

ENGLISH LANGUAGE

Paper 1

2 hours

INSTRUCTIONS TO CANDIDATES:

This paper consists of two sections: A and B. It has four examination items.

Section A is compulsory.

Answer one item from Section B.

Answer three examination items in all.

Answers to Section A must be written in the spaces provided.

Answers to Section B must be written in the answer booklets provided.

Any additional items answered will not be scored.

SECTION A

Item 1.

Read the text below.

Environmental pollution has become a major global concern affecting countries across the world. In Uganda, the situation is no different, with the country grappling with various forms of pollution including air, water and soil pollution. The effects range from heavy rains to rising water levels and prolonged dry seasons. In severe cases, pollution results in loss of lives and property is damaged. This is currently happening in Uganda and worse is yet to come if action is not taken to protect the environment.

The media has been awash with news about floods and rising water levels in different parts of the country resulting from the heavy rains that have been rampant lately. On 24th April, 2023, one person died and three were reported missing after flooding from the overflowing Mukhoya River in Kasese district.

The Kyanzutsus and Nyamwamba rivers also broke their banks around this time, damaging homes and property in Mahango and Kyajuki. Uganda Red Cross reported that one person died and two were injured after a landslide in Bugheredero in Buhurira sub-county in Kasese district on May 1st 2023. In Mbale district, one person died and several homes were damaged after floods in Bushikor Parish on April 26th 2023. In addition to all this, transportation has been compromised, for example, the Kabale-Kisoro road was temporarily closed following serious cracks on the road at Hamurwa which had been caused by a landslide after a week of heavy rainfall.

The environmental impact of floods in Uganda is significant. Heavy rainfall and flooding contribute to soil erosion and loss of fertile top soil. This erosion can degrade agricultural lands and reduce their long-term productivity. Floods also contribute to deforestation as trees are uprooted or washed away, further worsening soil erosion and loss of biodiversity.

The flood waters often carry pollutants such as chemicals, sewerage and solid waste, contaminating water sources and posing a risk to public health. The increased sedimentation and pollution in rivers and lakes has adverse effects on aquatic ecosystems, leading to the decline of fish population and other aquatic species.

The loss of habitats and property has left many families without a place to sleep or a place to earn a living and sustain their families. This has forced them into an even worse situation.

Other effects include educational disruption, spread of respiratory diseases like pneumonia, interrupted utilities and high insurance costs.

As Ugandans, we should not be shocked if Mother Nature starts claiming what we have stolen from her. Therefore, as citizens, we demand the government and all relevant stakeholders to do the needful before the earth decides to take her own course of action.

Adapted from: *The Daily Monitor* May 10, 2023.

Task: As the President of the Environmental Club at your school, write what you will share on the effects of environmental pollution with club members as shown in the passage. Use about **100** words to write.

ROUGH COPY and FAIR COPY

Item 2.

Read the text below.

I still vividly recall my four years' experience in secondary school. It seems like yesterday. I had eagerly anticipated advancing to secondary level following my seven years of primary school. Being the first child in my family, there was a great deal of excitement surrounding my entrance into secondary school, and the preparations were well worth it. I could not believe that I was finally at a new level. I would dress elegantly in grey trousers and a white shirt with a striped blue tie, leaving many people in admiration and wondering how well I had ironed my shirt.

As teachers constantly advised, secondary school was actually the finest place for all students to showcase their academic abilities and of course, to get ready for the future. The teachers were constantly in good communication with us and were kind and encouraging. I liked every subject, but was particularly pleased with Kiswahili. I was inspired to learn that new language by the way the teacher taught it.

In my class, I made a lot of friends, but one stood out. Andrew was a tall, broad-shouldered boy with a dark complexion and large eyes. Although a few of my classmates were afraid of him, many were attracted to him for his tactful approaches.

Had I known him better, we would never have become friends. When I look back at how we became friends, my heart skips a beat. Sometimes he offered to buy me snacks from the school canteen, which left me wondering about his generous nature. We were in the same discussion group and continued to participate in other school activities together. However, Andrew appeared distant and uninterested in studies. He consistently disrespected teachers through his jokes, which would lead to punishments.

Our friendship kept growing. He showed me around his home, but I was hesitant to show him around mine since my parents were strict. We always returned home together because we lived in the same village and occasionally, on our way home, he would buy beverages for me. Upon inquiry about his source of income, he disclosed that he worked at construction sites during weekends. He added that he would soon launch a business and that he was working to pay for his own school fees. What an entrepreneur! That made me admire him even more. We grew closer the more we spoke to each other.

At the beginning of the first term of Senior Four, students were required to clear all school dues (two hundred and fifty thousand) for both school and registration fees for national examinations. Nobody would be registered without the payment. My father gave me all the

money. Being such close friends, Andrew opened my bag and saw the money – two hundred and fifty thousand shillings.

"Are you going to pay the school fees?" he inquired.

"Yes," I replied.

He congratulated me and immediately proposed a business plan. He explained how I would benefit if I gave him the money to invest in a *Chapatti* business for a week. Naive as I was, I handed him the cash in excitement and began to wait for profits. My friend did not come the following day. After three days, I went to his home only to find it empty. I kept stopping by his house every morning and evening for a week hoping to find him.

The deadline for registration for the national examinations was getting closer, but Andrew was nowhere to be found. How could I have put my trust in this liar? How would I approach my father? He had supported me through school by working as a labourer. His sacrifice had been in vain!

Eventually I gathered courage and told my class teacher about what had happened. She paid close attention as I described my experience. She took me to the Head teacher, who after listening to the story, advised me to report the case to the nearest police station. The police took my statement and later revealed that Andrew was already in their custody. He had been arrested three days before together with other village boys. That notorious gang, to which Andrew belonged had been robbing the village. Andrew was that infamous gang member, who would break people's necks and strain their muscles. That revelation, completely stunned me and I concluded that not all that glitters is gold.

Respond to each of the following tasks about the text:

(a) In life no man is an island. People meet in different places for different reasons and that's how relationships start and grow.

Why did the storyteller give Andrew the school fees?

(b) "Not all that glitters is gold." How does this proverb fit the message of the text?

(c) The police officer revealed that Andrew had been arrested three days before. Write the actual words of the police officer.

d) One can understand a character by considering what the character says or does. Referring to the story of the passage, explain what kind of person the storyteller is.

(e) Our feelings about people are determined by what they do to us. Referring to the passage above, describe your feelings towards Andrew.

(f) You have a brother in Senior Two. He has always come home with different friends but there is one whose behaviour you are suspicious about.

Use the story above to explain to him what you have learnt about some friends.

SECTION B

Either:

Item 3.

You are the chairperson of the Debate Club at your school. Your neighbouring school has always requested you to organise a friendly debate and you are finally organising one. Write to the Patron of the Debate Club of the neighbouring school. (Use 250 – 300 words.)

Or:

Item 4.

A student switched off lights during evening lessons. Your name was mentioned among the suspects. You were summoned to the disciplinary committee. Write your talk or chat with the chairperson disciplinary committee. (Use 250 – 300 words.)

LITERATURE IN ENGLISH

Paper 1

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

This paper consists of three examination items. It has two Sections; A and B.

Section A has one compulsory item.

There are two examination items in section B. Answer one item.

Answer two examination items in all.

Any additional items answered will not be scored.

All answers must be written in the Answer Booklet provided.

SECTION A

Item 1.

Read the passage below and then answer all the tasks that follow.

Le Bona was a busy place. The main sitting area had twenty tables – fifteen with four chairs each, while the other five were two-seaters. The upper area hanging above the chef’s section, had ten tables, all two-seaters. While the lower place had the conventional restaurant chairs, the upper area had thick-cushioned seats that seem to have been meant for couples on dates and clients who came to the place to keep away from the city noise and crowds. At no time of the day, Alyna started work, did they have more than three free tables at a go.

Unlike other places where specific people managed the coffee machines as others served the tables, at *Le Bona*, everybody ran the coffee machines and served their clients. The chefs only did the snacks and salads. When Alyna arrived at the café, she had been taken through a thirty-minute demonstration of how to operate the machines, then pushed right into the deep end with orders to serve the clients and “make sure you serve them well enough to make them come back every day”. The man who gave her the tutorial was Kenyan in keeping with the prevalent belief among most hospitality business people that Kenyans managed such places better than their Ugandan counterparts. So, cafes, hotels clubs and spas were mostly managed by Kenyans who, in some cases brought in other Kenyans to do the other lower duties.

Mr. Riunga, in his late forties, was going to be Alyna’s immediate supervisor, he had told her before the demonstration. He was a quiet soft-spoken man but Alyna could see that he did not have a lot of patience. She also thought he had the markings of a perfectionist.

Alyna worked till 9 p.m., when Mr. Riunga told her she could prepare to leave, since all the clients in her area had left. After he left, the young man who had talked to her earlier about the nature of work on the first day walked up to her.

“Hey, how’s it going so far?” he asked as he sat down on a bench beside her chair. She was reading a *Le Bona flier*.

“Well, I am getting the hang of it. I guess I will get there by and by thanks for your concern and help.”

“Oh, that’s nothing. I am new myself, making a month tomorrow, but it took someone else’s intervention for me to make it to second day.”

“How’s that?” Alyna was horrified.

The young man smiled and Alyna noticed that when he did, a shallow but deep dimple appeared on his left cheek. She thought it made his smile delicious.

“You’re lucky Mr. Riunga is your supervisor. He may insist on high standards, but he is understanding. Mine is not as gentle with new people. She wanted me disposed of with the used napkins on the first day.”

This guy is very funny, Alyna thought.

“That’s so sad,” she said. Most clients had left and only a few people remained upstairs. These were mainly couples who were done with their meals but not with each other’s company. So there were no fresh orders, though it was mandatory that staff waited till the clients in their zones had left. Alyna’s clients had all left, but this young man served upstairs, and was to hang around till all the clients left, though the official time for closure was 9:00 p.m.

“Now I am fine,” he said, before adding, “By the way, I have not introduced myself. I am Henry, though my *friends* call me Harry.”

“Great to meet you Harry,” Alyna said as she stretched out her hand to shake his. “And I am Alyna Kalisa.”

“I said only my friends call me Harry,” he teased.

Which is why I did,” Alyna fired back. “I must go now; there are only two children in the house at home.”

“Oh, you are a mother?” he was truly horrified.

“No! You are weird! One of the boys is my little bro and the other is our almost five-year-old nephew. His mother, our big sister, is away on a trip.” Alyna shocked herself by opening up to Harry, someone she had just met that very evening, to the level of delving into details about her family.

“Nakasero roads can be secluded at night. Can’t you hold on just a little longer, so we can walk down to Bombo Road together? It can be unsafe, you know.”

Tasks:

(a) Authors often use setting to develop their stories. Readers are taken to different places, are introduced to different characters and shown what they do and how they relate with each other. The readers are also taken into knowing the time when such happenings take place.

Describe the setting of the passage.

(b) In Literature we can understand a character by considering what the character says, does and what others say about him or her. Referring to the dialogue, actions, and relationships in the passage, describe the character of **either** Alyna **or** Harry.

(c) Some texts communicate ideas which are largely expressed through narrative style, setting, character actions, experiences and relationships. These ideas are broadly presented as themes. Explain the themes presented in the passage.

(d) Harry says, “You are lucky Mr. Riunga is your supervisor. He may insist on high standards, but he is understanding.” This is because Mr. Riunga is a considerate supervisor. Using the

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character of Mr. Riunga as an example, advise your class councillor or class monitor on how to treat their classmates.

You should write your advice in two paragraphs.

SECTION B

Choose **one** task from this section. Illustrate your answer by referring to any of the following set books:

- WILLIAM SHAKESPEARE: *The Merchant of Venice*
- FRANCIS IMBUGA: *The Return of Mgofu*
- JOHN STEINBECK: *The Pearl*
- LAWRENCE DARMANI: *Grief Child*
- SYLVESTER ONZIVUA: *The Heart Soothers*
- OKIYA OMTATAH OKOITI: *Voice of the People*
- VICTOR BYABAMAZIMA: *Shadows of Time*
- CHINUA ACHEBE: *Things Fall Apart*
- DANIEL MENGARA: *Mema*
- DAVID RUBADIRI: *Growing up with Poetry*
- A.D. AMATESHE: *An Anthology of East African Poetry*

Either

Item 2.

