

S101
GENERAL
PAPER
AUGUST, 2017
 $2\frac{2}{3}$ hours



JINJA JOINT EXAMINATIONS BOARD

Uganda Advanced Certificate of Education

MOCK EXAMINATIONS –AUGUST, 2017

GENERAL PAPER

2 hours 40 minutes

INSTRUCTIONS TO CANDIDATES:

- The paper consists of two sections: A and B.
- The Candidate is supposed to attempt TWO questions in all: **One** question from section A and **One** question from section B
- Answers to each question **must** strictly begin in a fresh answer booklet which should be fastened together.
- You are advised to spend your time equally on the two questions.
- All questions carry equal marks.
- Extra questions attempted will not be marked.

SECTION A

Answer **one** question from this section

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

1. What accounts for the high level of corruption in Uganda? Suggest practical ways to deal with the problem. **[50 marks]**
2. “Government should stop subsidizing post-secondary education in Uganda” Discuss **[50 marks]**
3. What is a capital crime? Justify the use of capital punishment in Uganda today. **[50 marks]**
4. “politics is considered to be a dirty game” Do you agree? **[50 marks]**

SECTION B

Answer **one** Question from this section

5. Read the two parts of this question and answer the questions on each.

PART ONE

Nalubale hockey club is the most formidable club in eastern Uganda. When the goalie has been chosen, the Nalubale hockey team has a starting line-up that is selected from two groups: **First Group:** John, Dexter, Bart, Erwin; **Second Group:** Leanne, Roger, George, Marlene, Patricia. When deciding on the players in the line up, the coach considers the following requirements:

- Two players are always chosen from the first group, while three are chosen from the second group.
- George will only start if Bart also starts
- Dexter and Bart will not start together.
- If George starts, Marlene won't start.
- The four fastest players are: John, Bart, George and Patricia
- Three of the four fastest players will always be chosen.

Questions

- a) If George is in the starting lineup, who must also start? **(04 marks)**
- b) Which of the following pairs cannot start together? **(04 marks)**
- c) If Marlene is on the starting line-up, which of the following players on the first group of players will also be starting? **(04 marks)**
- d) Of the following hockey players, who must start? **(04 marks)**

e) What are the disadvantages of team sport?

(06 marks)

PART TWO

It's traditional on New Year's Eve to announce your New Year's resolutions, those things that you're going to do better or more of during the New Year. The four couples met at Mark's place for New Year's Eve made no exception to this tradition. Each couple announced their resolutions for the New Year, vowing that this year, they would do them. To help them with this goal, each made their resolution a specific, achievable goal, rather than the ethereal "I'll do more" kind of resolution.

- Tom and his wife were determined to take their kids camping during the end of year holiday.
- Mr. Club, who wasn't Greg, announced that they were planning to exercise at least twice a week.
- Martha wasn't married to Mark.
- Sam didn't plan to buy a new home.
- Carol Diamond didn't plan to lose 30 kilograms.
- Greg wasn't married to Sara.
- Sam Spade wasn't married to Sara.

Each couple is represented by: Mr. and Mrs. Spade, the couple who plan to buy a new home, Paula and her husband, and Tom Heart.

- f) Determine the full name of each couple and the New Year's resolution each couple announced. Show how you get your answer. (14 marks)
- g) How effective are new-year resolutions? (04 marks)

Spellings and grammatical expressions (SPGE)

(10 Marks)

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

(50 marks)

I feel that this award was not made to me as a man, but to my work - a life's work in the agony and sweat of the human spirit, not for glory and least of for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. It will not be difficult to find a dedication for the money part of it **commensurate** with the purpose and significance of its origin. But I would to do the same with the acclaim too, by using this moment as **a pinnacle** from which I might be listened to by the young men and women already dedicated to the anguish and travail, among whom is already that one who will someday stand where I am standing.

Our tragedy today is a general and universal physical fear so long sustained by now that we can even hear it. There are no longer problems of the spirit. There is only one question: when will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because that is worth writing about, worth the agony and the sweat.

He must learn them again. He must teach himself that the **basest of all things** is to be afraid; and teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the universal truths lacking which any story is **ephemeral and doomed** – love and honour and pity and pride and compassion and sacrifice. Until he does so, he **labours under a curse**. He writes not out of love but of lust, of defeats in which nobody loses anything of value, and **victories without hope**, and worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Until he learns these things, he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure: that when the last **ding-dong of doom has clanged** and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures **has an inexhaustible voice**, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's duty is to write about these things. It is **his privilege to help man endure** by lifting his heart, by reminding him of the courage and honour and hope and pride and compassion and pity and sacrifice which have been the glories of his past. The poet's voice needs not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

Questions

- a) Suggest an appropriate title for this passage (02 marks)
- b) What does the writer mean by:
 - i) 'a life's work in the agony and sweat of the human spirit' in the first paragraph? (03 marks)
 - ii) 'I decline to accept the end of man' in the fourth paragraph? (03 marks)
- c) In a paragraph of not more than **120 words**, summarize the main ideas articulated in the passage. (12 marks)
- d) Explain the meaning of the following words and expressions as used in the passage: (20 marks)
 - i) 'commensurate'
 - ii) 'pinnacle'

- iii) 'our tragedy today'
- iv) 'basest of all things'
- v) 'ephemeral and doomed'
- vi) 'labours under a curse'
- vii) 'victories without hope'
- viii) 'ding-dong of doom has clanged'
- ix) 'has an inexhaustible voice'
- x) 'his privilege to help man endure'

Spellings and grammatical expressions (**SPGE**)

(10 Marks)



S101
General paper
July/Aug 2016
2²/₃ Hours

ACEITEKA JOINT MOCK EXAMINATIONS 2016
UGANDA ADVANCED CERTIFICATE OF EDUCATION

GENERAL PAPER

TIME: 2 HOURS 40 MINUTES

Instructions:

1. Answer two questions which must be chosen as follows: one from section A and another from section B
2. Answers to each question begin on a fresh page
3. All questions carry equal marks

SECTION A:
Use 500 – 800 words

1. Examine the role of civil society organizations/NGO's to development in Uganda
(50 marks)
2. Justify the assertion that the fifty four (54) years of independence have benefited Uganda
(50 marks)
3. "Due to over centralization of governments in third world countries, decentralization can only remain in policy statements but cannot be realistically implemented in Uganda" Using Uganda as a case study in point, discuss.(50marks)
4. Account for the occurrence of defilement of children in your community and suggest remedies to this problem.(50marks)

SECTION B:
Answer one question from this section

5. You wish to buy a mini-bus for purposes of public transport here in Uganda. The local Toyota and Benz dealers give you the following data. A friend who has imported both types of vehicles and uses them as taxis provides you with additional information. Study the data and answer the questions that follow;

Data from Toyota Dealer	Data from Benz dealer
<ol style="list-style-type: none">1. A reconditioned vehicle is one that has been used for several years and then overhauled, repaired and made to look new before being resold2. A reconditioned Toyota costs U.S \$ 2,000 in Japan.3. Petrol consumption: six kms per litre4. Capacity: 14 passengers5. Special offer: a cassette player fitted in every reconditioned Toyota imported	<ol style="list-style-type: none">1. A new Benz va (Combi) costs the equivalent of US \$2,500 in Germany.2. Capacity: 12 passengers and a large luggage space3. Petrol consumption: eight kms per litre4. Guarantee: initial servicing and correction of any defects found in a new Benz free of charge for one year.

DATA FROM A FRIEND

- There is a direct flight by Air Uganda between Entebbe and Cologne, Germany, but transport by air from Tokyo to Entebbe requires a change of flight at least twice.
- To transport cargo from Germany to Uganda costs half as much as from Japan either by air or by water.
- It costs U.S. \$ 1000 to air freight a vehicle from Cologne to Entebbe, and U.s \$ 600 to ship and rail it from Tokyo to Kampala.
- Given the rough country roads, after ten months are conditioned Toyota begins to give frequent mechanical problems, costing an average of U.shs 70,000 a month.
- A brand new Benz has a stronger engine and lasts longer on our country roads than a reconditioned Toyota.
- By air it takes a minimum of one week to transport cargo from either Japan or Germany
- It takes about four weeks and six weeks for shipments to arrive in Uganda from Germany and Japan respectively.
- Spare parts for a Toyota are more readily available in Kampala than for a Benz van

Questions:

- (a) Choose between a Benz van (combi) and a reconditioned Toyota mini-bus and justify your choice. (15 marks)
- (b) Explain how you would transport your vehicle to Kampala giving reasons for your choice of means of transport (15 marks)
- (c) Explain challenges associated with public transport in Uganda. (5 marks)
- (d) How can the above challenges be overcome? (5 marks)

SPGE (10 marks)

SECTION B

6. Read the following passage and answer the questions that follow on it

Dearest Scottie;

I don't think I will be writing letters many more years and I wish you would read this letter twice – bitter as it may seem. You will reject it now, but at a later period some of it may come back to you as truth. When I'm talking to you, you think of me as an older person, an "authority," and

when I speak of my own youth what I say becomes unreal to you – for the young can't believe in the youth of their fathers. But perhaps this little bit will be understandable if I put it in writing.

When I was your age I lived with a great dream. The dream grew and I learned how to speak of it and make people listen. Then the dream divided one day when I decided to marry your mother after all, even though I knew she was spoiled and meant no good to me. I was sorry immediately I had married her but, being patient in those days, made the best of it and got to love her another way. **You came along** and for a long time we made quite a lot of happiness out of our lives. But I was a man divided – she wanted me to work too much for her and not enough for my dream. She realized too late that work was dignity, and the only dignity, and tried to **alone for** it by working herself, but it was too late and she broke and is broken forever.

It was too late also for me to **recoup** the damage – I had spent most of my resources, spiritual and material, on her, but I struggled on for five years till my health collapsed, and all I cared about was drink and forgetting.

The mistake I made was in marrying her. We belonged to different worlds- she might have been happy with a kind simple man in a southern garden. She didn't have the strength for **the big stage** – sometimes she pretended, and pretended beautifully, but she didn't have it. She was soft when she should have been hard and hard when she should have been yielding. She never knew how to use her energy – she's passed that failing on to you.

