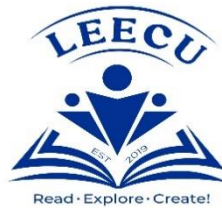


NAME:Index No:.....

SCHOOL:

112/1
English Language
June, 2024
2 Hours



LITERATURE & ENGLISH EDUCATION INITIATIVE UGANDA
(LEECU)
Uganda Certificate of Education
MOCK EXAMINATIONS 2024
ENGLISH LANGUAGE
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 sheets provided.
- Any additional items answered will **not** be scored.

For Examiner's Use only		
Section	Score	Examiner's Initials
A		
B		
Total		

SECTION A

Item 1. *Read the text below.*

Social media and mental health

Over the past few decades, social media and various social networking sites have gained popularity, especially among the subpopulation of adolescents and young adults, herein referred to as young people. Moreover, this subpopulation has not only grown up with modern technology advancements but is also technologically savvy. Since the initial social media platforms (such as MSN Messenger, MySpace, and Facebook) emerged, numerous new services have entered the market along with others, platforms such as Snapchat, Instagram, WhatsApp and TikTok, offer quicker, more effective, and more complex means of chatting and sharing content.

During COVID-19, social media platforms such as Zoom, Teams and Google Meet, inter Alia, were very beneficial as they enabled young people to interact and attend classes online. Social media platforms have several advantages and play numerous roles in daily life, including the provision of news and information, sharing, and expanding learning opportunities. In addition, these social media sites also give users the chance to network, improve their technological skills, and expand their social circles beyond their immediate family and friends.

However, social media use has some potential risks and harms. Young people may be exposed to harmful content such as cyber bullying, online hate, sexting (relaying sexually-explicit content or images), high risk sexual behaviour and grooming into illicit sexual activities by sex predators. For instance, internet pimps go all out to romantically attract young girls, manipulate emotionally, and isolate them from their peers before luring them into making money by performing sexually-explicit acts on webcams and sending images to them.

Many young girls are forced to swear allegiance to online pimps, get tattoos of their emblems on their bodies, and become hooked into cult-like online groups run by the pimps. While it is possible to read scientific articles and textbooks online, true constant barrage of distracting messages and advertisements makes it difficult to stay focused. Nowadays, it is difficult to get students to do any meaningful academic projects offline. Texts and exam scripts resemble WhatsApp chats.

Additionally, there is a lot of violent and frequently distressing content on social media. Today, in the event of terrible accidents or catastrophes, graphic images are

teachers patrolled the verandas around the assembly ground to monitor who was being a nuisance. The over five hundred pupils were led into an Arabic school anthem and prayer by the teacher on duty before the head teacher addressed them.

The head teacher's address was in a mixture of English and Arabic. Arabic was the official language in the morning hours, while English was used in the afternoon hours. He welcomed back the entire school community and read out the schedule to be followed that term. At the end, he called out Elkas and introduced him to the entire school as a transferred pupil from a sister Islamic school from far away. Elkas was startled and wished his gods would come to his rescue. A million eyes stared at him. It even worsened when the head teacher mentioned that he had enrolled in Class five of both Islamic Theology and secular education. An uproar of disbelief swept across the assembly ground. He kept his eyes riveted on the floor. He was shy. He felt a heavy load taken off his shoulder blades when, finally, the head teacher released him. This marked the beginning of his popularity in school. He became well known from the very first day of his life at Kudufi Islamic School.

The school routine was not different from that of Bugo Qur'an School. Morning classes were for Islamic Theology and afternoon classes were for secular education. At morning break, the pupils got involved in different games. The girls played a strange game of running around while dodging a ball. They would make stop-overs in four different circles in which it was against the rules for one to be hit with the ball. Anyone who the ball hit while outside the circle was taken out of the game. It would be game over whenever one of the girls made twenty-four stops in the four circles. This would bring back all her team-mates into play. The boys, on the other hand, dribbled balls while counting to the agreed tally. Elkas was amazed by the skills exhibited by the boys. Some would dribble the ball on their thighs and then on the outside of the foot. They would change feet and dribble comfortably with either foot. Some would dribble five hundred times nonstop while tactfully pretending to go the nearby hedge to take a short call, or holding their waists or even akimbo. Such was Saki and Kiraza. These two immediately became Elkas' friends.

It was punishable missing any prayers. Class prefects were stationed at either entrance of the school mosque equipped with class lists to mark whoever entered for *Dhuhr* and *Asri* prayers. Whoever missed prayers was subjected to ten lashes at the assembly the following day. The school had an account of lashes for each pupil in case one could not take all at ago. The bigger boys in Class Seven led prayers at school, including Jum'a prayers. Elkas envied them and looked forward to his

opportunity when he would be in Class Seven. It was unthinkable to him that one would disgrace themselves by not attending prayers and let themselves be punished. To him, the true meaning of religion was not simply morality, but morality touched by emotions. It was hypocritical for one not to worship the Creator. And how long would prayer take? Only five minutes or so? Was that too much of asking for all Allah had bestowed humanity? Indeed humans were ungrateful.

At lunch break, after prayers, those who came from homes neighbouring the school, went home for lunch. Others prowled through the neighbouring gardens for fruits and sugarcane. Elkas took his fifty shillings and went to the market stalls outside the school. His money could only buy him two pieces of deep fried sweet potato or five slices of cassava chips, or sugarcane. He never liked sugarcane because they would always hurt his gum. So, he would either buy cassava or potatoes that he would accompany with water from a borehole at the school mosque. With time, his friend, Kiraza, who came from nearby school, began taking him home for lunch. If there was anything that Banians were well known for, it was their hospitality and generosity. They welcomed everyone, especially children, to their meals. Because of his magnetic character, Elkas earned himself a couple of friends. Good behaviour can cover the lack of good looks, but good looks can never cover the lack of good behaviour. But Elkas had both. His friends were Ozunga and Saki with whom he walked to and from school; Kiraza and Rama, two very brilliant boys in class; and then, the naughty Lagu, Ahmed and Karamagi.

(From *The Spirit Whisperer* by Nassur Tab'an El-Tablaz)

Tasks:

- a) Of the two schools mentioned in the passage, which would you prefer to study from? Give a reason for your response.

.....

.....

.....

.....

.....

.....

.....

- b) The teachers in the passage make sure that there is order at the assembly. How does the presence of teachers at assemblies affect you?

.....

.....

.....

.....

c) We learn a lot from what we read. As a student, explain what this passage teaches you.

.....

.....

.....

.....

d) Whoever goes to school will always have a story to tell about lunchtime. Suggest what could be done to help students who go through the same experience as Elkas.

.....

.....

.....

.....

e) Elkas makes different types of friends at his new school. How will this friendship benefit him in future?

.....

.....

.....

.....

f) Explain the kind of person Elkas is as presented in the passage?

.....

.....

.....

SECTION B

Either

Item 3.

A market visit is a wonderful experience beyond just shopping. Even though markets are different in nature, whoever goes to a market has a fascinating story to tell. Narrate what happened in a market you recently visited.

Or

Item 4.

You recently attended an amazing and fun-filled marriage ceremony. At the most exciting part of the celebration, another woman showed up claiming to be pregnant for the groom. Give an account of what happened.

END