Many authors write to present different human weaknesses and wrongs in society. The weaknesses and wrongs affect different characters, character relationships and society in general. With reference to any one of the set books that you have studied, explain the different weaknesses and wrongs that the writer brings out.

Or

Item 3.

James is a new student in your school. His classmates are finding him hard to get along with because of his unacceptable behaviour. As a student of Literature, refer to situations and character experiences in one of the set books and advise him on how to gain acceptable behavior.

CHRISTIAN RELIGIOUS EDUCATION

Paper 1

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

*This examination consists of **six** items. It has **two** sections; **A** and **B**.*

*Respond to **four** items in all.*

*Section **A** has **two** compulsory items.*

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Section B has **two** parts; **I** and **II**. Respond to **one** item from each part.
Any additional item(s) responded to will **not** be scored.
All responses **must** be written in the booklet(s) provided.

SECTION A

Respond to **all** the items in this section.

Item 1.

“I am the Lord your God who brought you out of Egypt, out of the land of slavery. You shall have no other gods before me. You shall not make for yourself an idol in the form of anything in heaven above or on the earth beneath or in the waters below. You shall not bow down to them or worship them; for I, the Lord your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments. You shall not misuse the name of the Lord your God, for the Lord will not hold anyone guiltless who misuses his name.” Exodus 20: 2 – 7. (NIV)

Tasks:

- How can the message in the above text strengthen Christian’s faith in God, in Uganda today?
- Explain the attributes of God according to Traditional African Religions, that are similar to the Biblical teaching about God in the text above.

Item 2.

In some village in Uganda, existed a polygamous marriage, in which a man had two wives with six children. However, he had not yet fulfilled marital obligations of bride price payment and Church wedding with any of the wives. The man separated with one of the wives due to marital unfaithfulness (adultery). She left behind her children with the man and the co-wife. The remaining wife then took responsibility for all the six children but she now feels that the step children should leave the home for her convenience. The husband is not in agreement with her idea and feels all the children should stay in his home.

Tasks:

- Explain the Christian values that the scenario teaches young people about marriage.
- Explain Traditional African marriage approaches that should have been used to keep the marriage in the scenario stable.

SECTION B

This section has **two** parts; **I** and **II**.

Part I

Respond to **one** item from this part.

Item 3.

A brilliant young graduate remained unemployed for ten years because of despising available jobs. He eventually got a well-paying job as an accountant. Out of excitement, he got into alcoholism spending most of his night time in bars. Fifteen years in employment, he has failed to develop himself in anyway.

Task:

Using Christian and Traditional African views, explain ways in which the scenario informs the youth in Uganda to be productive.

Item 4.

“There was a man who had two sons. The young one said to his father, ‘Father, give me my share of the estate.’ So he divided his property between them. Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. After he had spent everything, there was a severe famine in that whole country, and he began to be in need. So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.” Luke 15:11 – 16. (NIV)

Task:

Relate the message in the Biblical text above to;

- (a) the ways of life of some people in Uganda today in regard to wealth and development.
- (b) the Traditional African understanding of leisure time.

Part II

Respond to **one** item from this part.

Item 5.

Rinah borrowed some money from her friend Joan, promising to pay it back within one month. Unfortunately Rinah refused to pay back the money and instead asked Joan to produce evidence of lending her money. The two lost friendship and are now in conflict, hatred and ill-talk against each other to members of the community.

Task:

Using Christian and contemporary approaches, how best can the parties involved in the scenario resolve their differences?

Item 6.

In some areas of Uganda, live communities that are always in conflict. They raid each other over cattle, sheep, goats and foodstuff. People live in anger, hatred and fear for loss of property and life.

Task:

Basing on Christian and Traditional African views, explain ways in which people in the scenario can live in harmony.

HISTORY AND POLITICAL EDUCATION

Paper 1

2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES:

*This paper consists of sections A and B. It has **four** examination items.*

*Section A is **compulsory**.*

*Answer **one** item from Section B.*

*Answer **three** examination items in all.*

*Any additional item answered will **not** be scored.*

All answers **must** be written in the answer booklet(s) provided.

SECTION A

Answer **all** items in this section.

Item 1.

Descendants of the same great grandparents (ancestry) who have lived in three distant areas for five generations decided to hold a clan reunion. During the reunion all members from the three groups were expected to share their origins. However, conflicting stories about their ancestry came up, resulting into doubts about whether they truly originated from the same great grandparents.

Task:

Explain to the above members the steps they should follow to confirm their origins.

Item 2.

Forceful acquisition of land is a common occurrence in Uganda today. This is commonly done by powerful, well organised and financially stable individuals of foreign origins with commercial interests against the relatively poor, illiterate and disorganised natives. Your community is severely affected by land acquisitions of this type which has caused the traditional leaders to hold a meeting with the community members to address this threat. In the meeting, members learned that the first threat of this type was in the late 19th and early 20th centuries and it was resisted. In that meeting some members proposed use of force against the forceful land acquirers while others suggested peaceful means to address this threat.

Support Material



Fig. 2 A land conflict scene in Uganda. Published in The Daily Monitor, Sunday July 4th, 2021.

Task:

Defend the choice of action you would recommend to the community in this situation.

SECTION B

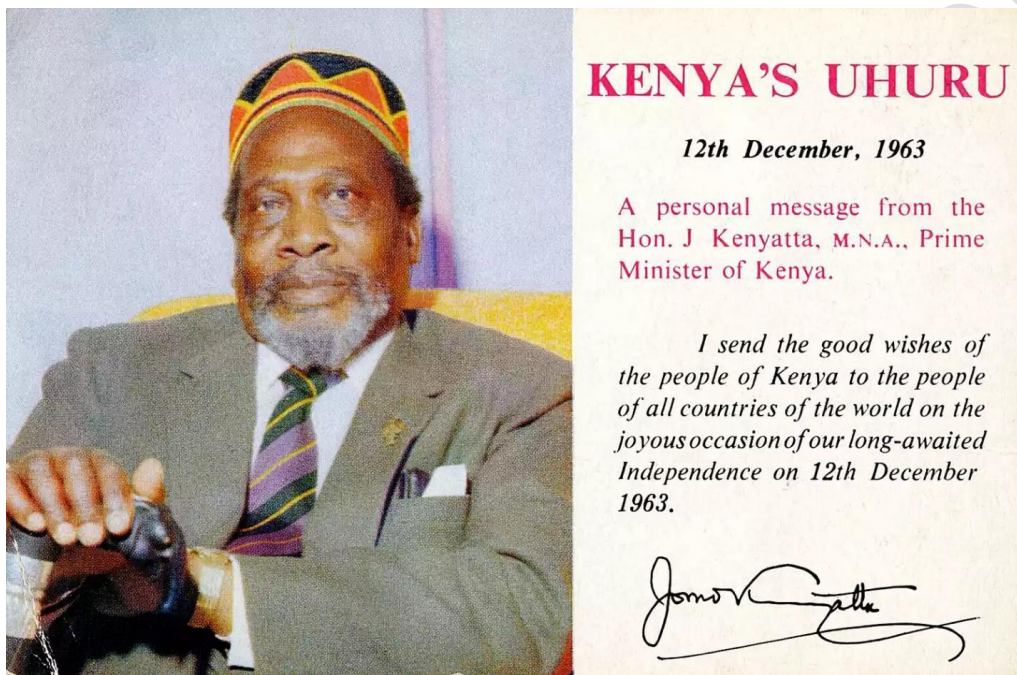
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Answer **one** item in this section.

Item 3.

Most African countries commemorate the days they attained independence with celebrations. Africans felt by attaining independence, they were finally free from their oppressive colonial masters in order to manage their own political, economic and social affairs, and develop themselves. However, after decades of independence, their conditions are not any better. In many cases it has even got worse. This has resulted into public grievances against their governments.

Support material (a)



Available from: [https://www.thoughtco.com/thumb/29VTXMnMhxnripqUGWUd9UqGZ9o=/1500x0/filters:no_upscale\(\):max_bytes\(150000\):strip_icc\(\):format\(webp\)/Kenyan-uhuru-card-5895b9fb3df78caebca3a1b3.png](https://www.thoughtco.com/thumb/29VTXMnMhxnripqUGWUd9UqGZ9o=/1500x0/filters:no_upscale():max_bytes(150000):strip_icc():format(webp)/Kenyan-uhuru-card-5895b9fb3df78caebca3a1b3.png)

Task:

Giving examples from any **one** East African country, explain the situation in the above scenario and suggest possible solutions.

Item 4.

In Uganda, the Central Government shares much of its legal and political powers with the Local Governments. In some cases, these powers are transferred all together to serve citizens better. To ensure minimum standards, these powers are guided by the strategic objectives for the District Local Governments and Urban Authorities. However, in most Districts and Urban areas, public opinion is divided about the level of success of the local government system. Some members of the public think the system is very successful, while others think it is a total failure. The support information below gives a standard of measure of performance of District Local Governments and Urban Authorities.

Support material

Strategic Objectives for District Local Governments and Urban Authorities in Uganda.

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- (i) To identify and collect sufficient revenue for service delivery;
- (ii) To increase the level of education and literacy;
- (iii) To provide adequate and accessible health services to the people;
- (iv) To avail community based services to all people according to needs;
- (v) To put in place infrastructure/ facilities including feeder roads, water supplies and public buildings;
- (vi) To ensure food sufficiency and food security and effective marketing of agricultural produce;
- (vii) To facilitate and promote appropriate use, utilisation and maintenance of natural resources;
- (viii) To raise levels of economic and social development;
- (ix) To promote democracy and performance accountability.

Adopted: Ministry of Public Service (Uganda), Comprehensive review of Local Governments, May, 2016, P 14.

Task:

Give your opinion about the level of success of any one District Local Government or Urban Authority in Uganda using information in the scenario and the strategic objectives above and explain the factors limiting its success.

GEOGRAPHY

Paper 1

2 hours 45 minutes

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **two** sections; **A** and **B**. It has **six** examination items.*

*Section **A** has **two** compulsory items.*

*Section **B** has **two** parts; **I** and **II**. Answer **one** item from each part.*

*Answer **four** examination items in **all**.*

You may use diagrams where applicable to illustrate your answers.

*Any additional item(s) answered will **not** be scored.*

SECTION A: Map and Photograph Skills

*Answer **all** items in this section.*

Item 1: Map Skills

For this item use the East Africa 1:50,000(Uganda) map extract of Kijura series Y732, sheet 56/2, Edition3-U.S.D, the information in the text below and the support materials in Fig. 1 provided to answer the tasks given:

(a) Adyeri lives in Nyakabale Tea Estate in the Southern part of the area shown on the map extract. Whenever she is traveling she picks the taxi from the road junction at grid reference 122853. She wants to visit her aunt, a nursing officer at Kyabajasi hospital (grid reference 123899). The taxi fare is sh2000 per head per kilometre.

Task: Determine the amount of money she will spend on the journey.

(b) The communities living in Hakibaale one of the sub-counties shown on the map extract of Kijura, carry out large scale tea growing. Most of their farms are found in areas East of Easting 07 and South of Northing 96.

The farmers have plans to expand their farms. Expansion in the Northern and Western directions is limited by the steep and rugged relief. The farmers are requesting government to allow them expand their farms towards the Southern and Eastern directions up to Burahya-Mwenge County boundary.

The local government Secretary for Environment is opposed to their request on grounds that it may negatively affect the natural environment in the area but farmers are determined to go on with the expansion.

Support materials:



(a)



(b)

Task:

Using evidence from the map extract and the support materials provided, explain the kind of advice you would give to the farmers about their planned expansion of tea farms.

Item 2: Photograph Skills

Study Fig. 2, a photograph taken from one of the places in Western Uganda, and the text provided below it.



You are working with Sunset Tours and Travel Company Limited as a tour guide. A group of American tourists are planning to visit your country during their summer holiday. They have visited your company website and have booked your company to help them tour certain areas of interest. The company manager is of the view that the tourists should visit the area shown in the photograph. As their guide-to-be, the company manager has instructed you to prepare a written descriptive account informing the visitors of the attractions they will see and activities they will engage in when they come to visit the area identified and the likely challenges they may face.

Task:

- Draw a landscape sketch of the photograph and on it mark and name the features found in the area shown in the photo.
- Describe for the visitors the attractions they will see and the activities they will engage in when they visit the area. Give evidence from the photograph.
- What recommendations would you make to the local community to improve the area for tourism?