For a long time I hated her mother for giving her nothing in the line of good habit – nothing but “getting by” and conceit. I never wanted to see again in this world women who were brought up as idlers. And one of my chief desires in life was to keep you from being that kind of person, one who brings ruin to themselves and others. When you began to show disturbing signs at about fourteen, I comforted myself with the idea that you were too **precocious** socially and a strict school would fix things. But sometimes I think that idlers seem to be a special class for whom nothing can be planned, plead as one with them – their only contribution to the human family is to **warm a seat at the common table**.

My reforming days are over, and if you are that way I don't want to change you. But I don't want to be upset by idlers inside my family or out. I want my energies and my earnings for people who **talk my language**.

I have begun to fear that you don't You don't realize that what I am doing here is the last tired effort of a man who once did something finer and better. There is not enough energy, or call if

money, to carry anyone who is **dead weight** and I am angry and resentful in my soul when I feel that I am doing this. People like -----and your mother must be carried because their illness makes them useless. But it is a different story that you have spent two years doing no useful work at all, improving neither your body nor your mind, but only writing reams and reams of dreary letters to dreary people, with no possible object except obtaining invitations which you could not accept. Those letters go on, even in your sleep, so that I know **your whole trip** now is one long waiting for the post. It is like an old gossip who cannot still her tongue.

You have already reached the age when one is of interest to an adult only insofar as one seems to have a future. The mind of a little child is fascinating, for it looks on old things with new eyes – but at about twelve this changes. The adolescent offers nothing, can do nothing, say nothing that the adult cannot do better. Living with you in Baltimore (and you have told Harold that I alternated between strictness and neglect, by which I suppose you mean the times I was so inconsiderate as to have T.B, or to retire into myself to write, for I had little social life apart from you) represented a rather too domestic duty forced on me by your mother’s illness. But I endured your Top Hats and Telephones until the day you snubbed me at dancing school, less willingly after that ...

To sum up: what you have done to please me or make me proud is practically negligible since that time you made yourself a good diver at camp (and now you are softer than you have ever been). In your career as “**wild society girl**,” vintage of 1925. I’m not interested. I don’t want any of it – it would bore me, like dining with the Ritz Brothers. When I do not feel you are “going somewhere,” your company tends to depress me for the silly waste and triviality involved. On the other hand, when occasionally I see signs of life and intention in you, there is no company in the world I prefer. For there is no doubt that you have something in your belly, some real gusto for life, a real dream of your own – and my idea was to wed it to something solid before it was too late – as it was too late for your mother to learn anything when she got around to it. Once when you spoke French as a child it was enchanting with your odd bits of knowledge – now your conversation is as common place as if you’d spent the last two years in the Corn Hollow High School – what you saw in life and read in *sexy* Romances.

I shall come East in September to meet your boat – but this letter is a declaration that I am no longer interested in your **promissory notes** but only in what I see. I love you always but I am

only interested by people who think and work as I do and it isn't likely that I shall change at my age. Whether you will – or want – remains to be seen.

Questions:

- (a) Identify any suitable title for the passage (2 marks)
- (b) With clear evidence from the passage, explain the relationship between the speaker and Scottie' (3 marks)
- (c) What are the causes of the speaker's unhappiness? (5 marks)
- (d) Within 90 words, explain why you think such a person like the speaker is difficult to have as a parent. (10 marks)
- (e) Explain the meanings of the following words and expressions as used in the passage
 - (i) you came a long (2 marks)
 - (ii) a tone for (2 marks)
 - (iii) recoup (2 marks)
 - (iv) the big stage (2 marks)
 - (v) precocious (2 marks)
 - (vi) warm a seat at the common table (2 marks)
 - (vii) talk my language (2 marks)
 - (viii) dead weight (2 marks)
 - (ix) wild society girl (2 marks)
 - (x) promissory notes (2 marks)

SPGE = 10 MARKS

TOTAL = 50 MARKS

S101
GENERAL PAPER
July/ August 2017
2Hours 40 minutes



ACEITEKA JOINT MOCK EXAMINATIONS 2017
UGANDA ADVANCED CERTIFICATE OF EDUCATION
GENERAL PAPER
TIME: 2 HOURS 40 MINUTES

Instructions:

Attempt one question in section A and another in section

SECTION A (Use 500 – 800 words)

1. “The current political situation in the country is warranted” Discuss. (50 marks)
2. To what extent is the education system responsible for the current rate of unemployment in Uganda? (50 marks)
3. Examine the causes of child trafficking in Uganda. Suggest measures to the above evil. (50 marks)
4. “Poverty is the cause of the rampant rural- urban migration in Uganda” Discuss. (50 marks)

SECTION B:

5. In Queen Elizabeth national park, a survey was made about animal and the following was information was captured;
- The national park has 40% animals as carnivores and the rest are herbivores
 - The animals were grouped into “Small” and “large” according to their sizes.
 - 10% of all animals are small carnivores and 200 animals are large herbivores.
 - Small carnivores eat 4kg of meat per day while large carnivores eat 10kg of meat per day.
 - Small herbivores eat 2kg of leaves per day whereas large carnivores eat 8kg of leaves per day.

(a) Copy and complete the table of percentages

	Herbivores	Carnivores	Total
Large	---	---	---
Small	---	10%	---
Total	--	40%	100%

(b) Find the number of animals in the national park (04 marks)

(c) Find the amount of food in kg that is required for

- (i) Carnivores in one day (07 marks)
- (ii) Herbivores in a week (09 marks)

(d) (i) Explain the challenges faced by people who stay near game parks and how they can be addressed by government. (15 marks)

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6. Read the following passage and answer the questions that follow:

The date: 19 August 1967. The time: 2:00pm to midnight. The place: the National Cultural Center of Uganda in Kampala. They came in tight jeans and large studded belts. They wore sharp pointed shoes and cowboy leather boots. Some had somebrero hats and brightly colored shirts and neckerchiefs. The girls were the tiniest of minis such as would make Kamuzu weep. Some had loud colored slacks. Asian and white boys trimmed their hair in the fashion of the Beatles and some black boys wore blond wigs.

They called themselves Mods and Jets. Fourteen groups: in all one hundred and fifty artists. There were the Echoes and Slingers, the Spears, the Drifters, the Jeabralas, the Cranes, the Vibrations, the Thunderbirds, the Sparrows, the Phoenix and the Kisubi Boys. The Flames motored all the way from Nairobi to be the guest artistes. The festival was organized by a highly talented Ugandan young man. His name? Jesse James, Jr.! No, he is not in any way related to the legendary America gangster Jesse James!

The National Cultural Center shook. Trumpets blasted. Saxophones blared. Guitars yelled. Drums thundered. The singers brayed like billy-goats chasing she-goats. Whatever words they were singing, I could not hear them above the din. Did the singers understand that the songs were all about? I doubt it. But the audience, packed like live termites in a basket, screamed, hissed, whistled, wept, jumped and clapped. Their electrified bodies surged and swayed to the savage rhythm of the youthful music. The Cultural Center had been captured by the pop music lovers. This was their first invasion ever. In my brief talk at the end of the festival I invited them to make the Center their cultural home.

A regular visitor to the Center, enraged by what he described as 'this satanic and insane noise,' demanded, 'what the hell is going on there?' A man in a dark suit (he was returning home from a movie – perhaps one of the westerns!) accused the leadership of the Center of hypocrisy. 'Apemanship! This is what you people keep shouting about. And now, of all people, you yourselves promote this kind of slave mentality! How hypocritical can you get?' A revolutionary student at Makerere – there are not many of his type in that institution or others like it anywhere in Africa – cried bitterly, 'Where is your nationalism, man? How can you allow this kind of rubbish in our national Cultural Center?'

The youths of Uganda, like the youths of other African countries, fall into two main groups. The village youths are steeped in the popular arts of the countryside: the 'get stuck' dance of northern Uganda, the mpango of Western Uganda, the **nankasa** of Buganda, and so on.

The youths in our towns and cities have taken over the popular art forms of the towns. They are influenced by the films they see on television and on the cinema screens. They enjoy the latest pop hits on the radio and buy the records in the music chops, and they learn to play the guitar or saxophone or the drum. Their music heroes are those who have become international successes in the field of music, and the film stars. Most of them are from the Western World.

Both the village and town youths are characterized by their youthful vigor. Both are engaged in finding suitable and meaningful! Outlets for their deeply felt desires and feelings, channels for their adolescent vitality and creativity; And, as the city pop music loves in that overcrowded

cente screamed and jumped, I recalled the vigorous and healthy movements of the ‘get-study’ dance

When the drums are throbbing
And the black youths
Have raised much dust
You dance with vigor and health...
You dance with confidence
And you sig
Provocative songs ...
Sad songs of broken loves ...

Now, whether they live in the towns or the countryside, the youths of Uganda are all Ugandans. Their creative activities are equally important to the nation as a whole. Their songs are equally valid and significant. The Center, which is an experiment workshop, belongs to both groups, as indeed it belongs to all Ugandans. The Center does not, and cannot afford to discriminate. It must not be reactionary like some old men who reject all foreign art forms, nor must it reflect the bigoted ideas of some mis-educated men who despise all things African. It must regard and treat any kind of creativity with respect and sympathy and sponsor and encourage creativity wherever it may be found.

But what about blond wigs on the heads of black Ugandan youths? Why the meaningless names; Jeabrals, phoenix, Mods and Flames? Why should a black Ugandan young man name himself after a white America robber, and be proud of it?

