ngocho and Mahanaga.

TOWN	EXPRESS 111	FRIENDS 211	FLAMINGO 311	SPEED BIRD 411	HARAKA 511
Wakabale (City) (0km)	07:00	13:00	07:00	12:00	08:00
Konge (128 km)	09.00	15.35	08.00	13.35	09.15
Ngocho (272 km)	11.15	18.30	09.15	15.25	10.55
Mahanga (362 km)	13.15	20.15	10.15	16.30	11.40
Bukone (412 km)	13.45	21.15	10.30	17.10	12.10

The order of priority for passengers to choose the bus to board is as follows:

- Age and mechanical condition of the bus
- Driver's experience
- Reliability and timeliness
- Comfort
- Speed

The description of the buses is shown below:

Express 111: is comfortable, has an experienced driver but it is slow and in a poor mechanical condition.

Friends 211: has an experienced driver but it is old, slow and very uncomfortable.

Flamingo 311: is new, very fast, reliable, comfortable and it has an experienced driver.

Speed Bird 411: has an inexperienced driver but it is comfortable, fast and in a good mechanical condition.

Haraka 511: is new, fast, comfortable, with an experienced driver but it is unreliable.

Questions:

- Identify the bus with the best overall qualities, according to the passengers. Show your working.
- Which busses do not make return journey and in which towns do they stay overnight if they are travelling at a constant speed?
- If one is to leave the city, stop at Ngocho for a 1½ hour's shopping and travel to Bukone for a meeting at 13.00 hours, which bus(es) would one use. Give reasons for your answer.

d) Explain the problems facing road transport in Uganda.

Spelling, Punctuation, Grammatical Expression (SPGE) = 10 marks

6. Read the passage below 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 capital income growths 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 decline in death rates and increases in immigration, both of which contribute to population growth and are mutually reinforcing. When the discussion is narrowed to the relationship between birth rates and per capital 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 populations 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 farm land are scarce and often concentrated in a 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 farm land 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 people have access to the necessary education and training. This is a race that many governments are losing. Rapid population growth complicates the task of providing and maintaining the infrastructure, education and health care needed by modern economies.

"The balance of present scholarly judgment" , writes population scientist Joel E Cohen, " is that slower population growth would benefit most developing countries and that rapid population growth exacerbates many other problems of which it is not the sole or principal cause."

Trade is now a global activity and in 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. (2 marks)
- (b) What does the author mean by the following phrases;
 - I. "prepare their children for productive lives" (3 marks)
 - II. "the most dynamic growth in demand" (3 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 (2 marks)
 - II. Chicken and egg dilemma (2 marks)
 - III. Mutually reinforcing (2 marks)
 - IV. Narrowed to (2 marks)
 - V. Parcels too small (2 marks)
 - VI. Grapple with (2 marks)
 - VII. A race (2 marks)
 - VIII. Scholarly judgment (2 marks)
 - IX. Exacerbates (2 marks)
 - X. Erode the expansion (2 marks)

SPGE

(10 marks)

END

END

**MARKING GUIDE 2019
GENERAL PAPER**

1. The struggle for gender equality has not improved the status of women. Discuss

Defn:

Gender equality is the concept of giving male and female individuals same opportunities and consideration in the social, political and economic affairs.

Not Improved (NI).

1. Some traditional practices continue to discriminate against women e.g. Female Genital Mutilation.
2. Poverty. i.e. The majority of the women are poor and dependant
3. Girl-child education is still being undermined by parental attitude in most parts of the rural areas where girls are seen as source of wealth in exchange for dowry.
4. Stereo-type thinking e.g. home-chores are for women, wife buttering.
5. Some employers continue to consider some jobs to be exclusively for men and others for women (e.g. secretaries should be women.)
6. Some males and females themselves undermine the struggle for gender equality e.g. some women still insist on payment of bride price.

7. Gender uniqueness and rule undermine the struggle for gender equality e.g breast feeding or pregnant women are sidelined (e.g. UNEB)

The struggle has improved (I)

1. The organizations like FIDA, FAWWE have come up to support the status of women e.g offering them free legal service, financial help etc
2. Laws have been put in place to protect women against discrimination, violence and marginalization.
3. Women are increasingly participating in economic activities eg trade.
4. The 1955 constitution has provided for women's participation and representation in politics, that is why each district has a woman representative in parliament.
5. More women have attained education through affirmative action.
6. Job professional opportunities are increasingly open to women (eg Engineers, Doctors, Teachers, Drivers)

Mark Allocation

SP = upto 05 marks

GE = up to 10 marks

Defn = up to 05 marks

Cont: Not improved (NI) any 5pts @ 3marks= 15 marks

Improved (I): Any 5pts @ 3 marks = 15 marks

Total 50 marks

Qn.2. To what extent are political factors responsible for the persistency of poverty in Africa?