SECTION B

This section has two parts I and II.

Part I

Answer one item from this part.

Item 3.

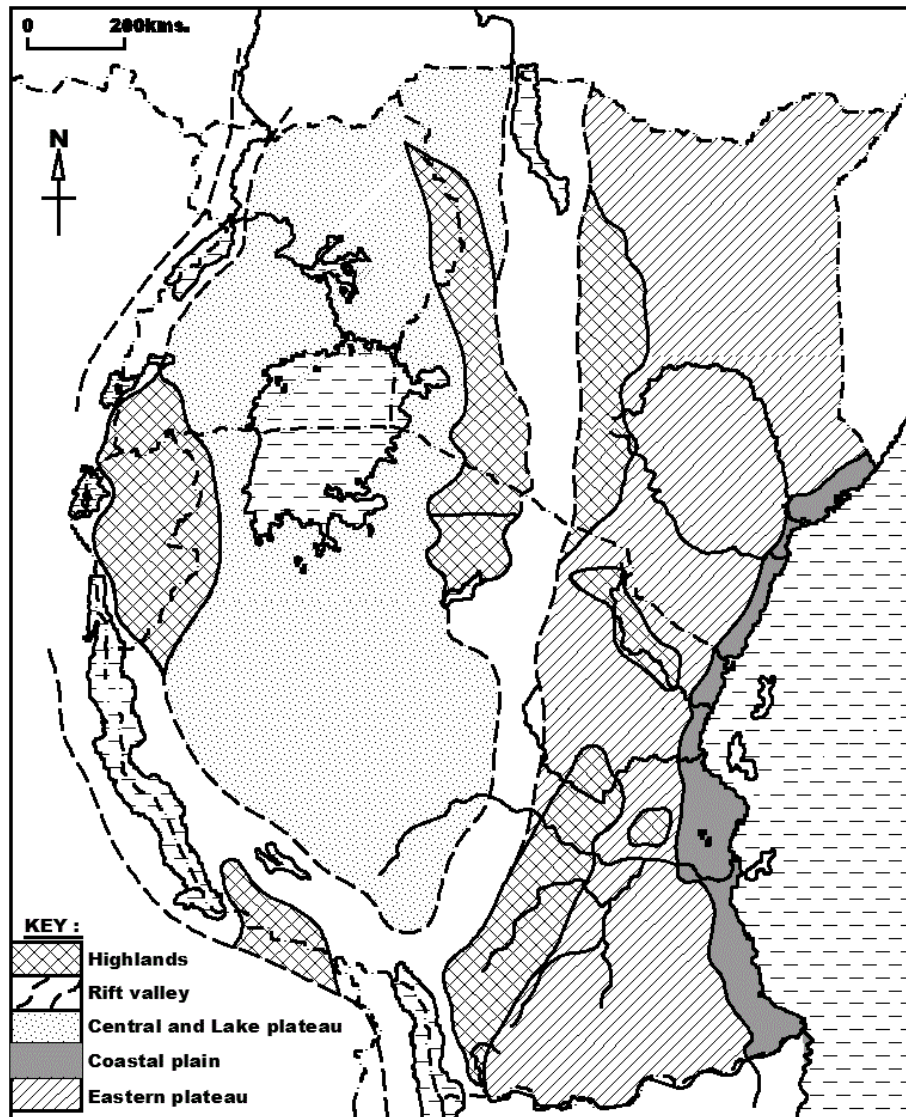
Study the text and Fig. 3 provided and use them to answer this item.

Mary and her family have been living in a foreign country for the last 30 years. The family plans to return to East Africa and establish their home in any one of the relief regions where

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they can carry out vegetable farming. However, they have little knowledge about the geography of East Africa.

Support material: Map of East Africa showing relief regions



Task:

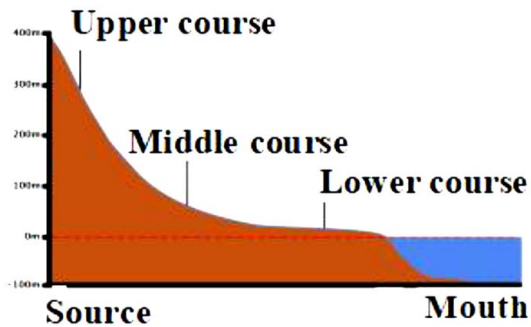
Write an essay of about **250 - 300** words advising Mary and her family on where they can settle and carry out vegetable farming.

Item 4.

Your sub-county has a number of physical features one of which is a river which originates from one of the highlands in the area and ends in the lake in the neighbouring sub-county. The government is encouraging all sub-counties in the country to use the existing natural resources to improve lives of people. However, your sub-county has not been able to use the river. You have been invited for a council meeting to sensitise the community members on how they can use the river to improve their lives.

Support materials:

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(a)

(b)

The long profile of a river

Task:

Prepare a written speech of about 500 words which you will present in the council meeting.

Part II

Answer one item from this part.

Item 5.

According to the 2021 Uganda Population Survey, the country's population was estimated to be 42 million, and growing at a rate of 3 % per year.

At this rate, the country's population is expected to reach 72.4 million people by 2040; representing an annual increase of 1.6 million people per year.

Members of your community have different views about this rate of population growth. Some see it as a benefit, while others think it is a danger to the country.

Support materials:

Table showing Uganda's population between 1980 and 2023

YEAR	POPULATION(in millions)
1980	12.6
1991	16.7
2002	24.2
2014	34.6
2023	48.6

Adopted: (UBOS, and Trending Economics)

Task:

(a) Draw a suitable graph to show the information in the table.

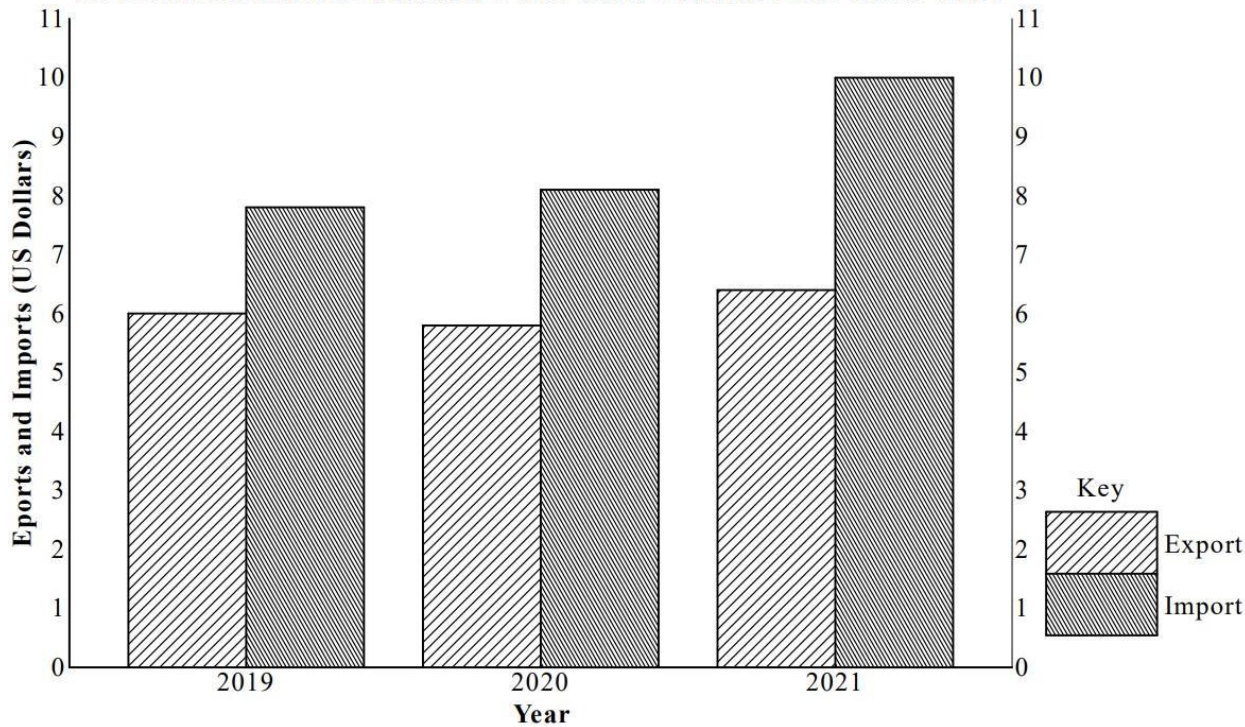
(b) Using the information provided in the text and table, write an article of between 250 – 300 to be published in one of the local newspapers that will help you deal with the concerns of the members of your community.

Item 6.

Over the years, Uganda government has put in place several measures to increase the income from exports. These include; setting up the Uganda Export Promotion Board, signing trade agreements with other countries, construction of roads and processing exports to add value. Despite all these efforts, the country's balance of trade has remained unfavourable. Traders in your community are interested in understanding how they can contribute towards improving this situation but they lack the necessary information of how to do so.

Support materials:

COMPARATIVE BAR GRAPH SHOWING UGANDA'S INTERNATIONAL TRADE FOR THE YEARS 2019 AND 2021



Task:

- Using evidence from the graph only, explain the likely effects of this trend of trade on the development of Uganda.
- Advise traders in your community on how they can contribute towards improving the country's balance of trade.

LUGANDA

Olupapula olwokubiri

Okusoma bwino, okufunza n'ebyobuwangwa

Essaawa bbiri n'ekitundu

EBIGOBERERWA:

Olupapula luno lugabanyiziddwamu ebitundu bisatu: A, B ne C.

Awamu mulimu ebibuuzo bina.

Ebitundu A ne B byabuwaze.

Mu kitundu C mulimu nnamba bbiri. Kolako nnamba 3 oba 4.

Ddamu ebibuuzo bisatu awamu.

Ebibuuzo ebisukka mu by'olagiddwa tebijja kugololwa.

Ebyokuddamu biwandiike mu mpapula ezikuweereddwa.

EKITUNDU A

1. *Soma ekitundu kino wammanga n'oluvannyuma oddemu ebibuuzo ebikuweereddwa ku nkomerero yaakyo.*

“Omulumu guno si mwangu kuba be tukolera tebasiima ate batulaba nga abayaaye, olw'ensonga nti abamu ku bannaffe enneeeyisa yaabwe mbi nnyo. Ye nsonga eyaviirako omu ku baminista okwagala tukeberegwe emitwe.” Ebyo bye bigambo Lusiba bye yayogera nga tumaze okukkiriziganya ku busimooni □ □ amba ensimbi ze yali antwalira ssaako n'okunnamusaako obulungi. Twagenda tunyumya, okuva we natuulira ku manyoole we oba tugiyite boodabooda ye. Namubuuza oba naye yamala kutunda ttaka okugigula ko ye nedda. Awo kwe kumubuuza ekyamuleetera okwagala omulumu guno, kuba yandaga nti yali yasoma n'afuna ebbaluwa mu byamazzi(plumbing). Yanziramu nga yenna musanyufu nnyo nti, “Newankubadde musangibwamu ebizibu bingi nga: obutaba kyangu kufuna ppamiti, okutukuba obuyondo, okuzibba ssaako okuzibowa ne zitwalibwa ku poliisi ne zivundirayo, seevuma mulimu guno kuba we nsula sikonkonwa. Nsobodde okuweerera abaana era n'omu anaatera okumaliriza obusawo mu University e Makerere mwavangamu, bw'anaamala nja kukuyita ku kabaga ke.”