There is no creativity in ‘aping’. The poems that the youths of America and Europe sing are commentaries on situations in their own countries and protect against the social ills of their own system. Their protests are irrelevant in an African country. Let the youths of Uganda and Africa sing of the joys and sorrows of Uganda and Africa. Let them use their varied talents to enrich Uganda and Africa, by singing meaningful songs, songs that are relevant to the Ugandan and the African predicament. How can you youths be proud of the Ugandan and the African predicament. How can our youths be proud of singing like some foreign poet – when they sing what, to us is mostly irrelevant? Why don’t our youths aspire to be better than other youth of the world? When will the young America When

(From: Africa’s Cultural Revolution, by Okot p’Bitek)

Questions

- (a) Suggest an appropriate title for the above passage (8marks)
- (b) Explain with evidence from the passage, why you think the speaker presents
- (c) With illustrations from the passage, describe the event in the passage. (02 marks)
- (d) In not more than 60 words, summarize the characteristics, behavioral patterns of the youth
- (e) Give the contextual meaning of each of the following words and expressions as used by the passage;;
 - (i) Loud coloured
 - (ii) Surged and swayed
 - (iii) ‘apemanship’ (penmanship)
 - (iv) Slave mentality

- (v) Adolescent vitality and creativity
- (vi) Reactionary
- (vii) Mis-educated men
- (viii) Bigoted ideas
- (ix) Social ills
- (x) African predicament

(@) 2 marks = 20 marks)

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END

S101/1
GENERAL PAPER
Paper 1
July 2018
2 Hours 40 Minutes



ACEITEKA JOINT MOCK EXAMINATIONS 2018

Uganda Advanced Certificate of Education

GENERAL PAPER

Paper 1

2 Hours 40 Minutes

INSTRUCTIONS:

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** questions from section **A** and one questions from section **B***

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

All questions carry equal marks.

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

SECTION A:

*Choose **one** of the following topics and write between **500 to 800** words*

1. Examine the benefits and challenges of adopting Kiswahili as a national language in Uganda. (50 marks)
2. To what extent is industrialization the solution to unemployment in your country? (50 marks)
3. Explain the benefits and problems faced in teaching Information and Communication Technology (ICT) in secondary schools. (50 marks)
4. “Money is the root cause of evil in Uganda today.” Discuss. (50 marks)

SECTION B:

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

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

Members of a diplomatic mission are dispatched from Adnagu to attend an important meeting in the neighboring country, Nyake. They are to travel by road due to shortage of aviation fuel in Adnagu.

The meeting is scheduled to begin at 2:00pm while the group plans to set off at 7:00am. There are two alternative routes, route **I** and route **II**.

Below are the facts the members have to consider when choosing the route to use:

- Route I is a murrum road from Bengo, the capital of Adnagu to Maracha, the capital of Nyake.
- It is 456km from Bengo to Maracha along route **I**.
- The stretch from Bengo to the next town, Worldville is fairly smooth, so the 72km can be covered at 90km/hr.

- Borna, which is 4 km from Worldville is -flooded and allows an average speed of only 20km/hr. They also receive information that a landslide had covered the road at Boma but that the excavators that will start work at 8:00am will take 1 hr to clear the road.
- The stretch from Boma, the smooth and straight I62km section enables a speed of 100km/hr up to Bonane. The next section of the journey from Bonane to Mbabane is 326km from Bengo and because it is hilly with sharp bends, it only allows a speed of 50km/hr.
- The last section of route from Mbabane to Maracha is wide, smooth and fairly straight and allows one to drive at 120km, the highest speed allowed by law in the country.

Route II

- The road is tarmac with a few obstacles along certain sections.
- From Bengo to Kafo: the next town, the 90km stretch is in good condition and allows one to move at 120 km/hr.
- At Kafo, there is a roadblock at which every person spends an average of 45 minutes.
- After the roadblock, the next 70km stretch to Ndola, has many sharp bends that reduces speed to an average of 80km/hr.
- The long stretch of 220 km from Ndola to Beira is without any obstacle and the average speed is 120km/hr. After Beira however, it must decrease to 20km/hr along the 30km stretch of thick traffic jam due to a busy road that crosses the route at Nkoyi.
- After the traffic jam, one can travel at 100km/hr up to Mayen which is 512 km from Bengo.
- From Mayen, all vehicles must move at 60km/hr along the 50km-bridge to Bukavu. The stretch from Bukavu to Maracha is narrow and godged between rocks and boulders, hence the average speed of 80km/hr.
- It is 600km from Bengo to Maracha along route 2.

Questions:

- (a) Determine the route members of the diplomatic mission would choose to reach Maracha in the shortest time possible (show your working). (08 marks)
- (b) At what time would they arrive at Maracha:
- (i) Along route I?
(04marks)
- (ii) Along route II?
(04marks)
- (c) Draw a graph showing the distance and time taken along both routes. (14 marks)
- (d) Account for the poor roads in certain parts of your country. (10 marks)
- SPGE** (10 marks)

6. Read the following passage and answer the questions that follow using your own words.

Last week's crack down on butchers and fish mongers accused of dosing their meats in inorganic salts and formalin, a preservative for dead bodies, to expand the meat's shelf life, has resurrected old questions about poor regulatory controls of farm produce.

Concerns have been reawakened that some farmers and middle men are selling beef, poultry products and vegetables that are contaminated with antibiotics, pesticides and herbicides. More than ten people have been arrested by Kampala City Council Authority health teams working with officials from the Uganda National Bureau of Standards. However, as authorities target butcheries and fish stalls other chemicals that could be harmful to human health are being applied to preserve tomatoes, vegetables, beans and ground nuts in markets.

On Monday the Observer walked through Nakasero and Wandegaya markets talking to traders and sellers of cooked food. Many of them admitted that they add chemicals to perishable food stuffs so as to extend their shelf life. Some of them said they get around the high costs of cooking gas, other fuels and electricity by adding pellets of Panadol in beans, chicken and cow hooves, which makes these foods to cook faster. Dr. Yasin Sebuko, working with Joy Medical Centre in Bweyogerere said that Panadol is preferred because it has an element called acetaminophen, which when used softens the tester of a bean seed and makes it easy to boil. Dr. Sebuko added that when Panadol is boiled at those high temperatures, it changes the normal functioning of the body cells, which could lead to cancer.

Other unscrupulous vendors inject steroids into both live animals and packed meat to increase their mass and weight. Steroids are organic compounds used among other things to build muscle. However, Dr. Sebuko said that steroids can weaken the immune system if consumed in meat and can also cause obesity. When steroids weaken the immune system, it gives chance for opportunistic infections to attack the person, and there will be little defense in the body. These diseases can be Candida, pneumonia, diarrhea and many others.

An article published in the US newspaper, Los Angeles Times, on July 11th 2016, titled, "why antibiotic use on farms help fuel antibiotic resistant diseases," warned that farm animals are a key player in the emergence of antibiotic resistance diseases. "Around the world, livestock producers feed antibiotics to cattle, pigs, chicken and other animals in a bid to prevent diseases and boost their growth. In the United States for instance some thirty million pounds of antibiotics are used on the farm. That is 70% of all the antibiotics used in the USA each year, according to the Pew Charitable Trusts, which is an NGO dedicated to improving public policy, informing the public and stimulating civic life.

Experts believe that this practice has hastened the emergency of antibiotic resistance diseases. When farm animals poop, these drug resistant bacteria wind up in soil and water. From there, they can spread to other animals, fueling the cycle. The organisms can find their way into humans if people consume under cooked meat of infected animals, or eat produce grown in soil contaminated by their waste.

To keep rats, cockroaches and weevils away from shops and storage facilities, vendors in Uganda use rodenticides and ammonia sprinkled in sacks of beans, ground nuts and other cereals. These contain chemicals such as cholecalciferol which if consumed by humans could cause a burning nose, throat and respiratory distress.

Florence Isabirye Muranga, a lecturer in the Department of Food Science and Technology at Maker-ere University said that vegetables should last be sprayed with chemicals at least two weeks before they are harvested. Harvested produce should also be washed thoroughly to reduce the health hazards it can cause. Meat and vegetables can remain good simply by packaging and not by chemicals. Florence said that the government should only allow packed meat or vegetables on the market.

One of the most potent hazards concerning meat sold at the butcher, is that several cows are slaughtered while they are sick. Such cows mean that they still have too much antibiotics in their blood. If you eat meat with antibiotics, it means that the animal didn't cure properly, and therefore you can also contract the disease that animal was suffering from. Then the too many antibiotics you

have got from the meat of the sick animal you consumed will mean that your body will be resistant to several drugs. This is when your body will be treated for any sickness you will have got but it will not respond to certain drugs.

Dr. Sebuko added that if one's body is free from disease, and you take in meat with antibiotics, useful defensive cells in the body called normal flora will be killed, thus weakening your immunity. It could also affect other body organs such as the liver, kidney and heart just like any antibiotics. Experts say that an animal to be slaughtered, should have last been injected with any drug about two weeks before, but the window period varies from drug to drug,

Dr. Jimmy Spire Ssentongo, on 7th December. 2017, noted that Nsenene (grass hopper) trappers were poisoning the insects to boost their catch. They use pesticides and other intoxicating substances which they smoke and spray up in the air at the nsenene. It has also been suspected that some trappers use formalin to keep the nsenene from smelling. One nsenene trader in Nakasero market confirmed the truth in what Dr. Ssentongo had said. The trader said that she knows that some "chemical" is put in the nsenene before the insects are bundled into sacks for sale. Several butchers and dairy product sellers are not aware of the potential dangers of these chemicals and they do not care to find out as long as they are making money.

Dr. George Okello, a gastroenterologist with Kampala International Hospital, said that the consumption of these chemicals will hurt the people in the long run. "Formalin for example cannot be used in large quantities before you detect it. This is because it smells and could harden the meat. So I think these fellows use small amounts that cannot have an immediate effect on the person. But if consumption is prolonged, then it gets really dangerous," Dr. Okello said. He said that in the short run one can experience burning sensation in the eyes, nose and throat, coughing nausea and skin irritation. Medical experts said that consumption of these chemicals could cause cancer and damage to the kidneys. According to the USA National Cancer Institute, 1980 Laboratory Studies, showed that exposure to Formalin could cause Cancer of the nose.

Questions:

- (a) Suggest a title for this passage. (02 marks)
- (b) Explain how Formalin and Steroids can be dangerous to the person who has consumed food stuffs where these chemicals have been applied. (06 marks)
- (c) In not more than 100 words summarize how traders contaminate each food stuff with chemicals in an attempt to prolong their shelf life. (12 marks)

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


- (i) poor regulatory controls....
- (ii) contaminated with antibiotics....
- (iii) add chemicals to perishable food stuffs....
- (iv) they get around the high costs....
- (v) adding pellets of Panadol....
- (vi) changes the normal functioning of the body cells....
- (vii) unscrupulous vendors....
- (viii) fuel antibiotic resistant infections
- (ix) opportunistic infections
- (x) intoxicating substances

(20 marks)

SPGE

(10 marks)

END



S101/1
GENERAL PAPER
Paper 1
July/Aug, 2017
2 hours 40 minutes

MOCK EXAMINATION, 2017
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 your answers.