Defn: Poverty refers to a situation in which available resources to a person are not adequate to meet basic needs.

It refers to the failure to meet the minimum acceptable standards of living.

Political factors (PF).

1. Constant wars, coups and lack of constitutional rule in Africa.
2. Poor government policies e.g. retrenchment
3. Channeling public resources to defense spending instead of economic projects
4. Refugee problems
5. Weak laws
6. Absence of a patriotic middle class in most African countries.
7. In some African countries poverty alleviation projects have been mishandled by the government officials.

Other causes of poverty. (O)

1. High rates of unemployment.
2. Inaccessibility of bank loans
3. Rural-urban migration
4. Big families

5. Influence of killer diseases such as AIDS
6. Cultural ties
7. Poor Education system
8. Poor land tenure system
9. Unbearable corruption
10. Ignorance
11. Poor infrastructure.

Mark Allocation

SP=Up to 05 marks

GE= Up to 10 marks

Defn= Up to 05 marks

Cont: Political factors (PF): Any 5pts @ 3 marks =15 marks

Other causes (O): Any 5 pts@ 3 marks =15 marks

- Qn3. (a) Discuss the functions of the Uganda Human Rights Commission
 (b) Examine the methods the commission has employed to ensure that Human Rights are observed in Uganda.

Defn.

This was a body that was established under the 1955 constitution of the republic of Uganda to monitor the human rights situation in the country. It upholds, protects and promotes human rights.

Functions of the commission (F)

1. To establish a continuing program of research, education and information to enhance respect of human rights.
2. To recommend to parliament effective measures to promote human rights including provision of compensation to victims of violations of human rights, or their families.
3. To create and sustain within society the awareness of the provisions of the constitution as the fundamental law of the people of Uganda.
4. To investigate at its own initiative or on a complaint made by any person or group of persons against the violation of any human right.
5. To visit jails, prisons, and places of detention related facilities with a view of assessing and inspecting conditions of the inmates and make recommendations.
6. To educate and encourage the public to defend the constitution at all times against all forms of abuse and violation.

7. To monitor the government's compliance with international Treaty and Convention obligations on human rights.
8. To perform any other functions as may be provided by law.

(b) Methods used by the commission (M)

1. Creation of various departments within its internal organization namely legal and complaints, investigations Education and research, and finance and administration.
2. Establishment of an effective network to investigate violations of human rights in all parts of the country.
3. Promotion of conciliation among the parties and helping society to change attitudes and behavior.
4. Collaboration with all bodies and institutions with similar objectives.
5. Publication of regular reports on its activities, and submission of annual reports to parliament on the state of human rights in the country.
6. Effective cooperation with all international human rights organization.
7. Recruitment of quality staff as can efficiently assist the commission in the fulfillment of its functions.

Mark Allocation

SP = Up to 05 marks

GE = Up to 10 marks

Defn Up to 05 marks

Cont : Functions of the Commission (F) Any 5 pts @ 3 marks = 15 marks

Methods used by the commission (M) Any 5pts @ 3marks =15 marks

Total 50 marks

Qn 4: Discuss the contribution of Education to national development.

Defn:

Education refers to the imparting of knowledge, skills and values to an individual. It is the process of giving instructions or guidelines for a life style normally carried out by the parents, teachers, peer groups and the public.

Contributions of Education (C)

1. It helps to emancipate the women who can contribute to development.
2. It contributes to environmental awareness and conservation.
3. The youths learn to accept one another at a very early stage.
4. Inculcates a sense of tolerance and patriotism among learners.
5. Helps in population control as people stay long at school and marry late.
6. It provides skilled work force for example teachers, lawyers, accountants, journalists, doctors, etc.
7. Fights ignorance, poverty and diseases as people become knowledgeable
8. It enhances democracy and respect for human rights as well as awareness.
9. It gives children basic facts about their country's economy directed towards their appreciation.
10. Research and scientific innovations are possible because of education.
11. Provides basic literacy that is to say the ability to read and write.
12. It prepares good leaders who are willing to serve the people without discrimination and makes it easy for them to mobilize fellow citizens for development.
13. It helps to shape the character and personality of an individual.
14. It is a source of income to the government through taxation of private schools, colleges and universities.