Emboozu bwe yatuuka wano ate n'eyongerera okunkwata omugamba, ne mmubuuza engeri gy'asobodde kino. Yantegeeza nti, ekintu ekisookera ddala, mu bulamu teri mulimu mubi; kasita tonyooma mulimu ogufunamu. Okwesiga Katonda kikulu nnyo, kuba y'atuwanguza mu buli kimu. Yeeyongerera n'antegeeza nti ewuwe buli ku makya bonna bakeera kuzinza na kusaba Katonda abatangire enkwe z'omulabe sitaani. Kino kimukoledde era kati emyaka abiri (20) be ddu nga tafuna kabenje. Obuyonjo yabusimbako amannyo era okumutunuulira ng'ekikooti kye kitukula bulungi, era nga tavaamu lusu lwonna lukosa nnyindo zange. Lusiba yanjaamba nti yasooka kukozezebwa, era olw'okuba omukozi ssaako n'amazima, eri mukamaawe, kyamusobozesa okugula ppikipiki eyiye mu myezi mukaaga gyokka. Okuva olwo teyadda mabega. Awo we nnamubuuliza nti; “Naye okutwalira awamu ofuna ssente mmeka olunaku?” Yanziramu nti, “Olunaku bwe lugenda obulungi, n'emitwalo omukaaga ngikola”. Yeeyongerera nantegeeza nti buli lunaku atereka emitwalo esatu (Shs30,000). Yannyumiza omusajja gwe yavugako olumu. Mbu omusajja yamusanga anaatera okunnyuka. Yajja n'ensawo n'agimukwasa naye bwe yamutuusa ewuwe yasitula bye yali akutte n'ayingira ennyumba ye. Ensawo n'agyerabira ku manyoole kuba yali agitatde mu maaso. Bwe yatuuka ewaka kwe kulaba ensawo y'omusaabaze. Ekiro ekyo yavuga n'agizzaayo mu bulumi naye ate ekikolwa ekyo kyamuwa essanyu. Bwe yagituusa n'agimuwa, omusajja yasanyuka era bwe yakebera ng'ebiri mu nsawo tebikwatiddwako yamwebaza era ekirabo yamuwa ppikipiki empya; bw'atyo n'aweza ppikipiki bbiri. Oluvannyuma yantegezebwa nti ensawo gye yaddiza omusaabaze yalimu obukadde obusoba mu makumi ana.

Bwe namubuuza engeri gye yeewalamu ebikemo by'okudigida, Lusiba yaseka nnyo, oluvannyuma nantegeeza nti, omuvuzi wa Booda atafuga mubiri gwe akomekkereza afunye ebirwadde oba obutakulaakulana anti ensimbi aba azimalira mu kukyakala. Yayongerako nti banne bangi be yali aziise nga bafudde mukenenya ate ng'ababa babasiize bamu ku basaabaze baabwe. Mbu bangi balinnya ppikipiki zaabwe ekiro n'ebigendererwa ebibi. “Anti olutuula n'akukwata mu kiwato n'akuvumbagira be vvu, ng'eno bw'akukulukuunyaako amabeere ge,

gye biggweera ng'owanyisiganyizibbwa mu birowoozo. Bw'otaba mugumu ssente z 'okoze olunaku olwo ozimalira mu bwenzi!"

Yanjamba nti, "Okusobola okufuna obulungi mu mulimu guno, oteekwa okuba ng'olinawo ku ssente enkalu; kuba waliwo kasitoma ayinza okukukubira essimu ng'ayagala omugulire ebintu ebitali bimu, obimutwalire eka bw'annyuka akawungeezi awo n'alyoka akusasula. Abo nno mbafunamu ssente nnyingi kuba olumu batuwa n'akasiimo." Yeeyongera n'antegeeza nti, aliko abantu b'avugira omwezi era nga bamusasula ku nkomerero ya mwezi, naddala abo abalina abaana abato abasoma. Kino yagamba nti kyetaaga obuguminkiriza bungi naye nga kisasula. Anti buli luvannyuma lwa mwezi yali akujjaanya emitwalo amakumi ana be ddu! Nti lwakuba era waliwo abatamusasula era abo ayawukanye bubi nabo.

Wabula yantegeeza nti abagoba abeetaba mu kwekalakaasa bangi ppikipiki zaabwe baziboye; abategendereza ku nguudo, ebinnya bibakuba ebigwo n'okwonoona ppikipiki zaabwe; oba okusibwa mu makomera nga ery'e Kitalya olw'obutaba na bisaanyizo. Bwe nnatuuka we nviirako nakwata mu ndyanga ne mmusasula era ne mmwebaza okunvuga obulungi. Sisabangako mugoba wa boodabooda namba ya ssimu naye, Lusiba nnagimusaba era yansuubiza okumpita ng'omwana we atikkiddwa diguli y'obusawo. Ne gye buli eno Lusiba y'anvuga era enkolagana yaffe yava mu mukwano kati twafuuka baaluganda.

Ebibuuzo:

(a) Oluvanyuma lw'okusoma ekitundu kino nyonyola mukaddewo abadde avumirira omulimu gwa boodabooda ebintu ebyenjwulo **bina (4)** ebyoleka nti ddala omulimu ogwo si mubi.

(b) Mukwano gwo yasikira ettaka, kaakano anoonya baligula afune ssente agule boodabooda. Nga weeyambisa embooji ya Lusiba, mulage engeri **mukaaga (6)** z'ayinza okuyitamu okutuukiriza ekirooto kye nga teyeggyeeko bya busika.

(c) Ggwe okulira ebyentambula mu ggwanga, weeyambise ekitundu kino olage engeri **mukaaga (6)** z'oyinza okuyitamu okutebenkeza omulimu gwa Balusiba.

(d) Ggwe ng'omusaabaze atambulira ku boodabooda, sinziira ku kitundu ky'osomye onyonyole ensonga **nnya (4)** kw'onoosinziira okusaba owa boodabooda atera okukutwalako ennamba y'essimu ye.

EKITUNDU B

2. Weefuule omuzadde mu maka, weeyambise ekitundu kino wammanga, ofunze mu bigambo nga 100 ebyo by'ogenda okubuulira abaana bo engeri y'okukuumamu obuyonjo awaka wammwe.

Wali okigenderedde nti obuyonjo obwo mu nju ssekinnoomu ne mu bifo mwe tubeera bintu bikulu nnyo mu kutuwa obulamu n'obuwangaazi ?

Nga tukyali bato, bwe wazuukukanga, abakulu nga bakunaaza mu maaso bakuggyamu obujonjo n'olumu engeregeze ku mimwa n'amatama. Bino omuntumulamu tasaana kuba nabyo, anti byandireeta endwadde z'otamanyi. Kyokka n'osanga omuntu omukulu ng'azze mu bantu n'obujonjo mu maaso.

Bannange okwoza mu kamwa oba okusenyanya amannyo agalya buli kafankunaaye wabintu nakyo kikulu. Wabula n'osanga oli owaakamwa ke akaalya jjo n'atakalongoosa ne leero n'akaliisa ebirala n'olundi bwatyo n'asembera akukube akaama ng'aliko kyakutegeeza n'ofa ennaku !

Mwana ggwe omuwala oba owoobulenzi, n'omala ennaku zo nga ziizo nga teweeeyieeko gano ag'emugga kuba empewo nnyingi ate n'enkuba etonnya obutakya, akasana ne kakwakako lwe kazze wenna n'ocuumuka ng'akafumbe. Gundi bambi weddeko.

Okwoza engoye n'ebintu bye tukozesa mu bulamu bwaffe kintu kikulu. Wabula n'osanga abaana abasomera mu masomero ag'ebisulo ng'essowaani kw'aliira teraba ku tuzzi; agisiimula na bipapula. Bwe gutuuka ku tawulo oba essuuka mw'asula, tebiraba ku tuzzi okuva lw'ayingira essomero okutuuka lw'aliwummula adde eka.

Nze nneewuunya abantu abatalina bifo bikyamirwamu obubi ne babumansa nga nte. Emmanju we basula bwe wabaayo ensiko oba emimwany n'olaba ejjano. Kale teebereza enkuba lw'efukumuka oba omusana okweberengula ne wawunya ; eyo eba ekyayitika?

Omuntu n'okuza amaala ne gabanga Nnamulimi! Bannyinaffe abamu kati balina ne ze bakookera ku ngalo mbu banane. Olwo bwe kutuuka okunaaba ? Enviiri sizoozeddeko, naye saasira omusawo alikwambula ng'ogudde ku kabenje akutunge ekiwundu wonna we kiri!

Awaka ne wazika, omuddo ne gulingiza mu mulyango ne mu madirisa, ddala buba buyonjo oba mpisa ya bugunjufu ? Okwo si kwe kusembeza ebyewalula eby'obulabe gye tuli.

Ebifo mwe tweteewululiza n'okunaabira nabyo bwe bitayonjebwa, byandivaako endwadde. Teeberezka kaabuyonjo, omugenda ne bumazeewo okumala ennaku nga teyonjeddwa. Bwo nno olumu ekyoka we kibusimbira we butera okussa ekitereke nga bumanyuuka.

Bwe kiba kinaabiro nga kyagegedde tewandyagadde na mazzi kukyekoonaako ate ne gakusammukira.

Bwe kityo nno ne we tukolera, ka bube butale, maduuka oba ofiisi mwe tutuula, bwe tutafaayo kutegekawo mu ngeri nnyonjo watama era n'abantu ne beebalamawo.

Mu kuwumbawumba, tewali kuwannaanya, awatali buyonjo n'obulamu tewaba.

EKITUNDU C

Ddamu ekibuuzo kimu ku bikuweereddwa wammanga.

3. Mutoowo aluddewo okuwasa wabula ye teyeefiirayo kuba alowooza tekyetaagisa! Abantu ku kyalo batandise n'okumugeya! Wandika ng'onyonnyola ebintu eby'enjawulo ebiyinza okumuwaliriza okuwasa oba ayagala oba tayagala.

Oba

4. Mukwano gwo akubuuzizza ebifa ku bika by'Abaganda. Londayo ekika kimu ky'omanyi osinziire okwo omunyonnyole ebintu ebikulu ebikwata ku kika ekyo.

MATHEMATICS

Paper 1

2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES:

This paper consists of two sections; A and B. It has six examination items.

Section A has two compulsory items.

Section B has two parts; I and II. Answer one item from each part.

Answer four examination items in all.

Any additional item(s) answered will not be scored.

All answers must be written in the Answer booklet(s) provided.

SECTION A

Answer all items in this section.

Item 1.

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Your guardian has a budget of Shs700,000 for your school expenses. To get to the school where your guardian wishes to take you for A-level, your guardian drove 4 km east from your home to the stage and then 8 km north to reach there. However, you realized later that there was a direct route from home to school your guardian could have used.

On reaching the school, you found out that, the school fees, admission fees and uniform fees are Shs900,000, Shs100,000 and Shs350,000 respectively. The school also offers a bursary of; 60% off school fees, free admission and eighty-seven thousand five hundred shillings off uniform fees to those who got first grade and according to your results, you qualify for this bursary.

It also has **two** payment **plans** on school fees that the guardians can choose from and they are:

- Paying in two instalments that is to say; two thirds of the school fees at the beginning of the term and the balance at either visitation day or end of term.

- Paying in three equal instalments; at the beginning of the term, on visitation day and end of term respectively.

Task:

- (a) How far is it from your home to school if you travel through the direct route?
- (b) (i) Since you qualify for the bursary, how much will you pay?
(ii) Will your guardian afford the school expenses according to his budget?
- (c) (i) How much will those who are to pay school fees of Shs900,000, pay per instalment, according to each of the payment plans?
(ii) Which payment plan would you recommend for them and why?

Item 2.

You have friends who rear cows and goats. During the festive season, they want to sell **at most** 10 of their cows and **at least** 8 of their goats. They also want to ensure that the number of goats they sell are less than twice the number of cows. They also **do not want to** sell more than 20 animals all together. They wish to **maximise** sales by selling each goat at Shs200,000/= and each cow at Shs1.5 millions but they do not know the number of goats and cows to sell to fulfil their wish.

Task:

- (a) Write mathematical statements that show the relation between the cows and goats.
- (b) Show the feasible region of the relation on the Cartesian plane.
- (c) Help your friends to determine the maximum amount of money they will possibly make from the sale of cows and goats.

SECTION B

This Section has two Parts; I and II

Part I

Answer one item from this part

Item 3.

A day school holds a weekly assembly every Monday starting at 8:00 AM. The Head teacher has noticed a trend of learners arriving late for assembly. Since the school gates are opened at

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7:30 AM, he decided to collect data from a sample of learners on their arrival times in minutes past 7:30 AM to make an informed decision about the assembly's start time. The collected data was as follows:

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15, 18, 20, 22, 17, 25, 23, 28, 26, 21
30, 33, 35, 32, 36, 39, 42, 37, 41, 28
45, 48, 29, 31, 26, 27, 30, 33, 34, 31
28, 35, 40, 42, 37, 39, 36, 38, 29, 43
46, 47, 30, 32, 31, 45, 27, 44, 46, 49
52, 53, 55, 51, 50, 56, 57, 58, 59, 51

Task:

- (a) Giving a reason, based on calculations using the data collected, suggest the time the assembly should always start.
- (b) The deputy Head teacher advised the Head teacher to always start the assembly when at least 75% of the students are present. Based on the advise, determine the time the assembly should start.
- (c) If you were the Head teacher, which of the two suggested assembly start times from (a) and (b) would you consider more appropriate and why?