*Answer only two questions which must be chosen as follows; **one** question from Section **A** and **one** question from Section **B**.*

All questions carry equal marks.

SECTION A

*Answer **one** question from Section*

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

1. 'The development of Uganda depends on a large population.' Discuss. (50 marks)
2. Account for the rise of crime in your country. (50 marks)
3. To what extent have human rights been observed in Uganda? (50 marks)
4. Why is there need to conserve forests in your country? (50 marks)

SECTION B

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

5. Study the following information very carefully, then answer the questions which follow.

A gang of guerrilla fighters, five in number, went to the bush in Zukaland from January to May. Their identities are unknown and therefore the police refer to them as A, B, C, D and E. They have been active in five towns: Zula, Mako, Tera, Pala and Wuka. Each member of the gang moves from one of these towns to another every month but never spends more than one month in the same town. In any one month, three of the gang appear to remain in hiding, one is believed to observe the habits and movements of the next victim, and the remaining guerrilla fighter carries out the kidnapping of a victim, using the information gathered by a colleague in the previous month. The police is certain that it is the leader of the gang who carries out the kidnapping. The victims are always high-ranking officers in the armed forces or government ministers.

The Chief of Staff was kidnapped in January in Tera. The Inspector General of Police was kidnapped in February; the Air Force commander in March; the Minister of Internal Affairs in April and the Minister of Defence in May. Because the guerrilla fighters have never been identified, existing police records are of no help. However, the following information is believed to be accurate:

D. was in Tera in April.

C was in Wuka in January.

A was replaced by C in Tera in March.

E replaced D in Wuka in April.

C replaced E in Pala in April

E was in Mako in January and was replaced there by C

In January, D was in Zula, where he was replaced by E.

On three occasions, B replaced C.

Questions:

(a) Set out the various items of information available in the form of a table, from which you may easily follow the movements of the guerrilla fighters. There will be a number of spaces in the table which you have to fill by deduction in order to answer the questions.

(b) (i) Which of the five guerrilla fighters is the leader?

(ii) Explain in detail the reasoning which leads to this conclusion.

(c) (i) In which town was the Minister of Internal Affairs kidnapped?

(ii) Which guerrilla fighter was responsible for gathering the information in preparation for this particular kidnapping?

(d) (i) Which three guerrilla fighters were in hiding in February?

(ii) State clearly what the functions of the other two guerrilla fighters were in this month.

e) On the assumption that events follow a similar pattern, in which town should security precautions be concentrated in June? Explain your reasons.

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

One of anthropology's branches is physical anthropology, which is the study of human evolution, human biology, and other primates. Forensic Science is also part of physical anthropology and it uses scientific studies to discover, record, gather, and preserve evidence and clues that might be of some help to establish what occurred based on collected evidence. The evidence gathered from the crime scene can be in the shape of finger prints, bit marks, foot wear, firearms, and many more. These **clues** can provide the forensic police officers with hints about the criminal and what weapon was used. For example, bite marks can be useful when in need of DNA, foot prints can tell the skin pattern and foot size, which can later be matched with the suspects, and firearms can detect which weapon was used at the crime scene since each gun has a **unique** rifle mark to it.

Jane Goodall is a British primatologist who is best known for her study of chimpanzees. She began observing chimpanzees by first naming those who were being observed to tell them apart. She gave them names such as Flo, Fifi, Mike, and Flen. She observed them to have unique personalities from one another, and that is when she discovered that humans are not the only beings who have different personalities and behaviours. She made many discoveries about chimpanzees that are very much similar to our human behaviour. She found that chimps make and use tools in a variety of ways, can hunt, and have family relationships.

Evolution is a theory that is based upon physical anthropological indication of bones and fossils. It is the idea that all living things went through a process of continuous transformations from one or few simple life form(s) to more complex ones. According to this theory, it is believed that the earth is 4.5 billion years old, humans appeared 3 million years ago, and the existence of life emerged about 3.3 billion years ago. Charles Darwin played a big role in the influence of the evolutionary theory through the introduction of an assumption of his own, natural selection. Charles Darwin believed that natural selection occurs when a population consists of different individuals with different **traits**. Some of these individuals have traits that improve the way of survival, and later on get passed on to their offspring. While the species that do not have these traits end up dying off. The assumption that genetic material is passed on from parent to offspring was later on proved genetically by Gregor Mendel by the cross-breeding of pea plants.

Creationism is the belief that all existing forms of life were fully-created in their current state by a superior being of higher power. This theory relies on the faith in one's religion,

and even though each religion has its own way of life, beliefs, and **totem**, they all involve a creator. Many creationists believe in Christianity, which states that the world was created in six days, and men were created in their current state on the fifth day.

Classical conditioning is one of the two types of conditioning, classical and operant. Conditioning is the process of when one learns a response by being rewarded or punished each time he performs a specific action to make a change in his behaviour or attitude. Classical conditioning was first discovered by a Russian scientist, Ivan Pavlov, by presenting different stimuli along with his dogs' food. Instead of rattling the dishes, he would ring a bell. After hearing the bell regularly, the dogs became **conditioned** to it and salivated whenever they heard it. On the other hand, B.F. Skinner, an American psychologist, described operant conditioning to be done by applying a system of **reinforcement** and punishment to strengthen or weaken a **voluntary behaviour**.

Non-verbal communication is a type of body language that uses gestures, signals, eye contact, facial expressions, position, and territory to communicate without any spoken words. It is said that more than half of communication is done without using words but by using non-verbal communication. Non-verbal communication can come in the form of applause, a nod, a smile, or even your body posture. Many things can be interpreted through these forms, for example, giving someone a smile; it can show that you are a friendly person or just simply happy. In this case, sign language is a type of non-verbal communication for it doesn't need any spoken words and only uses visual gestures and signals to send and receive a certain message to one another.

Intelligence is the ability to learn and understand things in life and know how to deal with difficult situations you are put in. Intelligence can be tested with an Intelligence Quotient test, which is also known as an IQ test. Alfred Binet was the first to develop a valid intelligence test. The IQ test is designed to test your ability to think and reason, it doesn't test a person's whole intelligence, but it does test a person's componential intelligence, which is also known as "Book Smarts". The IQ test isn't only used for finding a person's intelligence, but it can also help in finding if somebody has a learning disorder by comparing it with 50% of the population's score, 24-34 out of 60.

The word 'cult' comes from the Latin word, *cultis*, meaning to worship. A cult is usually mistaken to be a religious group, but the main differences between a cult and a religion is that cults worship a live person and use methods of **deception**, manipulation and abuse to get members to join them. They usually aim for people who are going through personal struggles, searching for answers, or just looking towards making the world a better place. These cult recruiters are found everywhere. They target many places, such as: college

campuses, beaches, concerts, and malls. There are many methods of deception that cults use to trick people into joining their cult. They get you to believing that you will be guaranteed with happiness, family, equality, and answers if you were to join their cult, but what it does is narrow your world. The cult members worship their leader because he claims to have all the answers and they believe that he is the one to lead them to a better place. There has been many "Killer Cults" in the past who live together in a group, including The People's Temple led by Rev. Jim Jones, but nowadays, cults include normal people who do not live in communes.

Socialisation is the process in which humans obtain their habits, ethics, behaviour, and knowledge about different kinds of topics. Media is known to play a big role in shaping the way we act, and behave in our society, for we are **bombarded** with it on a daily basis. It is an influential instrument that is used through TV, radios, newspapers, magazines, and the internet. The media can play a beneficial part in our society, for it is a source of education for many, and makes learning more fun. As stated before, it can teach a person how to act, and how 'normal' people should behave.

Deviance is the act that is done by a person that goes against a social standard or expectation. These standards and expectations are also known as norms, which are rules put up by the society and are normally followed by everyone in that community. If these norms are not followed, it can be considered to be a deviant act or if done frequently, you yourself might be a deviant. Deviant acts can be spotted as to how a person might react to your behaviour. Media attempts to prevent acts of deviants by the use of socialisation to teach people the right way to behave. However, Emile Durkheim believes that deviant behaviour has a positive effect on society because it gives one a sense of unity.

Social Institutions are organised structures that help a society function and develop to meet its people's needs. There are five main institutions, this includes: families, economics, politics, educational and religious institutions. Each of these major institutions plays an important role in shaping our society and making it a functional place by assigning a role to each of its members. The educational institution is to provide and transmit knowledge to the younger generation. These basic needs can be met by assigning teachers, administrators, support workers, and other staff who are eligible and meet the expectations of their roles. Teachers are expected to teach the **required curriculum**, evaluate students' work and report on their achievement.

Questions:

a) Provide a suitable title to the passage. (2 marks)

b) i) "Media attempts to prevent acts of deviants by the use of socialisation to teach people the right way to behave." Explain how the media achieves this through socialisation. (4 marks)

ii) In what ways do creationism and Darwin's evolutionary theory clash, according to the passage? (4 marks)

c) In about 100 words, explain the importance of anthropology to society. (10 marks)

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

- i. clues
- ii. unique
- iii. traits
- iv. totem
- v. conditioned
- vi. reinforcement
- vii. voluntary behavior
- viii. deception
- ix. bombarded
- x. required curriculum

(20 marks)

END

S101/1
GENERAL PAPER
PAPER 1
July/August 2018
2²/₃ hours



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Advanced Certificate of Education

GENERAL PAPER

Paper 1

2hours 40 minutes

INSTRUCTIONS TO CANDIDATES:

- *The total time of 2 hours 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** question from section **B**.*
- *You are advised to divide your time equally between the **two** questions.*
- *All questions carry **equal** marks.*
- *Any additional question(s) answered will **not** be marked.*

SECTION A

Turn Over

Choose one topic from the following and write about it using 500 to 800 words.

1. Explain the challenges faced by the Uganda Parliament today. (50 marks)
2. Account for sexual harassment against women in your community today. (50 marks)
3. To what extent has technology benefited your Country? (50 marks)
4. "One man's meat is another man's poison," Discuss. (50 marks)

SECTION B

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

5. Study the information below carefully and then answer the questions that follow.

Women of Bwavu Mpologoma Village in their effort to fight poverty have started a saving and credit society (SACCO).