15. It leads to the development of infrastructures in the country e.g roads, health centres.

Mark allocation

SP = upto 05 marks

GE = upto 10 marks

defn = upto 05 marks

cont © = any 10pts @ 3 marks = 30

total = 50 marks

SECTION B

Qn. 5. Identify the bus with the best overall qualities, according to the passengers. Show your working.

Quality	Rank
▪ Age and Mechanical condition of the bus	5
▪ Driver's experience	4
▪ Reliability and timelines	3
▪ Comfort	2
▪ Speed	1

N.B: a candidate may decide to use D₁, D₂, C₃ – F₉ e.g

BUS	D ₁ Age & mech	D ₂ Driver's exp	C ₃ Reliability	C ₄ Comf	C ₅ Speed	total
Express III	9	2	9	4	9	33
Friends 211	9	2	9	9	9	38
Flamingo 311	1	2	3	4	5	15
Speed bird 411	1	9	9	4	5	28
Haraka 511	1	2	9	4	5	21

Ans

Table 1

BUS	5 Age & mech	4 Driver's exp	3 Reliability	2 Comf	1 Speed	total
Express III	0	4	0	2	0	06
Friends 211	0	4	0	0	0	4
Flamingo 311	5	4	3	2	1	15

Speed bird 411	5	0	0	2	1	08
Haraka 511	5	4	0	2	1	12

Table = (05 marks)

Bus with the best overall qualities is flamingo (01 mark)

Which buses do not make return journey and in which towns do they stay overnight?

Friends will stay at Bukone. (01 mark)

Speed bird will stay at konge due to the travel restrictions of hot travelling beyond 22.00 hrs.

(02 marks)

If one is to leave the city stop at ngoncho

- Board at 0700 hrs – flamingo which is fast
- Get off at ngocho at 9:10hrs
- Board haraka bus at 10:55 hrs
- Arrive at bukone at 12:05 hrs
- Attend the 13.00 hrs meeting

(07 marks)

d. Explain the problems facing road transport in Uganda.

1. Fluctuating fuel prices
2. High costs of motor vehicle spare parts
3. Poor roads- potholes, broken bridges, flooded road courses, narrow roads, lack of road signs
4. High rate of road accidents
5. Conflicts amongst transport operators
6. Corruption in bus and taxi association/ police
7. Police harassment of drivers and other road users
8. Interference by politicians e.g right of way
9. Traffic jam in cities and towns which brings about delays
10. Unstable transport fares which adversely affect passengers
11. Poor regulations and control by government
12. Cars in DMC (dangerous mechanical conditions) on the road
13. Over loading / Dangerous load.
14. Drunk driving /influence of drugs.
15. Bad weather e.g fog, mist smog, too much rain.
16. Insecurity- High way robbers
17. Obstacles e.g animals crossing roads
18. Reckless driving.
19. Ignorant road uses eg children, untrained drivers.

Mark Allocation

a = 06 marks

b = 06 marks

c = 07 marks

d = Any 7 parts @ 3 marks= 21 marks

SPGE Up to 10 marks.

Qn 6.

a)

- Population and Economic development
- Influence of population on Economic growth

b(i) bring up their children and equip them with skills and knowledge that will enable them lead useful lives in the future

(ii) vigorous rise in consumption or urgent desire to purchase and consume

C Poor countries would be more likely to achieve reasonable per capita income growth if their birth rates declined.

- It becomes easier to prepare children for productive lives
- Smaller population makes it easier for governments to build and maintain transportation infrastructure and provide social services such as universal schooling.
- Rapid population growth may help spur economic development.
- Where populations are already large further population growth puts pressure on natural resources, leading to soil erosion, decline in water quality and quantity.
- Large population can also force people to partition land in to tiny unproductive pieces hindering the production of food crops and cash crops.
- It becomes difficult to provide education, jobs and maintain other infrastructure needed by the people.

d.

(i) Weight of scholarly opinion: Professional views/ strong views of learned people

- (ii) Chicken-and-egg dilemma: Difficult situation where it is hard to make a choice between two things
- (iii) mutually reinforcing : help each other/ support each other out
- (iv) narrowed to : focused on/ limited to
- (v) parcels too small: Tiny bits and pieces/extremely small portions
- (vi) grapple with : take hold of and struggle with/attempt to overcome a problem
- (vii) a race: Difficult situation/attempt to complete a task before it is too late.
- (viii) Scholarly judgment: wise decision/an informed/ careful decision.
- (ix) Exacerbates: worsen the situation/make the problem more complicated
- (x) erode the expansion : hinder the development of/ jeopardize the growth of.

Mark Allocation

a = 2 mks

b = 4 mks

c = 14 mks

d = 20 mks

SPGE 10 mks

Total = 50 mks