Item 4.

The Ministry of Health in Uganda is conducting a survey about the existence of malaria in three districts: A, B and C. The ministry will then come up with control measures if the chance of a person testing positive having visited at least one of the districts is above 50%. The Ministry has intentionally selected a sample of people who visited the three districts and tested them for malaria. The test results have revealed that 50 people who visited district A, 60 people who visited district B and 40 people who visited district C tested positive for malaria. Additionally, 20 people who visited both districts A and B, 10 people who visited districts A and C, and 15 people who visited districts B and C tested positive for malaria. The Ministry has also discovered that 20 people who only visited district C tested positive for malaria and 40 people who visited the three districts tested negative for malaria.

Task:

- (a) Determine the number of people that were tested for malaria by the ministry of health.
- (b) Calculate the probability of a person testing positive having visited at least one of the three districts.
- (c) Advise the Ministry of health, with a reason based on calculation, whether to come up with control measures or not.

Part II

Answer **one** item from this part.

Item 5.

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Your uncle has offered to drive you to your friend's birthday party. He normally drives his car at an average speed of 50 km/h, so he requests you to get directions to the party reception and the time you are supposed to be there so that you decide on when you can leave home to reach on time. You were informed that the party will start at 2:00 PM and the directions are:

- From your home, take the north eastern direction and reach the supermarket that is 20 km away.
- Then take the road that is south of the supermarket and it will take you 45 minutes to reach the junction.
- From the junction, take the southwestern road and drive 25 km to reach the party reception.

On reaching the party reception using the given directions, your friend remembers that there is a direct route from your home to the reception that you could have used but does not know how long it is.

Task:

- (a) (i) Describe the direction of your home from the party reception.
- (ii) How far is the party reception from your home using the direct route?
- (b) What time would you have to leave home for you to reach the party reception on time, if you used the direct route?

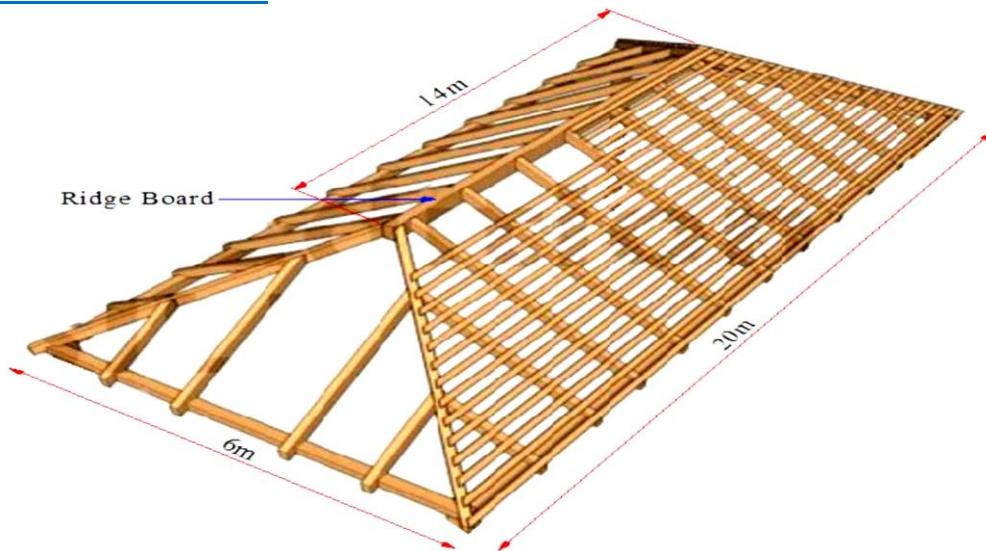
Item 6.

Your neighbour has a building structure that is at a roofing stage with the roof frame installed as shown below:



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The roof frame has a rectangular base with dimensions of 20 m by 6 m and the ridge board of 14 m centrally placed. The triangular faces are equilateral. She wants to use iron sheets that are available in two types; type **A** and type **B**. The iron sheet of type **A** costs Shs33,000 each and that of type **B** costs Shs42,000. Each iron sheet has a length of 10ft and usable width of 2.623 ft. (1ft = 0.3m) The hardware shop from which she wants to buy the iron sheets gives a discount of 6% on the total cost of every fifty (50) iron sheets of type **A** bought and a discount of 10% on the total cost of every seventy (70) iron sheets of type **B** bought.

She intends to borrow money from a bank to buy the iron sheets but she is not so sure of the amount to borrow.

Task:

- Help your neighbour to estimate the amount of money to be borrowed from the bank for either type of iron sheets.
- Give your neighbour advice, with reason(s), on the type of iron sheets to buy.

PHYSICS

Paper 1

Theory

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

This paper consists of two sections; A and B It has seven examination items..

Section A has three compulsory items.

Section B has two parts; I and II. Answer one item from each part.

Answer five items in all.

Any additional item(s) answered will not be scored.

SECTION A

Answer **all** the items from this section

Item 1.

A brass band was invited to play during a celebration near a tall building, a distance slightly more than 17 m away. Two friends standing in the same direction and in line with the playing band, heard the sound from the band at different intervals of time which attracted them to go and attend the celebration. On arrival, the sound they heard was unclear, confused and indistinct. Later in the night during the celebration, coloured lights flashing red, blue and green made the colours of their clothes look different from the original colours which puzzled them.

Hint: Speed of sound in air = 330 ms⁻¹.

The two friends heard sound after 4 s and 5 s, respectively.

The friends were originally wearing yellow clothes.

Task:

As a physics student, help the two friends to understand why;

(a) they heard the sound at different intervals.

(b) the sound they heard was unclear, confused and indistinct.

(c) the colour of their clothes kept changing when coloured lights flashed on them.

Item 2.

In a certain town, people are concerned about the waste disposal from the factory into the nearby lake which is their source of water for home use. They raised this issue to the chairperson Local Council 1 (LC1) who directed the management of the factory to stop disposing waste into the lake. A scientist was contacted to investigate the presence of radioactive material in the water. The scientist found out that the water was indeed radioactive as shown in Table 1.

Time/Days	0	5	10	15	20	25	30
Activity/Counts per minute	1200	740	440	260	160	90	60

Although the water from the lake remains radioactive for a long time, the scientist recommended that water will be safe for use again when the activity is less than 38 counts per minutes.

Task:

As a student of physics;

(a) Advise the chairperson LC1 about the time the community will wait for the water to be safe for use again.

(b) Sensitise the members of the community about the risks associated with radioactive materials and how such materials should be handled.

Item 3.

In a certain country, a Television (TV) reporter was reporting live near the ocean about the high tides during night time. Viewers in another country were watching the live broadcast of the news bulletin during day time. The viewers wondered how it could be day and night at the same time, and how the event in one country could be watched live on TV in another country.

Task

Using your knowledge of physics to help the viewers to understand;

- (a) the possibility of it being day in one place and night in another place.
- (b) the occurrence of high ocean tides.
- (c) how an event in one place can be broadcast live in another country.

SECTION B

PART 1

Answer one item from this part

Item 4.

A certain home owner intends to put up a metallic tank of height 4 m with a maximum volume of 5000 l fitted with an electrical heater which supplies 20,000 kJ of heat energy as shown in figure 1.

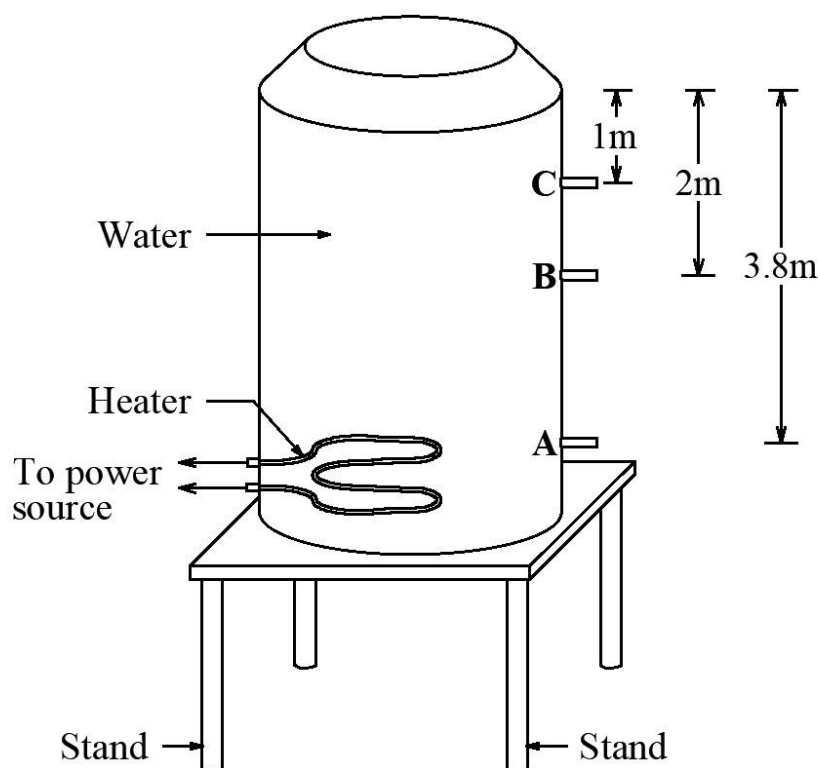


Fig. 1

The home owner found out that the heater was fitted at the lower part of the tank but he did not understand why it was done like that. Just before the hole for the outlet pipe was drilled at point A, the home owner told the person with the drill that the correct position was either B or C.

Task:

As a learner of Physics;

- (a) Explain to the home owner why;
 - (i) the electrical heater was fitted at the lower part of the tank and how eventually all the water gets hot.
 - (ii) the outlet pipe was drilled at point A.
- (b) If the initial temperature of the water in the tank is 20 oC, help the home owner to find out if the heater is working.
- (c) Advise the home owner on measures that can be taken to ensure that the tank stand can withstand the weight of the tank and water for a long time.

Use:

Density of water = 1000 kgm⁻³.

Specific heat capacity of water = 4200 J kg⁻¹ K⁻¹.

Acceleration due to gravity = 10 ms⁻²

Item 5

A certain hotel has its bathrooms situated on the 3rd floor of a building. A customer of the hotel expects to bathe water at 32 °C. The hotel provides 10 litres of water at 20 °C to each customer. A boiler on ground floor heats water to 80 °C for the customers to use. The hotel management does not allow its workers to carry the hot water via the staircase.

Task:

Having studied physics;

- help the hotel management to determine the quantity of hot water to be given to a customer for bathing.
- advise the hotel management on how to keep the boiled water hot for a long period of time without keeping the boiler on.
- explain to the management how the water from the boiler can reach the third floor safely.

Use:

Density of water = 1000 kgm⁻³.

Specific heat capacity of water = 4200 J kg⁻¹ K⁻¹.

Acceleration due to gravity = 10 ms⁻²

PART II

Answer **one** item from this part.

Item 6.

Small pieces of metal which are unsafe to be eaten by chicken were found in feeds that had just been bought from a milling company by a poultry farmer. The small pieces of metal were later identified as iron. The farmer thought of disposing off the feeds but remembered that the pieces of metals could be sorted with a magnet which he did not have.

Hint:

A nail, connecting wires of resistance 0.5 Ω, two dry cells each of 1.5 V were available to the farmer.

Task:

As a student of physics;

- Help the farmer to remove the pieces of iron from the feeds.
- Comment on the effectiveness of what you have designed, given that current of 4 A is enough to create a strong magnet.

Item 7.

In a certain place, electricity is transmitted at 120 V. A business person intends to connect 4 bulbs in a house rated 240 V, 60 W each, and other domestic electrical appliances such that there is minimum power wastage. The business person has been advised to purchase a transformer of suitable specifications to achieve the objectives. The business person does not

know what a transformer is, how it works and is bothered by the type of transformer that should be purchased.

Task:

As a student of physics, help the business person to solve the problems he/she is faced with.