The conditions are as follows;

- It is for women only.
- Payment is made in dollars.
- The exchange rate of the dollar is 4,000 shillings.
- Membership fee is 10 dollars.
- A member has to go through seven levels and then back to level one until the other members have gone through the same levels.
- At **each** level the following amount is supposed to be saved 25, 50, 100, 200, 400, 800 and 1600 dollars.
- A member can save numerous times.
- Whoever joins the SACCO must recruit two members.
- After the two people brought by a member have recruited two member each, a member receives **four** times the amount saved.
- The amount retained with the SACCO after receiving the profits qualify one to the next level.
- A member can save **once** or **three** times at every level before proceeding to the next.
- A member is not supposed to leave the SACCO.

Questions;

- a)
 - i) How much money in Us dollars does one need to become a member of the SACCO? (2 marks)
 - ii) If the group decides that a member saves **three** times at each level, how much profit in shillings will one receive after all levels? (14 marks)
- b) In a certain meeting it was decided that all members save **once** at each level. How much in dollars will Mrs. Mwavu get after all levels. (7 marks)
- c)
 - i) How many members will be under the first person at the seventh level. (4 marks)
 - ii) How many people does the SACCO need for every member to reach level seven? (3 marks)
- d) What are the problems faced by savings and credit societies in your community? (10 marks)

Spelling, punctuation, grammar and expression (SPGE) (10 marks)

6. Read the passage below and answer the questions that follow using your own words wherever possible. After damning politicians **up hill and down dale** for many years, as rogues and vagabonds, frauds and scoundrels, I sometimes suspect that, like anyone else, I often expect too much of them. Though faith and confidence are surely more or less foreign to my nature. I do not frequently find myself looking to them to be able, diligent, candid and even honesty. Plainly enough that is too large an order, as anyone must realize who reflects upon the manner in which they reach public office. They seldom if ever get 05 there by merit alone at least in democratic states. Sometimes to be sure, it happens but only by a kind

of miracle. They are chosen normally for quite different reasons, the chief of which is simply their power to impress and enchant the intellectually under privileged. It is a talent like any other, and when 10 it is exercised by a radio crooner, a movie actor or a bishop, it even takes on a certain austere and sorry respectability. But it is obviously not identical with a capacity for the **intricate problems** of statecraft.

Those problems demand for their solution – when they are soluble at all, which is not often-a high degree of technical proficiency, and with it there should go an **adamantine kind of integrity**, for the temptations of a public official are almost as cruel as those of a glamour girl or dipsomaniac. But we train a man for facing them, not by locking him up in a monastery and stuffing him with wisdom and 15 virtue, but turning him loose on the sump. If he is a smart and enterprising fellow, which he usually is, he quickly discovers there that hooey pleases the boobs a great deal more than sense. Indeed, he finds that sense really disquiets and alarms them – that it makes them, at best, intolerably uncomfortable, just as a tight collar makes them uncomfortable, or a speck of dust in the eye, or the thought of Hell. The truth, to the overwhelming majority of mankind, is indistinguishable from a headache. After trying 20 a few shots of it on his customers, larval statesmen concludes sadly that it must hurt them, and after that he taps a more humane keg, and in a little while the whole audience is singing “Glory, glory hallelujah,” and when the returns come in the candidate is on his way to the White House.

I hope no one will mistake this brief account of the political process under democracy for 25 **exaggeration**. It is almost literally true. I do not mean to argue, remember, that all politicians are villains in the sense that a burglar, a child-stealer, or a Darwinian are villains. Far from it. Many of them in their private characters, are very charming persons, and I have known plenty that I’d trust with my diamonds, my daughter or my liberty, if I had any such things. I happen to be acquainted to some extent with nearly all gentlemen, both Democrats and Republicans, who are currently itching for the 30 Presidency, including the present incumbent and I testify freely that they are all pleasant fellows, with qualities above rather than below the common. The worst of them is a great deal better company than most generals in the army, or writers of murder mysteries, or astrophysicists and the best is a really superior and wholly delightful man – full of sound knowledge, competent and prudent, frank and enterprising and quite as honest as any American can be without being clapped into a mad house. Don’t 35 ask me what his name is, for I am not in politics. I can tell you that he has been in public for a long while, and has not been caught yet.

But this prodigy, or any of his rivals, ever unload any appreciable amount of **sagacity** on the stump? Will any of them venture to tell the plain truth, the whole truth and nothing but the truth about the situation of the country, foreign or domestic? Will any of them refrain from promises that he knows he 40 can’t fulfill – that no human being could fulfill? Will any of them utter a word, however obvious, that will alarm and **alienate** any of the huge packs of morons who now cluster at the public tough, wallowing in the pap that grows thinner and thinner, hoping against hope? Answer: maybe for a few weeks at the start. Maybe before the campaign really begins. Maybe behind the door. But not after the issue is fairly joined and the struggle is on in earnest. From that moment they will resort to demagoguery 45 and by the middle of June of election year the only choice among them will be a choice between amateurs of that science and professionals.

They will all promise every man, woman and child in the country whatever he. She or it wants. They’ll all be roving the land looking for chances to make the rich poor, to remedy the irremediable, to sussor the succorable, to unscramble the unscrambleable, to dephlogisticate the unde-phlogisticable. They will 50 all be curing warts by saying words over and over them, and paying off the national debt with money that no one will have to earn. When one of them demonstrates that twice two is five, another will prove that it is six, six and a half, ten, twenty, in brief, they will divest themselves of their character as sensible, candid and truthful men, and become simply candidates for office, bent only on **collaring votes**. They will all know by then even supposing that some of them don’t know it now, that votes are 55 collared under democracy, not by talking sense but by talking nonsense and they will apply themselves to the job with a hearty yo-heave-ho. Most of them, before the uproar is over, will actually convince themselves. The winner will be whoever promises the most with the least probability of delivering anything.

Some years ago I accompanied a candidate for the Presidency on his campaign tour. He was like all 60 such **rascals**, an amusing fellow, and I came to like him very much. His speeches at the start were full

of fire. He was going to save the country from all **stupendous frauds** and false pretenses of his rival every time that rival offered to rescue another million of poor fish from the neglects and oversights of God he howled his derision from the back platform of his train. I noticed at once that these blasts of 65 common sense got very little applause and after a while the candidate began to notice too. Worse, he began to get word from his spies on the train of his rival that the rival was wowing them, panicking them, laying them in the isles. They threw flowers, hot dogs and five cent cigars at him. In places where the times were especially hard they tried to unhook the locomotive train, so that he'd have to stay with them a while longer and promise them some more. There were no Gallup polls in those innocent days, 70 but the local politicians had ways of their own for finding out how the cat jumping and they began to join my candidate's train in the middle of the night and wake him up to tell him that all was lost, including honour. This had some effect upon him – in truth and effect almost as powerful as that of sitting in the electric chair. He lost his intelligent manner, and became something you would hardly distinguish, from an idealist. Instead of mocking, he began to promise, and in a little while he was 75 promising everything that his rival was promising and a good deal more.

One night out in the Bible country, after the **hullabaloo** of the day was over, I went into his private car along with another newspaper reporter and we sat down to gabble with him. This other reporter a faithful member of the candidate's own party, began to upbraid him, at first very gently, for letting off so much hokum. What did he mean by making promises that no human being on this earth, and not many of the angels in Heaven, could ever hope to carry out? In particular, what was his idea in trying 80 to work off all those preposterous bile-beans and snake-oils on the poor farmers, a class of men who had been fooled and rooked by every fresh wave of politicians since Apostolic times? Did he really believe that the Utopia he had begun so fervently to preach would ever come to pass? Did he honestly think that farmers, as a body, would ever see all their rosy dreams come true, or that the share-croppers in their lower ranks would ever be more than a hop, skip and jump from starvation? The candidates 85 thought a while, took a long swallow of the coffin varnish he carried with him, and then replied that the answer in every case was no. he was well aware, he said, that the plight of the farmers was intrinsically hopeless and would probably continue so, despite doles from the treasury, for centuries to come. He had no notion that anything could be done about it by merely human means, and certainly not by political means; it would take a new Moses, and a whole series of miracles. "But you forget, 90 Mr. Blank," he concluded sadly, "that our agreement in the premises must remain purely personal. You are not a candidate for President of the United States. I am." As we left his interlocutor, a gentleman grown gray in Washington and long ago lost to every decency, pointed the moral of the episode. "In politics," he said, "man must learn to rise above principle," then he drove it in with another; "when the water reaches the upper deck," he said, "follow the rats."

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Questions

- a) Suggest a suitable title for the passage. (2 marks)
- b) On what grounds, in spite of all, does the writer indicates that he rather likes the politician? (8 marks)
- c) In about 100 words summarize the behavior of politicians in American democracy.(10 marks)
- d) Explain the meaning of the words and phrases in bold type as used in the passage. (20 marks)
 - i) uphill and down dale (line 1)
 - ii) intricate problems (line 10 – 11)
 - iii) adamant kind of integrity (line 13)
 - iv) exaggeration (line 26)
 - v) sagacity (line 38)
 - vi) alienate (line 42)
 - vii) collaring votes (line 55)
 - viii) rascals (line 61)
 - ix) stupendous frauds (line 62)
 - x) hullabaloo (line 76)

Spelling, punctuation, grammar and expression (SPGE) (10 marks)

END

S101/1
GENERAL
PAPER
AUG , 2016
2 HRS 40 MINS.

UNNASE MOCK EXAMINATIONS

Uganda Advanced Certificate of Education
GENERAL PAPER
2 hours 40 Minutes

Instructions to candidates

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

SECTION A

Answer one question from this section.

1. Discuss the environmental problems in Uganda and show how they can be controlled?
2. To what extent has your culture been modified by cultures from other parts of the world.
3. Discuss the role of micro – loans in eradicating poverty in Uganda.
4. To what extent has the decentralization policy in Uganda been successful?

SECTION A

Answer one question from this section.

5. **Study the following information carefully and then answer the questions which follow.**

A group of thugs are planning to stage a fake road block along a busy road with the intention of looting the travelers along it. Each of the thugs must have three good qualities of the plan to succeed. The qualities required, in order of merit are;

- Know target shooting
- Be a driver and mechanic
- Must think and act fast
- Be able to speak several languages
- Be a fast runner

Below are the names of the thugs and their qualities.

1. Ndalira – driver and mechanic, thinks and acts fast and is a linguist.
2. Mafwora – fast runner, target shooter and linguist.
3. Musoke – target shooter, drive, mechanic and fast runner.
4. Achomi – linguist, fast runner and acts and thinks fast.
5. Angiru – driver and mechanic, target shooter and acts and thinks fast.

The various duties required to carry out the plan are as follow; -

- Interceptor

- Driver
- Looter
- Guard

- (a) Which one of the above thugs has the best overall qualities? Show how you arrive at your answer.
- (b) Assign each thug a duty based on his qualities.
- (c) If the person you had assigned to guard had a mishap during the execution of the plan, who would take over his work? Give reasons.
- (d) After a successful execution of the plan, each of thugs must take a different route to disguise evidence. However, one of them must remain to mix freely with the local residents while the whole loot is driven away to a particular destination. Each route has a definite problem as listed below:
 Route A – has a regular security patrol
 Route B – is straight but very long.
 Route C – has a road block.
 Route D – has forests and wild animals.

Who should take which route and why?

6. Read the passage below and answer the questions which follow,

Socialization continues throughout life. After childhood one continues to enter new groups to attain new statuses, to learn new roles and thereby to elaborate one's ways of participating in society. A freshman is socialized into the patterns of a college, an immigrant into the life of a new country, a recruit into the army, a new resident into the suburb, a new patient into a hospital ward and a bride into a life of marriage.

05

In some respects later socialization is continuous with that of childhood, in other respects discontinuous. In earlier respects like in the home, at school, with the peer group and through the mass media children acquire 'the native language.'

They learn to speak and write. Having developed this foundation in early socialization, they later acquire the capacity to issue commands to an army

10

platoon, to preach sermons or write lover letters, shopping lists, legal briefs, newspaper article or sales reports. They thus learn to use their native language in new and specialized ways consonant with the particular adult statuses they attain and the expectations of their adult roles. Further, the general symbolic capacities that children begin to develop in infancy as they begin to acquire **15** their human nature eventuate in their being able also to use special non-verbal systems. They can learn to read music or blue prints or computer print-outs or for that matter, tea leaves, smoke signals or tart of cards.

Children's symbolic capacities are not merely cognitive in nature. These capacities combine with sentiments in particular ways so that children can come to cherish people with whom they have never actually interacted. **20** Thus the Popes, Presidents, Prime Ministers and other leaders in the sense that they represent causes and ideals to which someone is committed also represent aspects of that person's self. They are symbols of oneself (or parts of oneself) which strengthen the attachment to nation, church, political party or social movement. This ability to so utilize others as symbols does not arise for **25** the first time in adult hood. It is essentially a development from a refinement of a capacity that first showed itself when the child was attracted to role models outside the family. The child's imaging himself or herself as police officer, heroic rescuer or star athlete are the precursors.

Other examples of continuity readily come to mind. In the early games **30** of childhood, children learn to pursue a goal within a framework of rules. Their later ability to play chess or tennis or even behave as expected in a bureaucratized office is built on earlier experience with such games as hide and seek. The later rules are more elaborate, but the orientations to rules is a **35** refinement of the childhood orientation.

Other basic elements of the adult socialization process are also similar to those in childhood. There are socializing agents who teach, serve as models and invite participation. Through their ability to offer gratifications and deprivations they induce co-operation and learning, and they endeavour to prevent disruptive

deviance. The child's persons being socialized, on their part through observation, participation and role taking learn and internalize new expectations and develop new self-conception. **40**

The continuities in socialization from childhood to adulthood are significant because adulthood is routed in childhood. But there is also reason to believe that childhood socialization sets limits to what may be accomplished through adult socialization, even though we are not yet able to define those limits with any precision. **45**

The human organism has great plasticity, but that plasticity is not infinite. For example, it would appear virtually impossible for a person brought up in a rural slum who never advanced past grade five, at age twenty-five, prepare for and successfully follow a professional career. This degree of discontinuity between childhood and adult socialization seems insurmountable. **50**

Although certain aspects and certain kinds of adult socialization presuppose continuity with childhood socialization, it is nevertheless equally true that adult socialization, even the ordinary course of events, is often discontinuous from that of childhood.

Although there is no doubt that adolescents are in the process of becoming more independent of their parents and consequently, are more responsive to their peers than they were at younger ages, and although their interests and values may differ from those ostensibly emphasized by the High School, it does not follow that adolescent socialization is peer-dominated and little influenced by adult values and norms. In reviewing Coleman's study, Bennett Berger argues that most of the Adolescent values and interests noted by Coleman are more accurately understood as derivative from Adults. For example, High School athletics depend greatly on support by parents and local booster organizations. Further, parents are concerned about popularity and prestige. **55** **60**

Questions

- (a) Suggest an appropriate title for the passage.
- (b) What does the author mean by the following phrases?

- (i) “.....they endeavor to prevent disruptive deviance.” (line 39).
 - (ii) “The human organism has great plasticity....” (line 46)
- (c) In not more than 100 words, summaries how socialization is a continuous process.
- (d) Explain the meaning of the following words and phrases as used in the passage.
- (i) Peer group (line 09)
 - (ii) Consonant (line 14)
 - (iii) Symbolic capacities (line 15)
 - (iv) Eventuate (line 16)
 - (v) Refinement (line 27)
 - (vi) Childhood orientation (34 – 35)
 - (vii) Internalize (line 41)
 - (viii) Precision (line 45)
 - (ix) Responsive to their peers (lines 56 -57)
 - (x) Booster organization (line 63)

****GOOD LUCK!!****

S101
GENERAL PAPER
Paper 1
Jul / Aug. 2016
2 hours 40 minutes

RESOURCE MOCK EXAMINATION 2016

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** question from section **B**.*

Answers to each question must begin in a fresh answer booklet which should then be fastened together.

*You are advised to divide your time equally between the two questions
All questions carry equal marks.*

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

SECTION A

Answer **one** question from this section.

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

1. Account for the low levels of solar and biomass energy usage in your country. (50 marks)
2. Explain measures through which food security and sustainability can be ensured in your country. (50 marks)
3. 'Mobile telecommunications network is a necessary evil'. Discuss. (50 marks)
4. (a) Explain the challenges faced by the Uganda Revenue Authority (URA) in tax administration.
(b) Suggest measures that can be put in place to minimize the challenges identified above. (50 marks)

SECTION B

Answer **one** question from this section

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

Dr. Salome is a Medical Researcher collecting data on four patients' height, weight and blood pressure. The patients are Christina, Caleb, Kyalie and Emmy.

In her research, she has adopted the following categorization for blood pressure:

Pressure Category	mmHg
Optimal	Less than 120 / 80
Normal	Less than 130/90
High normal	Between 130/90 – 139/90
High	Above 140/120

The patients' blood pressure is to be correlated to their body weight and height. In the process of data collection, the Researcher has mixed up the variables. On one sheet, she has height of her patients in centimeters as: 127, 180, 137 and 175. On another sheet, she has weight in kilogrammes as: 85, 55, 54 and 69. On the third sheet, she has blood pressure in millimeters of mercury (mmHg) as: 114/80, 144/120, 138/90, 143/120. She only recalls the following information”

1. Christina's blood pressure is neither 144 / 120 nor 138 / 90 mmHG
2. Caleb's blood pressure lies in the optimal category.
3. Kyalie is less than 152 cm tall with a weight of either 54 kg or 55 kg. his blood pressure lies in the high normal category.
4. Emmy's weight is either 55 kg or 54 kg. his height is either 180cm or 127 cm. his blood pressure is neither 143 / 120 nor 114 / 80 mmHG.
5. The patient who weighs 85 kg has optimal blood pressure.
6. The patient who is 175 cm tall has the heaviest weight.
7. The patient weighing 69 kg is 137 cm tall.
8. The patient weighing 55 kg has the highest blood pressure

Questions

- (a) Draw a table to organize and match the patients to their respective records.
(12 marks)
- (b) Identify the patient with the;
 - (i) Heaviest weight, (01 mark)
 - (ii) Highest blood pressure, (01 mark)
 - (iii) Shortest height. (01 mark)
- (c) Explain the importance of collecting and keeping medical records. (10 marks)
- (d) Examine the causes and effects of high blood pressure in your community.
(15 marks)

SPGE = 10 marks

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

For the most part, I stopped smoking marijuana in the mid 1970s because I grew bored with ending too many social evenings lying on somebody's living room rug, staring at the ceiling and saying, "Oh, wow!" This renunciation was not a wrenching moral decision, but rather an aesthetic rite of passage as my palate began to savour California Chardonnay with the aridity I once reserved for Acapulco Gold. Yet as an aging baby boomer, my attitudes remain emblematic of that high times generation that once freely used soft drugs and still feels more nostalgic than repentant about the experience.

This permissive mind-set colours my instinctive response to current drug problems. The initial breathless media reports of the crack epidemic aroused all my journalistic skepticism, and I grouched that the anti – drug frenzy seemed like *Reefer Madness* revisited. On those infrequent occasions when friends and acquaintances still pass around a bootleg joint, my reaction remains benign tolerance. Just a few weeks ago,

when marijuana made a furtive appearance at my wife's 20th high school reunion in upstate New York, I viewed this throw back gesture as a quaint affectation, almost as if the class of '69 had all shown up in tie – dye T – shirts instead of business suits and cocktail dresses.

Many may scorn these confessions as evidence of immaturity, unreliability and even moral laxity. But we are all the product of our life experiences, and I, like so many of my peers, cannot entirely abandon this *Lucy in the Sky with Diamonds* heritage. Normally I only share these slightly outré sentiments with close friends. But such views have become a public issue with drug Czar William Bennett's attacks on my generation's self – indulgence, coupled with George Bush's prime – time address to the nation on drugs. For in identifying those responsible for the cocaine crisis, the President pointedly included "everyone who looks the other way". Am I really a fellow traveler in this epidemic of addiction? Do my affectionate, albeit distant, ties to 1960s – style permissiveness render me as culpable as Bennett claims? Or is my comfortable, middle – class life so far removed from inner – city crack houses and the Colombian drug cartel that any allegation of causal nexus represents little more than politically motivated hyperbole?