CHEMISTRY

Paper 1

2 hours

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **two** sections; **A** and **B**. It has **six** examination items.*

*Section **A** has **two compulsory** items.*

*Section **B** has **two Parts; I** and **II**. Answer **one** item from **each** part.*

*Answer **four** items in all.*

*Answers to Section **A** **must** be written in the spaces provided while those of Section **B** **must** be written on the answer booklet(s) provided.*

SECTION A

Answer **all** the items from this section.

Item 1.

Onyera, living in an area where they use bore hole water, slid, fell and his white shirt became dirty. He decided to use a detergent to clean his shirt. The shirt remained with some brown spots yet he had rinsed it several times.

Task:

As a chemistry learner;

(a) point out the problem Onyera made when choosing a product.

(b) help Onyera understand how the product works.

c) advice Onyera on the challenges associated with the long term use of the product.

Item 2.

Peter is in the process of constructing his house without affecting the environment. He wants to build a good strong house; there are various building materials of different quality and properties on the market. However, he does not know the quality of materials to use.



Peter knows that choosing quality materials depends on the nature of the material and has come to you for advice.

Task:

Use your chemistry knowledge to;

- (a) Explain
 - (i) Categories of materials.
 - (ii) The suitability of the materials.
 - (b) Advise peter on the choice of materials.
-

SECTION B

Part I

Answer **one** item from this part.

Item 3.

One of the large scale uses of chlorine is treating water, to ensure that chlorine is readily available and at a cheaper cost. Government has cleared a local investor to set up a chlorine production plant near Lake Katwe in Kasese district. However, the community is concerned about its environmental effects and how the environmental process will occur.



The class teacher has appointed you to sensitize the other learners.

Task:

Prepare a presentation you will make during the meeting.

Item 4.

Air which is a mixture of different components contains 21% oxygen. Due to a wide spread of respiratory illnesses caused by COVID-19, there was an increased demand for oxygen by patients in hospitals. The government supply of oxygen is not enough and is planning to set up an oxygen production plant with minimal environmental impact.



However, the science club members in your school would like to know how the process of production will be carried out.

Task:

As chemistry student, make a write up you will use during the presentation.

Part II

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Answer **one** item from this part.

Item 5.

Natural resources have been destroyed as a result of increasing population and human activities. This has attracted the attention of the officials from the National Environment Management Authority (NEMA).



The officials are planning to create awareness to the people of the country through sensitization workshops organized in different district communities.

Task:

As a chemistry student, prepare a short presentation you will deliver during the workshop upon invitation.

Item 6.

Osukuru village in Tororo district is at the foot of Tororo rock. People of this village for a long time have practiced charcoal burning, animal husbandry, crop husbandry and stone quarrying, recently the animals have started dying and wells are drying up yet the little water available is not fresh. The locals are now wondering why all these are happening.

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A sensitization workshop is to be organized to explain the existing situation in the village. The theme of the work shop is **MY ENVIRONMENT MY RESPONSIBILITY**.

Task:

As chemistry student, write a message you will deliver upon invitation.

BIOLOGY

Paper 1

Theory

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **seven** examination items. It has two sections; **A** and **B**.*

*Section **A** has **three** compulsory items.*

*Section **B** has two Parts; **I** and **II**. Answer **one** item from each part.*

*Answer **five** items in all.*

Any additional item(s) answered will not be scored.

SECTION A

*Answer **all** the items in this section in the spaces provided.*

Item 1.

Mr. Nsamba's cassava garden was invaded by the neighbour's goats at the time of tuber formation. The owner of the goats has refused to compensate Mr. Nsamba, and Mr. Nsamba is worried that the yields will be poor.



Fig. 1 shows Mr. Nsamba in his garden which was invaded by the neighbour's goats.

Task

- Identify the plant structures affected by the goats.
- Explain how the goats affected the processes in the cassava plants.
- Why should Mr. Nsamba be compensated even if the cassava plants were able to grow again?

Item 2.

John was suspended from school as a result of drinking alcohol. He engages in heavy drinking of alcohol in the nearby trading centre. One day, as John approached a swamp on his way home staggering from drinking alcohol at 6:00 pm, he encountered a snake. His heart started beating faster and his breathing rate increased. He tried to pick a nearby stick but he could not get hold of it on several attempts, so the snake escaped.



Fig. 2 shows John walking home from drinking alcohol.

Task

(a) Describe how John's body coordinated to bring about his reactions from the time he encountered the snake up to when his rate of breathing increased.

What are the likely effects of John's lifestyle as described in the scenario?

(c) Suggest ways in which John can change his lifestyle.

Item 3.

Mrs. Kasuru had been taking her baby boy for routine immunization and the nurses kept on plotting the baby's weight as a growth curve on the immunization card. On one of the visits, the nurses got concerned and referred the baby to the doctor, who diagnosed the baby with a genetic inherited disease. Mrs. Kasuru could not understand how her baby got the disease since both her and the father of the baby look healthy and normal. The doctor explained to her that the baby's condition was because of genetic disease.

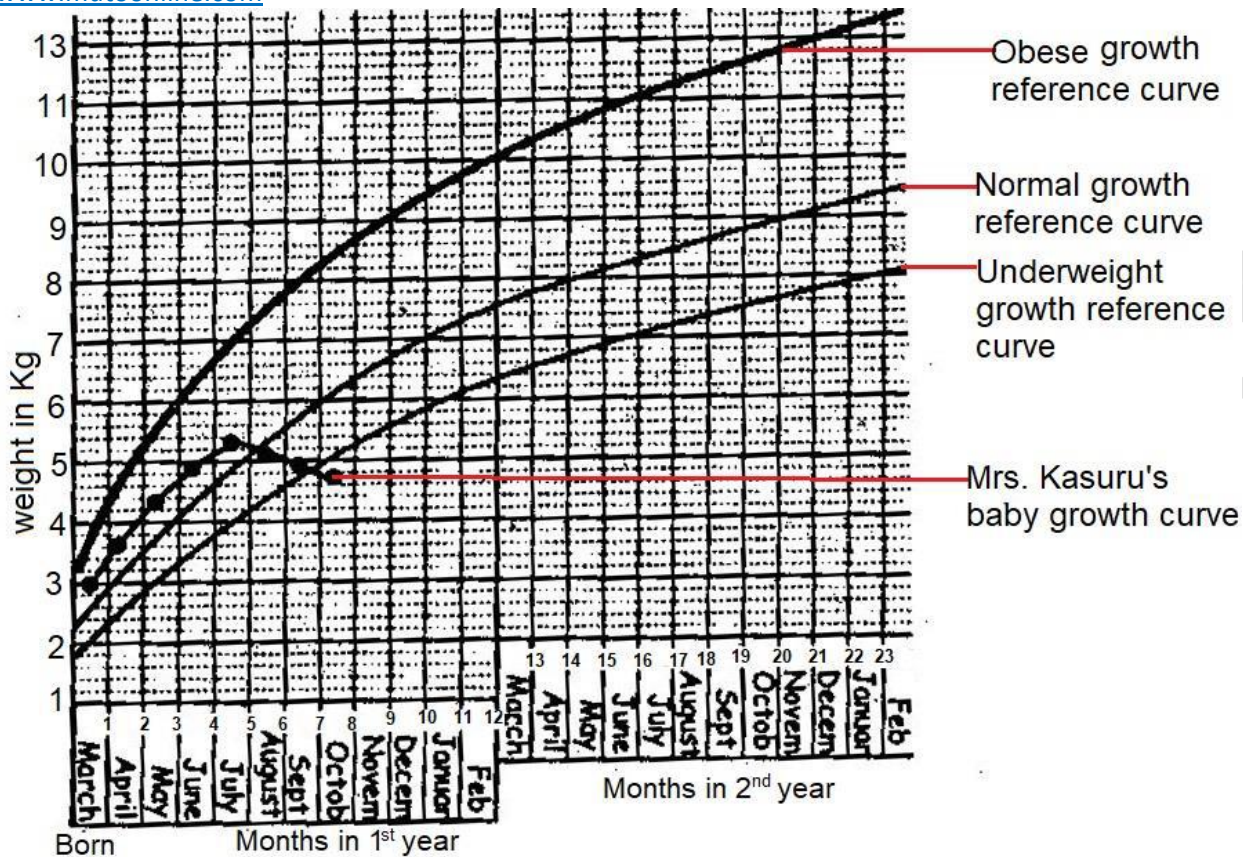


Fig. 3 shows growth curve of Mrs. Kasuru's baby.

Task

- (a) Identify the genetic disease and show how it was genetically passed on to the baby. Describe the likely appearance of Mrs. Kasuru's baby boy.
- (c) Suggest how the family can manage their baby's condition.

SECTION B

Part I

Answer only **one** item from this part. Answers should be written in the answer booklet(s) provided.

Item 4.

In a village in western Uganda, swamps have been cleared for cattle farmlands and sand mining. The area environment officer organized a radio talk show on sustainable use of natural resources in swamps. Unfortunately, Mary a resident of the area only heard the concluding statement, "From the presentation, I kindly request everybody to use our natural resources sustainably."

Task

Explain to Mary the environmental problems being addressed by the environment officer and how they can be solved. Explain why the village should conserve the natural resources in the swamps.

Item 5.

As a result of a civil war in one of the countries neighbouring Uganda, many people entered Uganda as refugees. The local authority decided to settle the refugees on a piece of land, part of which was covered by a forest reserve next to a swamp. Several challenges arose in the community.

Task

Explain to the community how the environmental challenges came about. Advise them on how to minimize effects of the challenges and show the value of conserving the environment in the area.

Part II

Answer only **one** item from this part. Answers should be written in the answer booklet(s) provided.

Item 6.

Two Ugandan Towns **A** and **B** each have industries that release carbon dioxide gas, smoke and dust. The levels of air pollution in the two towns are as shown in table 1.

Table 1: levels of air pollution in two towns **A** and **B**.

Town	Level of air pollution (units)
A	30
B	70

(According to **American Lung Association**, 2023, the normal range of air pollution is 0 – 50 units).

Samuel was living in town **A**. He used to jog everyday, and would experience normal changes in his body during and after jogging.

When he shifted to town **B**, he continued with his usual routine of jogging. However, he started experiencing complications such as difficulty in breathing, chest pain and coughing.

Task

Explain to Samuel his experiences while living in town **A** and the new ones encountered in town **B**. Advise Samuel on how to manage the challenges experienced in town **B**.

Item 7.

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In preparation for an inter-house competition, Chesang, a 40 kg female athlete ate a meal containing 470 g of carbohydrates in the morning. She believes the meal will help her perform better during the competition. However, her young brother does not seem to understand how the meal will contribute to Chesang's success.

Chesang finally won the competition but experienced muscle cramps. She rested for 20 minutes, returned home walking but the brother wondered how she still had the strength to walk home after the competition.

[The recommended daily carbohydrate intake of a 40 kg female athlete is (280 – 480 g)]

Task

Explain to Chesang's brother the processes that the meal she ate went through to enable her win the race, be able to come back home and how her body regained the normal state.

ENTREPRENEURSHIP

Paper 1

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES

*This paper consists of sections A and B. It has **five** examination items.*

*Section A has **three** compulsory items.*

*Answer **one** item from Section B.*

*Answer **four** examination items in all.*

*Any additional item(s) answered will **not** be scored.*

*All answers **must** be written in the answer booklet(s) provided.*

SECTION A

*Answer **all** items in this section.*

Item 1:

Gonzag has an acre of land next to a lake. He has saved UGX4,000,000 and would like to use these resources to start a business. However, he is not sure of what to do.

Task:

Use your entrepreneurial skills to guide Gonzag;

- select a viable type of business.
- budget for the selected business.
- register the business.

Item 2:

Mariam is operating a tailoring business in her home town. She employs five workers who usually conflict on their roles especially when taking measurements, cutting, sewing, fixing button or zips and ironing clothes of customers.

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The business has three manual sewing machines. When Mariam gets many orders from her customers, she fails to complete the work in time and sometimes fails to finish sewing them neatly. Other customers are also complaining that their orders are either forgotten or given clothes that are not theirs. This has made many customers to take their clothes to other tailors. Mariam is planning to buy more machines but she is not sure from where to buy them.

Task:

- (a) Identify the qualities demonstrated by Mariam as an Entrepreneur.
- (b) How can Mariam solve the challenges in the scenario as an Entrepreneur?