The honest answer, which both surprises me and makes me squirm, is that to some degree Bennett and Co. are right. My generation, with its all too facile distinctions between soft drugs (marijuana, mild hallucinogens) and hard drugs (heroin and now crack), does share responsibility for creating an environment that legitimized and even, until recently, lionized the cocaine culture. This wink – and – a – nod acceptance, this implicit endorsement of illicit thrills, has been a continuing motif in movies, late – night television and rock music. My personal life may rarely intersect with impoverished drug addicts, but the entertainment media created in the image of people like me easily transcend these barriers of class, race and geography.

And what should the Woodstock alumni association tell its offsprings? Conversations with friends, especially those raising teenagers, suggest that adults with colourful pharmacological histories face unique problems in following the President's exhortation to "talk to your children about drugs". For such parents, family – style drug education often comes down to awkward choices like lying about their own past, feigning a remorse that they do not feel, or piously ordering their children to read lips rather than re-enact deeds. More subtle messages can get lost in the adolescent fog. One 17 year old I know well seems to misinterpret his parents' preachments about the particularly addictive nature of cocaine to mean, choose prudently from the cornucopia of other drugs available at your local high school. How much easier the

burden must be for a parent who can honestly instruct his children, “Don’t tell me about peer pressure. Remember, I got through the ‘60s without drugs”.

Such self – righteousness is inappropriate for those of us with a less sterling record of resisting temptation. Thus I stand, a bit belatedly, to concede my guilt in contributing in a small way to the drug crisis. May be the ‘60s were a mistake, maybe I too frequently condoned the self – destructive behavior of others, maybe I was obtuse in not seeing a linkage between the marijuana of yester year and the crack of today. I hope that this admission, which does not come easily, will animate my behavior. But while I am willing to shoulder some of the blame on behalf of my generation, I trust that the other equally respectable conspirators in America’s two – faced war on drugs will acknowledge their own complicity.

The list, alas, is long. Begin with public officials who have exploited the issue for 20 years, advocating phony fell – good nostrums like the current fad for drug testing in the workplace, as if mid – level bureaucrats were society’s prime offenders. Joining the politicians in the dock are those anti drug crusaders who have either squandered credibility with exaggerate scare talk or strained credulity with prissy pronouncements. The media are culpable as well, for sensationalized coverage that has often served to glamourize the menace they are decrying. Then there are the social – policy conservatives who purport to see no connection between the flagrant neglect of the economic problems of the underclass and the current crack epidemic. And sad to say, well – intentioned parents can also contribute to the hysteria by viewing drugs as the sole cause of their children’s problems rather than as a symptom of family – wide crisis.

For drug use, as Bennett argues, is indeed a reflection of the nation’s values. And as long as American society continues to place a higher premium on titillation than truth and on callousness than compassion, the latest attack on drugs may prove, like all the failed battles plans of the past, to be mostly futile flag waving.

Questions:

- (a) Suggest a suitable title for the passage. (02 marks)
- (b) What does the author mean by;
 - (i) “..... was not a wrenching moral decision:...(line 04). (03 marks)
 - (ii) “..... nostalgic than repentant about the experience”? (line 08) (03 marks)
- (c) In not more than 100 words, summarize the problems former drug users face in fighting drug use. (12 marks)

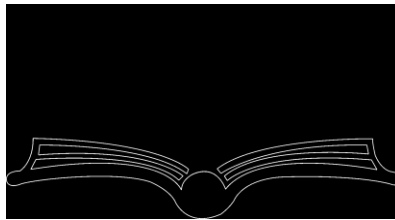
(d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible:

- | | | | |
|--------|------------------------|-----------|-------------------|
| (i) | Renunciation | (line 03) | <i>(02 marks)</i> |
| (ii) | Emblematic | (line 07) | <i>(02 marks)</i> |
| (iii) | Furtive appearance | (line 14) | <i>(02 marks)</i> |
| (iv) | Moral laxity | (line 19) | <i>(02 marks)</i> |
| (v) | Epidemic of addiction | (line 27) | <i>(02 marks)</i> |
| (vi) | Culpable | (line 28) | <i>(02 marks)</i> |
| (vii) | Adolescent fog | (line 49) | <i>(02 marks)</i> |
| (viii) | Belatedly | (line 56) | <i>(02 marks)</i> |
| (ix) | Squandered credibility | (line 69) | <i>(02 marks)</i> |
| (x) | Futile flag waving | (line 81) | <i>(02 marks)</i> |

SPGE = *(10 marks)*

END

S101
GENERAL PAPER
Paper 1
August
2Hours 40Minutes



ELITE EXAMINATION BUREAU MOCK 2016

UGANDA ADVANCED CERTIFICATE OF EDUCATION

GENERAL PAPER

S101

2Hours 40Minutes

INSTRUCTIONS TO CANDIDATES:

- ✓ The total time of the 2hours and 40minutes 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** question 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.

SECTION A

Answer **one** question from this section.

- Account for the increasing cases of bestiality in Uganda today.
 - Examine the dangers of bestiality in modern society.
- “Cost sharing in public institutions of learning is not necessary.” Discuss.
- What benefits does Uganda derive from belonging to a regional economic cooperation?
- Examine the causes and effects of landlessness in Uganda.

SECTION B

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

An isolated island in the Indian Ocean is occupied by only three families named according to their family heads; Ouma, Muo and Nyai.

By 1920, the three families had equal sizes of four members each. The order of births of the springs were as follow:

Family	Order of birth identification	Identification
Muo	First born	A: Female
	Second born	B: Female
Oum	First born	C: Female
	Second born	P: Male
Nyai	First born	Q: Male
	Second born	R: Male

The offspring above were given weights depending on their order of birth and gender classification.

Classification	Identification
First born: Male	4
Second : Male	3
First : Female	2
Second : Female	1

In 1940, a party was organized at which all the offspring were to get married. Only three seats, each with a capacity of four persons were available.

The culture of the Island is such that no two males from one family are allowed to marry from the same family, no offspring from the same family can marry one another and polygamous marriage is not allowed. At no occasion are offspring allowed to share a seat with their parents but each young couple must share a seat with a couple of parents after all the marriage rituals have been fulfilled. Both offspring of Muo and the first born of Nyai take alcohol.

Questions:

- (a) Suggest possible marriages that can take place between the offspring. (8 marks)
- (b) Giving reasons for your answer, name the offspring whose choices of partners are limited. (4 marks)
- (c) If parents are given a zero weight and the sum of weights was taken from each seat, determine the couple with minimum value of weights. (4 marks)
- (d) If the habits of taking alcohol was considered at marriage such that there is no couple where both members take alcohol, mention the offspring that would;
 - (i) Most disadvantaged (3marks)
 - (ii) Least disadvantaged in making choices. (3marks)
- (e) Discuss the dangers of remaining unmarried. (8marks)

Read the passage very carefully and answer the questions that follow:

“If it looks like a duck, walks like a duck, quacks like a duck, it’s a social construct of a duck.” Men and women look unlike, walk unlike, talk unlike. They differ in who is more competitive, single – minded and risk-taking; who is more likely to climb Everest, drive too fast, become president of the United States, commit a murder, or own a Nobel prize; in what triggers their sexual jealousy, erotic fantasies, status envy. Differences such as these are universal, transcending culture, class, ethnicity, region, education, and politics. They **manifest** themselves in all societies, a cross the modern world, and in every known record back through time. Above all, they are differences that any student of evolutionary theory could predict and explain. And yet, it has been said that so-called “gender” differences are just a social construct, a mere cultural artifact, as **arbitrary**, unwarranted and pointless as pink for girls and blue for boys (and, of course. Vastly more invidious) – and therefore, when it comes to explaining male - female differences, an evolutionary understanding is irrelevant or marginal. I hope to show why a Darwinian analysis is fundamental and indispensable. And why to reject it is mistaken both scientifically and pragmatically. Let’s begin with the invention of formal sex, at least a billion years ago. For a sexually reproducing organism, reproductive investment divides into competing for mates and caring for offspring. Originally, the two sexes invested equally in these tasks. But this arrangement turns out to be unstable. Very soon, sex cells had diverged. The total investment of the two sexes remained equal. But some organisms produced sex cells that were small, numerous, and low in nutrients, each of which was cheap and mobile – sperm-bearers had thus specialized somewhat in competing for mates. Other organisms produced sex cells that were large, few, and nutrient –rich, each of which donated essential provisions – eggs; egg-bearers had thus specialized somewhat in caring for off springs. Now once that **divergence** has opened up, it becomes self-reinforcing:

Competitors gain selective advantage by putting more into competing and caregivers into caring. And so, the divergence widens, generation after generation, down evolutionary time, escalating even to such flagrant excesses as peacock versus peahen-he investing prodigiously in competition, she correspondingly in child care.

In human beings the divergence is more modest. But it nevertheless cleaves our species into two. For, although the differences originate in reproductive strategies, they permeate our psychology-our priorities, emotions, hopes and desires.

Consider, for example, sexual jealousy. Darwinian Theory predicts that male jealousy will focus heavily on sexual infidelity (because of uncertainty of paternity) whereas female jealousy will focus more on emotional involvement (because that could signal loss of resources). And this is what has indeed been found. In one study,

85 percent of women said that emotional infidelity would upset them more whereas only 40 percent of men said that it would, this has been replicated in several cultures and **corroborated** using physiological measure of stress. Or consider attitudes to virginity. Darwinians expect a sex difference, reflecting in parental certainty. This was strikingly borne out in a study, the most comprehensive ever made, of male-female psychological differences (covering 37 cultures on 6 continents). Universally, men valued women's virginity more than women valued men's. Cultural differences make an impact. But they merely shift the extent to which people value virginity at all – a lot, for example, in Indonesia and Iran, but very little in Finland and Sweden. Universally, too women preferred husbands older than themselves; but there was not a single society in which men wanted older wives. This difference reflects women's evolved preference for men with status (because status could deliver resources for dependent offsprings) and men's preference for women with high reproductive potential. For the same reason, women universally cared more about women's physical attractiveness than vice versa.

Or take **homicide**, rates vary vastly from place to place and over time; compare, for example, Iceland and Miami early in the 20th century, where the rates were respectively less than one per million of the population a year and 1,100 per million. But the sex difference is invariant; and it is massive. About 95 percent or more of all murderers are men, mostly young men. This faithfully reflects the Darwinian expectation as to when male-male status competition will be most intense.

Now turn to the Guinness book of records and see how even the most recondite aspects of life reflect that same competitiveness –and single-mindedness, perseverance, and risk-taking, all evidence of the lengths that males will go to in order to win. Overwhelmingly, it is men that hold the records for “the most” or “The First” or “The Greatest…,” however apparently pointless the pursuit. Men are more

obsessive collectors – most notoriously the majority of serious collectors even of such traditionally “women’s things” as kitchen implements. And whereas women tend to own objects for sentimental reasons, men tend to collect them for their status or utility. It is no surprise to discover that women are more likely to buy classical recordings to enjoy the music, men to complete the set. And, from gambling to ballooning to motor-racing to Russian roulette to failing to apply sun block lotion, men are more ready to take risks.

Tellingly, psychological sex differences emerge as early as children’s play. Boys opt for formal games, with a definite outcome that allows them to be declared the winner; they quarrel repeatedly over the rules, with apparent enjoyment, and are better than girls at competing with friends. Girls prefer unstructured play, without rules and goals or winners and losers; and they **waive formalities** in favour of consensus. Even among one0year olds, girls are less willing to leave their mothers; boys are more independent, exploratory, and active. And at just 20 months, girls choose dolls and kitchen toys whereas boys choose construction and transport toys- not, of course, through **innate preference** for specific toys, but because of what the toys offer.

“So, what’s new?” I have heard critics cry. “Men preferring young women? Darwinians have merely ‘discovered’ what we all knew already.” But we don’t all know this already. Results such as these fly in the face of “the social construction of gender.” Why such universality, such robustness? Why divergence at such an early age? Why does male-female difference show up even across huge cultural, economic, social, political, religious, and historical divides? By contrast, evolutionary scientists have not only found these results, they have also explained them. The theory of natural selection both predicts that such differences will exist and provides a scientific understanding of why they do.

Questions:

- (a) Suggest an appropriate title for the passage. (2marks)
- (b) “If it looks like a duck, walks like a duck, quacks like a duck, it’s a social construct of a duck.” (…marks)

- (c) Explain what you understand by this statement in the context of what the passage is about. (4marks)
- (d) In a bout 100 words, explain Darwin's analysis of the relationship between men and women. (14marks)
- (e) Explain the meaning of the following words and phrases as used in the passage:
- | | |
|-------------------------|----------|
| a) bizarre | (2marks) |
| b) transcending culture | (2marks) |
| c) divergence | (2marks) |
| d) corroborated | (2marks) |
| e) homicide | (2marks) |
| f) fly in the face | (2marks) |
| g) arbitrary | (2marks) |
| h) manifest | (2marks) |
| i) waive formalities | (2marks) |
| j) innate preference | (2marks) |

SPGE (10mark)

END

GENERAL PAPER DEPARTMENT

Holiday work

March to April 2020

Instructions: *Make research on all but write **only two essays** of your best questions following questions.*

SENIOR SIX

1. To what extent have human rights been observed in Uganda?
2. How best can we utilize the available natural resources sustainably?
3. To what extent is environmental degradation in Uganda as a result of human activities?
4. To what extent has the decentralization policy been successful in Uganda?
5. Describe any five sustainable development goals and relate them to your country's situation.
6. 'Uganda would be better off without foreign aid.' Discuss.
7. Account for the occurrence of desertification in Uganda.

MOCK EXAMINATIONS 2019
Uganda Advanced Certification of Education

GENERAL PAPER
Paper 1
2 Hours 40 Minutes

Instructions to Candidates

- a) Attempt two questions: one from Section A and another from Section B.*
- b) Answers should be between **500** and **800** words in length.*

SECTION A

1. To what extent can rural electrification solve Uganda's environmental problems?
(50 marks)
2. To what extent is unemployment responsible for rural-urban migration? (50 marks)
3. Discuss the factors responsible for increased global warming in the world? (50 marks)
4. Under what circumstances may a strike or any form of demonstration be justified?
(50 marks)

SECTION B

Answer one question from this Section.

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

Four people get involved in a motor accident on a certain highway. Luckily none of them dies on spot but they sustain injuries and are rushed to the nearest health facility. After administering first aid, the doctor prescribes a unit of blood to be transfused for each patient, save for one who has lost more blood and would need two units. The nearest blood bank is 100 km away and any delay puts the lives of the patient at risk. Four witnesses of the accidents volunteer to donate blood and save the lives of the accident victims.

The names of the patients are: James, Peter, Vivian and Kato. The names of the bold donors are: Ruth, Clare, John and Robert.

Blood samples of both the patients are taken for a lab test to ascertain their blood groups and establish who donates to who. The lab results are not well arranged but are recorded randomly as rough lab notes. Below is a table showing bio-medical facts about blood groups.

Blood Group	Antigens (present on red blood cells)	Antibodies (present in the plasma)
Type O	nil	Anti- b and Anti- a
Type A	A antigen	Anti-b
Type B	B antigen	Anti-a
Type AB	A and B antigen	nil

- ❖ Type O can donate to all but only receive from Type O.
- ❖ Type A can only donate to Type A but can receive from Type A and O.
- ❖ Type B can only donate to Type B but can receive from Type B and O.
- ❖ Type AB can only donate to Type AB but is a universal recipient.

The rough lab notes indicate the following:

1. All donors (except one) are willing to offer only one unit of blood and all recipients need only one unit except one who requires two.
2. All the four blood groups are represented on either side of the patients and the donors.
3. James' blood has antibody-b.
4. Peter is the patient who needs two units to survive but will not receive blood from Clare.
5. Robert is willing to donate two units of blood.
6. Kato's blood group is neither A nor AB.
7. Clare can donate to all patients but she is willing to offer only one unit of blood.
8. John's blood has neither antibody-b nor antibody-a.
9. Neither Ruth nor Robert can donate to Vivian.
10. Ruth will donate to the patient with B antigen.

Questions:

- a) (i) In two separate columns, show the blood groups of each donor and each recipient. (12 marks)
 - (ii) Show which patient(s) each donor donated to. (05 marks)
 - b) (i) Which patient is a universal recipient? (01 mark)
 - (ii) Who is a universal donor among the four volunteers? (01 mark)
 - (iii) Apart from Robert, who else donated blood to Peter? (01 mark)
 - c) What are the causes of road accidents in your country? (10 marks)
 - d) What challenges are faced by medical workers in trying to save lives of accidents' victims? (10 marks)
- (SPGE = 10 Marks)

6. Read the passage below and answer the questions which follow. Try as much as possible to use your own words.

In a dimly lighted classroom at the University of Illinois at Chicago, students gather their belongings while listening to a professor wrap up a well-prepared lecture.

With only a few minutes of class time remaining, a female student in the second row pulls a cellular phone from her coat pocket and holds it firmly in her hand. Seeing this, other students in the class start checking their phones with urgency as contagious as yawning at the ballet. One by one, students pull out their treasured phones. Some are gold in color, some are silver, some even flip open and all are new and stylish. As the professor dismisses the class, students rush to check their message.

OK, so at one point or another we all have been annoyed by somebody on a cell phone, either someone whose phone rang during class or a motorist swerving all over the road with a phone smashed between a shoulder and an ear. The fact is cell phones are everywhere. But lately it seems what was once an essential tool for important communication has become merely a toy for college kids and adults alike. And now, the accessibility and inexpensiveness of this useful technology has spawned a whole new breed of annoying Americans whose lack of cell phone etiquette clearly demonstrates the selfishness of today's youths.

It is evident the cell phone **craze** has swept UIC. Just walking in campus it's almost certainly easier now to find a person on a cell phone than somebody holding a calculator or even listening to headphones. On campus, I've actually witnessed students decorate their cell phones with colored covers, play video games on the phone's display screen and even compare them with friends, just the other day as I was lounging before a class, I was surprised to hear Beethoven's Faith Symphony emanating from a student's pocket.

Now I've heard plenty of bad cover songs, but none as bad as this brilliant piece being played as a series of beeps on a royal blue Nokia cell phone.

Sure, some people might read this and think, "it is just a phone. What is the big deal?" But I believe the significance of the cell phone is correlated with the value of today's youths. Ultimately and unfortunately, this is the importance young people place on material goods and products. There is no doubt we are living in a visual age in which images encourage us to be good consumers. But we must realize we are living in a country where everything we consume is first researched by teams of experts whose main objective is increasing profits. This includes technologies such as cell phones, and today's youth are obliviously buying into the hype and filling in a void normally reserved for spirituality and original thought.

It's funny how things change. Since the 60s, college students are more concerned with updating their cell phones every two months and adorning their new cars with shiny chrome wheels than they are in fighting for a good cause. The cell phone culture certainly is a

selfish one. Cell phones can be a convenience, but when they are used to detach the user from the environment, it simply is unnecessary and wrong. What better way to avoid interaction with the environment and the people in it than to shield your ear with a cell phone?

As technology continues to progress, it is obvious young Americans will continue to be obedient consumers. But ultimately it boils down to what is important to us, and I truly hope it's more than just the materials.

Questions

- a) Suggest an appropriate title for the above passage. (02 marks)
- b) What, according to the passage does the writer intend to communicate? (8 marks)
- c) In a paragraph of not more than 100 words, summarize the disadvantages of cell phone technology. (10 marks)
- d) Explain the meaning of the following words and phrases as used in the passage.
 - i. Wrap up (2 marks)
 - ii. Contagious (2 marks)
 - iii. A toy (2 marks)
 - iv. Cell phone etiquette (2 marks)
 - v. Craze (2 marks)
 - vi. Valve of today's youths (2 marks)
 - vii. Obviously (2 marks)
 - viii. Hype (2 marks)
 - ix. Detach (2 marks)
 - x. Boils down (2 marks)

(20 marks)
(SPGE = 10 Marks)

END