Item 3:

Joseph owns a bakery in a trading centre in his home area. He recruited employees who start working from 5:00 am to 11:00 pm at a pay of UGX1,500 per day yet none of them has a working contract. The town council authorities have threatened to close Joseph's business for not paying taxes. Joseph does not know the taxes to pay. At times, customers return bread bought to Joseph claiming that it weighs less than what is indicated on the label.

Last week, there was a short circuit that caused fire in the bakery. An oven was destroyed and production in the bakery stopped for two days. The bakery delivery van which had a comprehensive insurance policy was also stolen. Joseph is now confused and is wondering whether he should close the business or continue with it.

Task:

- (a) What are the likely effects of Joseph's behaviour on the business?
- (b) Explain to Joseph how he should solve the challenges in the scenario.

SECTION B

Answer **one** item from this section.

Item 4:

Juma trades in farm produce but lacks book-keeping skills. He employed Sarah as the accounts assistant. Unfortunately, Sarah left the job before checking the arithmetic accuracy of the balances extracted from the business ledger and determine the profit or loss of the business as at 31/12/2023. The balances were as follows.

ITEM	UGX
Stock (1st January, 2023)	4,100,000
Purchase of farm produce	5,700,000
Purchases returns	1,100,000
Sale of farm produce	10,200,000
Sales Returns	1,200,000
Land and Buildings	44,400,000
Vehicle	13,000,000
Transport	700,000

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Weighing scale machine	500,000
Capital	63,460,000
Furniture	3,500,000
Debtors	600,000
Creditors	1,300,000
Electricity bills	200,000
Salaries and wages	2,160,000
Stock (31st December, 2023)	2,200,000

Task: Prepare for Juma the relevant business financial statements.

Item 5:

In January 2023, Michael's Cashier left for another job before preparing the financial statements for the business. The Cashier left the details obtained from the ledger balances of the restaurant for the year ending 31st December 2023 as follows;

ITEMS	UGX
Capital	6,850,000
Sales	5,200,000
Purchases	3,800,000
Cash at hand	5,720,000
Furniture	600,000
Discount received	400,000
Refrigerator	1,200,000
Creditors	870,000
Repairs for refrigerator	320,000
Drawings	1,100,000
Electricity bills	1,440,000
Salaries and wages	1,800,000
Stock of food items (31/12/2022)	720,000
Bank loan	2,660,000

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Paper 1

Theory

2 hours 15 Minutes

INSTRUCTIONS TO CANDIDATES:

This paper consists of two sections; A and B. It has five examination items.

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Section A has **one** compulsory item.

Section B has **two** parts; **I** and **II**. Answer **one** item from each part.

Answer **three** examination items in all.

Any additional item(s) answered will **not** be scored.

All answers **must** be written in the answer booklet(s) provided.

SECTION A

Answer the item in this section.

Item 1.

Isaac is currently running a stationery shop where he sells scholastic materials and provides photocopying services only. On daily basis he gets clients inquiring about passport size photographs, business reports, statistical data and formal letters. He is concerned that he may lose some of his customers due to limited services. He contacted a company dealing in ICTs which sent him a brochure bearing some of the ICT tools shown below.



Given limited knowledge on the ICT tools displayed on the brochure, Isaac failed to select which ICTs would be appropriate for his business

Task

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(a) Guide Isaac to select the appropriate ICT tools that will help him improve his services and retain his customers.

(b) Advise Isaac on how best he can maintain the ICT tools in good working condition.

SECTION B

This section has two Parts; I and II.

PART I

Answer one item from this part.

Item 2.

A few days ago, thieves broke into the computer laboratory of a school and stole various equipment. The network server was amongst the stolen equipment and a lot of the school's important information was lost. As it all happened, some computer parts were broken and scattered all over the laboratory floor.

The following morning, the laboratory attendant collected the damaged parts in a box and dumped them at the garbage pit assuming that most of them would no longer function.

Box of damaged computer parts and dumped items



Task

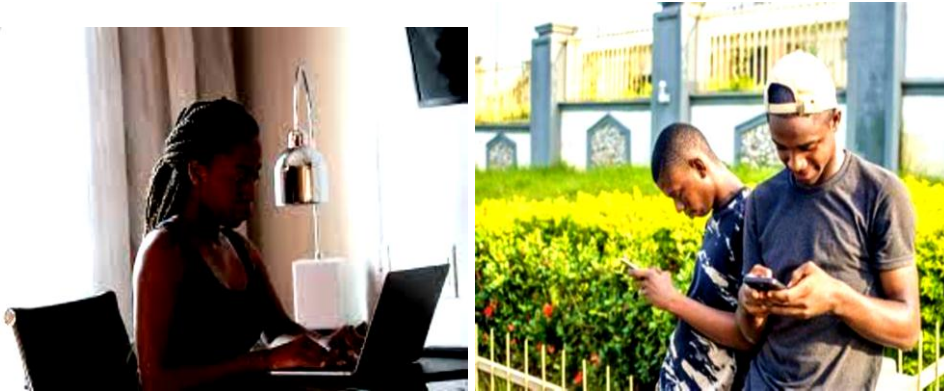
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- (a) Advise the laboratory attendant and the school management on what could have caused such occurrences and the measures they should put in place to prevent similar incidences.
(b) Demonstrate how the school and other partners can manage the items dumped at the garbage pit.

Item 3.

The youth today are fond of spending most of their time using ICT mobile devices while on the road and being online late in the night, as reflected in images 1 and 2.



Majority of the youth are not aware of the consequences of continuous use of ICTs and some have suffered *health issues*, *data loss* and *breach of privacy*.

The newly elected chairperson of the youth at the district wishes to address this challenge through a sensitization campaign on the theme “ICT’s and the youth today”.

Task

You have volunteered to talk to the youth. Prepare a presentation about these consequences and how they can be avoided.

Part II

Answer **one** item from this part.

Item 4.

Noeline is a qualified primary school teacher who has taught in a nursery school for quite some time. She has been earning a monthly salary of UGX 200,000 though not promptly paid. She recently landed on her dream job in a newspaper advert below.

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Sure Junior School

Website: <https://www.sjsu.ac.ug>

Vacancy title: Primary Teacher

Salary: UGX 1,000,000 monthly

Level of Education: Diploma in Education Primary

Job application procedure: Send your Application, Academic credentials and CV to: info@sjs.ac.ug

Deadline of this Job: Friday, April 26, 2024

The school requires applicants to submit their application letters, Curriculum Vitae (CV) and academic documents online. However, Noeline's academic documents are kept somewhere in an envelope and she does not know how to go about this process.

Task

If Noeline approaches you to guide her through the procedure, provide a write up showing required steps and ICT tools that Noeline should use to successfully submit her job application.

Item 5

The Government of Uganda wishes to boost all Saving and Credit Cooperative Organizations (SACCO) in various districts by providing them with funds.

A women's SACCO wishes to apply for the funds and the group does not want to miss out on this golden opportunity. They are required to access an online template, fill it with the SACCO details before the deadline which is soon.

The chairperson of the SACCO finds it challenging to download, fill and submit the filled form to the district website since she lacks ICT skills.

The form to be filled is shown below.

PROJECTS APPLICATION FORM

PROJECT IDNO:

(Assigned by the District Focal Point Person after Project Approval)

1.0 Project Identification Information:

1.1 Project Name: _____

1.2 Component (i.e. Skills Development or Livelihood Support): _____

1.3 Sector (e.g. Agriculture, Trade & Industry etc): _____

1.4 Project Type (e.g. Dairy Production, Carpentry, Fish farming etc): _____

1.5 Project Location:

Village/Cell: _____ Parish/Ward: _____

Sub-county/Division/Town Council: _____

District: _____ Location (tick appropriate box): Rural [] Urban []

1.6 Project Contact Person (Name & Telephone of Chairperson of the Youth Interest Group):

Name: _____ Telephone: _____

Task

The Chairperson approaches you to guide her through the required procedure. Provide a write-up indicating the necessary steps and ICTs to be used by the Chairperson.

ART AND DESIGN

Paper 2

Art Making-Practical

4 hours

INSTRUCTIONS TO CANDIDATES:

This paper has one compulsory examination item.

This paper will be done in two sessions;

(i) *Planning Session (1 hour- Morning)*

(ii) *Production Session (3 hours – Afternoon).*

Bulky materials such as cement, clay, stone, hard wood or materials which may lose the intended shapes and forms should be avoided.

Avoid using materials which may easily decompose in the process of transportation from the school to UNEB stores.

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Read the scenario provided and then answer accordingly using the appropriate materials and tools to generate a suitable artwork/form.

Note:

Your product/work may be generated from any discipline of Art and Design for as long as it is in the direction of the scenario given.

Art Making (Practical)

Item 1.

Uganda celebrates her independence on 9th October each year. This year 2024, many guests have been invited from different countries of the world. The organizers of this function intend to give their visitors artistic gifts. They are tasking each school that offers art to participate in the preparation. The gifts to be given to the invited guests should provide lasting memories about Uganda's independence.

Task:

As an art student, produce an artwork of your preference which the organizers will give to the invited guests as gifts.

Paper 1

Art History and Studio Technology-Theory

1 hour 40 minutes

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **two** sections; **A** and **B**. It has **four** examination items.*

*Answer **one** item from each section.*

*Answer **two** examination items in all.*

*Any additional item answered will **not** be scored.*

SECTION A: Art History

Either

Item 1.

During the pre-historic times, artists made a variety of artworks using different materials and tools from their environments. Their community and personal needs guided them on the kind of artworks they would produce. Their artworks would be either functional or decorative. The support pictures in **Figures A** and **B** show some of their works.

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However, in Uganda today, some artists make artworks without necessarily using their environments. This has led to a few people appreciating art in their communities.

Task:

Produce a write-up advising Ugandan artists on how best they can make their artworks appreciated in their communities.

Or

Item 2.

The Government of Uganda has received financial support from one of its development partners. The support is intended to renovate one of the sports stadiums in the country. The renovation is intended to improve on the strength and beauty of the walls of the sports facility.

Recently, the contractors who have been given this task visited the ancient buildings of Greece and Rome. They appreciated buildings which were constructed as early as the 7th Century and are still strong and attractive to date. Some of the buildings they saw are in **Figures C and D.**



Fig. C



Fig. D

The contractors were told that architectural art keeps evolving and they now propose to borrow some of the knowledge and practice they got from the Greek and Roman buildings to improve on the strength and beauty of the stadium.

Task:

Assuming you are one of the contractors to renovate the sports stadium in Uganda, explain the architectural components you would borrow from the ancient Greek and Roman artists to strengthen and beautify the walls of the sports stadium.

SECTION B: Studio Technology

Either:

Item 3.

Jacob loves art. During his leisure time, he likes visiting art galleries and craft shops. One time he bought these two pieces (Figure E and F) from one of the Art galleries he visited.



Fig. E



Fig. F

When he reached home, he hanged the two pieces in his sitting room. His children got excited about these artworks and they requested him to explain how the artworks are produced and the purpose they serve. Unfortunately, Jacob could not explain to his children and therefore had to look for help from someone else.

Task:

If Jacob selected you, explain in writing to his children what is required and how to produce anyone (either Fig. E or Fig. F) of the artworks above, and their purpose.

Or:

Item 4

In my village there is a man who was raised in the family of artists. Much as he was not trained at school, his love for art created him full time employment and that is how he has been able to earn a living. He has produced a number of artworks. Below is one of his artworks



Fig. G

The approaches in his artworks are unique and original and have helped him to be recognized at both national and international levels.

Recently, he was selected to represent Ugandan artists at the World Artists' Conference, but he is disadvantaged because he cannot read and write.

Task:

As a student of art and one of his admirers, produce a write up concerning the materials, his approach and why such artworks are produced.

KISWAHILI

Karatasi ya Kwanza

Insha na Ufupisho

Saa mbili

MAAGIZO KWA WATAHINIWA:

Karatasi hii ina sehemu; mbili: A na B.

Jibu maswali mawili kwa ujumla.

Katika sehemu A, kuna maswali mawili. Chagua swali moja.

Sehemu B ni ya lazima.

Majibu yote yaandikwe kwenye karatasi uliyopewa.

Swali la ziada halitasahihishwa.

SEHEMU A

UTUNZI WA INSHA

Ama

1. Watu wengi nchini hutumia vibaya mazingira wanamoishi. Tatizo hili limesababisha madhara mengi nchini. Kuna haja ya kuyaokoa mazingira.

Andika insha ukipendekeza namna mazingira yanavyoweza kutunzwa.

Au

2. Jamii iko katika hatari kubwa ya kuathirika kutokana na ongezeko la matumizi ya madawa ya kulevya. Madawa hayo yanauzwa madukani na hata mitaani.

Wewe kama kiongozi wa wanafunzi, andika ushauri mwafaka utakaowatolea wanafunzi wenzako kuhusu matumizi ya madawa ya kulevya.

SEHEMU B

UFUPISHO

3. Kwa kutumia maneno **sabini (70)**, eleza jinsi mtu anavyoweza kujilinda dhidi ya ugonjwa wa malaria kama ilivyoelezwa katika taarifa.

Ugonjwa wa malaria ni hatari sana kwa mwanadamu. Ugonjwa huu umekuwa tishio kubwa kwa wana Uganda na ulimwengu mzima. Watu wengi, yaani watoto kwa wazee wamekufa kwa ugonjwa wa malaria.

Ugonjwa huu huambukizwa na mbu wa kike anayejulikana kama anofelesi. Mbu hupenda kuishi kwenye mahali yenye majimaji na vichaka. Mahali hapo panakuwa kama maskani yao ambapo wanataga mayai na kuzalia hapo.

Baadaye, mbu hawa hukua na kuanza kwenda penye giza wakati wa usiku kama kwenye nyumba na kwenye miti. Binadamu asipolala ndani ya chandarua anaumwa na mbu wakati wa usiku akiwa amelala.

Mbu yule wa aina ya anofelesi akikuuma ataingiza virusi vya malaria mwilini mwako na utapata ugonjwa huo wa malaria. Aidha, kutofunga milango na madirisha jioni husababisha mbu kuingia kwa nyumba na kujificha humo.

Kutokana na madhara yanayosababishwa na mbu hao hatari, ni muhimu kujikinga dhidi ya wadudu hao kwa kutunza usafi nyumbani ili tuweze kujilinda dhidi ya ugonjwa wa malaria.

Njia ya kwanza, inatubidi kufyeka nyasi zilizo karibu na nyumba zetu ili tusiwape mbu nafasi ya kujificha na kuzaana. Kwa kufanya hivyo, tutawazuia mbu kujificha humo. Isitoshe, ni muhimu kutoa maji yaliyotumika karibu na nyumba zetu. Tunaweza kufanya hivi kwa kutoa vyombo visivyotumika kama chupa, ndoo na beseni ili mbu wasizalie humo mayai yao.

Ni jambo la muhimu kufunga milango na madirisha wakati wa jioni ili mbu wasiingie kwa nyumba. Pamoja na hayo, tunasitahili kulala ndani ya vyandarua ili tusiumwe na mbu hao hatari.

Njia nyingine ya kujikinga dhidi ya wadudu hao hatari, tunaweza kunyunyiza dawa nyumbani na kuwaua. Pia, ni vizuri kufunika mashimo yaliyo karibu na nyumbani kwetu ili mbu wasije wakazalia humo.

Mtu aliye na ugonjwa wa malaria anaonesha dalili zifuatazo; kwanza mtu huyo atakuwa na udhaifu wa mwili, kuhisi baridi kila wakati, maumivu ya kichwa, joto kali mwilini na kutokuwa na hamu ya kula.

Ni muhimu kwamba ukijitambua kuwa na dalili yoyote ya ugonjwa wa malaria uende hospitalini upimwe na kupata matibabu.

Mwishoni, wizara ya afya inastahili kuelimisha watu kujikinga dhidi ya ugonjwa wa malaria na magonjwa mengine kwa kutumia vyombo vya mawasiliano kama magazeti, redio na televisheni.

KISWAHILI

Karatasi ya Pili

Ufahamu na Uchambuzi wa Fasihi

Saa Mbili

MAAGIZO KWA WATAHINIWA:

Karatasi sehemu mbili; A na B.

Maswali yote ni ya lazima.

Majibu yote yaandikwe kwenye karatsi uliyopewa.

SEHEMU A

UFAHAMU

1. Soma hadithi hii kisha ujibu maswali.

MGOMO SHULENI

Siku moja nilikutana na kijana aitwaye Odeke Musa katika kijiji cha Ryeru. Kijiji hiki kinajulikana sana kwa kuzalisha mahindi yanayotegemewa kwa mlo wa ugali unaotumiwa na takribani nusu ya raia wa nchi hii. Watu wengine hutambua kijiji hiki kama “jiko la taifa”. Kijana Odeke Musa kwa umri wake mdogo, anastahili kuwa shuleni akishughulikia masomo lakini mambo sivyo yalivyo.

Nililazimika kumwendea moja kwa moja na kuzungumza naye ili angalau nijue kisa na sababu ya kutokuwa shuleni. Uso wake, waziwazi ulikuwa ukionesha huzuni na masikitiko ya hali ngumu anayopitia. Tulipoanza kuzungumza machache hivi, machozi yalianza kumtiririka tiriri! Baada ya kupoa akanihadithia kwamba anajutia siku ile aliposhiriki na kuongoza mgomo shuleni pamoja na rafiki zake.

Kwa kawaida, mzaha mzaha hutumbua usaha. Mambo yenyewe yalianza kimchezomchezo. Wanafunzi walianza kulalamikia hali mbaya wanayopitia hapo shuleni. Kwanza kabisa, walilalamikia chakula kibaya walichokuwa wakitayarishiwa, uhaba wa maji uliwalazimisha kutembea mwendo mrefu hadi kisimani nje ya shule kuchota maji. Pia walilalamikia ukosefu wa walimu wa kutosha. Pamoja na adhabu kali sana wanazopewa na walimu wao baada ya makosa madogo madogo.

Siku moja, majira ya saa saba usiku, wanafunzi walianzisha mgomo na kuharibu madarasa, nyumba za walimu pamoja na magari ya shule na mali nyingine nyingi. Kesho yake, uchunguzi wa kina ulifanyika. Iligunduliwa kuwa mwanafunzi aliyejulikana kwa jina la Odeke Musa alikuwa miongoni mwa wanafunzi walioongoza mgomo. Bila shaka, sheria za shule hazikuwaruhusu wanafunzi wa tabia kama hizo shuleni. Odeke Musa alijikuta ametupwa nje ya lango la shule.

Wazazi wake walipopata habari kuhusu vitendo vya mtoto wao, walipandwa na hasira juu ya utovu wa nidhamu. Wazazi wake hawakujisumbua hata kumtafutia shule nyingine ili aweze kuendelea na masomo. Odeke Musa alianza kutafuta vibarua mbalimbali ili aweze kusukuma maisha yake. Alianza kufanya kazi za sulubu alizobahatika kupewa na yeyote aliyemhurumia. Odeke Musa alionesha huzuni na majuto chungu nzima akasahau yaliyosemwa na wahenga kwamba ‘majuto ni mjukuu, huja baadaye’.

Kwa hakika, Odeke Musa alikuwa tayari kumwomba msamaha yeyote yule aliyemkosea hasa viongozi wa shule na wazazi wake. Alijutia sana masomo yake na yale malengo aliyokuwa nayo kupitia elimu. Je, ni nani aliyekuwa tayari kumsamehe?

Miaka ilivyo zidi kusonga, ndivyo matumaini yake ya kurudi shuleni yalivyo zidi kuzama jii na kuzikwa katika kaburi la saha. Maskini Odeke, alijifunza maana ya ‘mpiga ngumi ukuta huumiza mkonowe’.

Hatimaye, alianza kufungua ukurasa mpya wa maisha. Akaanza kupanga na kushughulikia maisha bila elimu. Majengo ya shule aliishia kuyaona kwa umbali pamoja na kuwatamani wenzake waliokuwa wakivalia sare za shule. Kazi zake kubwa sasa ni za vibarua kama vile kulisha ng’ombe wa majirani zake, kufyeka nyasi kwa nyua, kuchimba vyoo, kuchotea watu maji na kazi nyinginezo za aina hiyo hiyo ili achume shilingi za kumfutia machozi.

Maswali:

(a) Kulingana na taarifa hii, kwa nini Odeke Musa anajuta?

(b) Ni hali gani ambazo zinaweza kusababishia wanafunzi kufanya fujo shuleni kulingana na taarifa?

(c) Ni changamoto gani zinazoweza kumkumba mwanafunzi anayeshindwa kumaliza masomo yake?

(d) Ni nini maoni yako kuhusu adhabu aliyopewa Odeke Musa baada ya mgomo shuleni?

SEHEMU B

UCHAMBUZI WA FASIHI

4. Soma dondoo hili kisha ujibu maswali yatakayofuata.

(Ndani ya famasi ya Daktari Jakob. Amapanga dawa katika rafu za vioo na anapekua pekua kitabu cha wateja ambao anadai pesa.)

Selina: *(Akikimbia kuelekea famasi huku jasho Linamtoka. Amevaa sketi ndefu yenye maua)* Shikamoo! Daktari?

Daktari Jakob: *(akishusha miwani yake)* Marahaba! Mbona unatokwa jasho! Unakotoka ni kwema?

Selina: *(Ameweka mikono yake miwili juu ya kichwa.)* La! kabisa! Mama yangu ni mgonjwa yuko katika hali mbaya.

Daktari Jakob: Ameugua ugonjwa gani tena?

Selina: Ni ugonjwa wake uleule wa pumu ambao unamshika vibaya hasahasa wakati wa baridi nyingi kama leo.

Daktari Jakob: *(Akitandaza mikono)* Kwa hiyo nifanye nini?

Kwanza, ninashukuru Mungu kuwa umejileta hapa. Ingingekuwa hali mbaya ya mama yako, hungekuja. Kabla hatujaenda mbali, unajua pesa ngapi unazodaiwa kwenye kitabu hiki?

Selina: *(Kwa upole)*

Naam, ninajua lakini tafadhali Daktari, nimeacha mama katika hali mahututi na hakuna mtu mwingine nyumbani. Ninaomba unipe dawa, mengine tutayashughulikia baada ya mgonjwa kupata nafuu.

Daktari Jakob: *(Kwa kejeli akimuonesha vidole vyote)*

Hebu sikiliza! Mama yako kupona na kufariki hayanihusu. Ninachotaka hapa ni pesa zangu. *(akipigapiga kidole kwa meza ya glasi)* ama sivyo, hakuna dawa!

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Selina: (*Akimwangukia kwa macho yake mazuri huku machozi yakimtiririka*) Daktari, nyumbani niko mtoto mmoja pekee, sina baba wala jamaa ambaye anaweza kunisaidia. *Please* nipe dawa mama yangu akipona nitauza kuku wangu wawili ili nianze kulipa pesa zako polepole.

Daktari Jakob: (*Huku akiwa ameweka kalamu mdomoni, akiangalia kifua cha Selina.*

Anamkodolea macho kimya kimya na kutabasamu kidogo)

Naweza kukusaidia, ila kwa sharti moja tu! (*akionesha kidole kimoja*)

Selina: (*Akifuta machozi kwa matumaini*) Nitafuata sharti lolote ikiwa litamsaidia mama yangu kupona. Niambie basi.

Daktari Jakob: (*akitikisa kichwa*)

Good girl! Wewe ni msichana mrembo, mwenye sura nzuri. Ukitumia mwili wako huwezi kukosa kitu! Ninamaanisha, ukiruhusu kuona umbo lako hili (*akimsogelea na kugusa kifua chake*) nitakupa famasi nzima.

Selina: (*Kwa ukali na uchungu, anamsukuma nyuma kwa nguvu karibu aanguke kwenye sakafu*) Siwezi kuuza mwili wangu kwa ajili ya kupata dawa! Mungu aliyeniumba, atanipa njia nyingine za kupata dawa ya mama yangu.

(*anaanza kutembea polepole kama mtu aliyefiwa*)

Maswali:

- (a) Fafanua mandhari ya onyesho hili.
- (b) Wasichana wa siku hizi wanapata maadili gani kutokana na sifa za Selina?
- (c) Fafanua hisia unazopata baada ya kusoma dondoo hili?
- (d) Ungekuwa Selina, ungetumia njia gani bora ya kupata dawa ya kumtibu mama yako?
- (e) Chambua mbinu za uandishi ambazo zimetumiwa na mwandishi wa dondoo hili.

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