

S101/1
General Paper
Paper 1
July/August 2022
2 hrs 40 minutes

BUGANDA EXAMINATIONS COUNCIL MOCK

Uganda Advanced Certificate of Education

GENERAL PAPER

PAPER 1

2HOURS 40 MINUTES

INSTRUCTIONS TO CANDIDATES:

- *The total time of 2hours and 40 minutes includes ten minutes for you to study the questions before you begin answering.*
- *Answer **two** questions in all. **One** from section A and **One** other from section B.*
- *You are advised to divide your time equally between the two questions.*
- *All questions carry equal marks.*
- *Answers to each section **must** start on a fresh answer sheet then the two sections be fastened together.*

SECTION A

Answer **one** question from this section

Essay should be between **500** to **800** words in length.

1. Discuss what the government of Uganda can do to mitigate the adverse effects of climate change. **(50 marks)**
2. Explain the impact of foreign aid on your country **(50 marks)**
3. To what extent is Africa's economic stagnation a result of bad leadership? **(50 marks)**
4. Explain the causes of domestic violence in your community today and suggest remedies to the problem. **(50 marks).**

SECTION B

Answer **one** question from this section.

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

WHICH DAY OF THE WEEK WAS I BORN?

Several S.6 boys and girls were puzzled over the particular day of the week they were born until the General Paper teacher worked out a way of helping them tell the day of the week they were born without having to ask their parents. Before this he wanted to know if all of them were born in the 20th century however late into it and they all said yes and then launched his method. To find such days out, the students had to base on the months coded here below and follow the steps after the codes and in no time they would find out the day:

- a) January 0 (leap year 6)
- b) February 3 (leap year 2)
- c) March 3
- d) April 6
- e) May 1
- f) June 4
- g) July 6
- h) August 2

- i) September 5
- j) October 0
- k) November 3
- l) December 5

The steps would include:

1. Write down the date.
2. Write the code value of the month.
3. Write down the year ignoring '19'
4. Divide the last value by four ignoring the remainder.
5. Add the values in (1, 2, 3 & 4) above.
6. Divide the sum in (5) by (7)
7. Read the day of the week from the table below using the reminder.
- 8.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7

Of the six students who wanted to find out such days, it was discovered that they were all born in 1991 on these dates below:

- a) Nalule 25/12/1991
- b) Ocan 27/12/1991
- c) Ajilong 29/12/1991
- d) Otunu 02/01/1991
- e) Asekenye 03/01/1991
- f) Okumu 04/01/1991

Questions:

- a) Line the students up as per the order of the days of the week, show your working. **(12 marks)**
- b) In the event that these students want to marry each other and the teacher insists that only those born over the weekend should marry, and if they were born on the same day. How many couples would marry off? Show your working. **(06 marks)**
- c) Examine the challenges of school relationships? **(14 marks)**
- d) Discuss the role of birthday celebrations in families? **(8 marks)**

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

There is another feature of present-day society which has played a part in the development of a counseling profession. It is the instability generated by the rapid changes that have been occurring in our ways of life. Sociologists as well as poets have labeled this an “age of anxiety”. Various writers have called attention to factors creating insecurity in the individual, factors ranging all the way from broken homes to the threat of atomic **annihilation**. It is true that it would be very difficult to prove that this age is more anxious than previous periods. There are no statistics which permit us to compare the incidence of even the major psychoses from country to country, and it is even more impossible to **gauge the comparative frequencies** of neuroses and the lesser varieties of disequilibrium. Nevertheless, in the books we write and the pictures we paint there is much to suggest that the prevailing mood of our time is one of **uncertainty and apprehension**.

The most serious of the social instabilities for the individual, in the conclusions of psychiatrists and other mental health workers are sound, is the threat to the family. Among the clients who come to a counselor with personal problems vary, considerable proportions are children of divorced parents. Sometime during their childhood, long before emotional growth was completed; they have been confronted with problems of **conflicting loyalties** that would have strained even the capacities of maturity. The counseling process constitutes for them a new opportunity to think the whole thing through and **assimilate** the experience and its consequences in their later development.

If divorce itself were the only problem, however, our task would be considerably easier than it is. It is the emotional conflicts that **lie at the back of** these break-ups rather than the separations themselves which unsettle children. Naturally, not all persons seeking psychotherapy are the products of divorce, but most if not all of them reflect in their attitudes the strains to which their childhood homes were subject. For every marriage that ends in the divorce courts there are probably several more which generate tensions almost as severe. Children in these homes have had to learn to cope - with bitterness, hatred, neglect and confusion and to put up some sort of defences against the anxiety such attitudes bring.

It goes without saying that social problems are not to be solved by counseling alone. Many agencies and organizations are concerned with the family and are attempting to improve an unsatisfactory situation there. To the extent that long-range educational programmes aimed at improving family relations succeed, counseling to **ameliorate** the effects of bad family situations will become less necessary. For the present, however, home difficulties are a major source of problems for workers in three types of setting. Child guidance clinics are attempting to help the children themselves at the time when their problems are most acute. Marriage counselors have developed a specialized service for men and women who wish to try to **salvage** their relationship rather than to break it off. General counseling agencies in schools, even when their **principal function** is to help students make good educational and vocational choices, also help individuals to understand and modify emotional attitudes that have grown out of home environments.

Many other social problems of our time are reflected in the insecurities clients bring to counselors. The rapidity with which urbanization has proceeded has brought into the incredibly complex city environment large numbers of individuals whose upbringing has not prepared them to cope with it. Threats of war, and actual wars in which our country is involved, ... not only add to the complexity of the task of career planning, but also face young men and women with difficult choices among conflicting values. The constant threat of unemployment arising from **technological changes** hangs over men and women most of whom have no control over their own jobs. The emphasis a competitive society places on success inevitably produces anxiety in persons who cannot be sure that they are “winners”.

While the counselor, as a citizen, may be vitally concerned with these social problems in their entirety, it is particular aspects of them, often not the most important, that confront him in his day to day work. The possibility of sudden death and destruction does not seem to produce as much anxiety as do the minor worries about one’s own immediate future. Will I be drafted this year or not? Shall I enlist now or wait? What good will it do me to study this term if I am not going to be allowed to finish my education anyway? It is through such questions that the troubled international situation makes its impact on the individual: Will I ever be able to get my grades up high enough so that I will be admitted to medical school? How can we keep up our country club membership and the social activities that go with it unless I can make more money? How can I ever face mother if her society doesn’t pledge me? How can I get over my **inferiority complex**? Wherever I go I never feel good as other people. It is such problems that our competitive economic and social system rises for each person. They may seem trivial by comparison with the larger social issues, but they are the stuff of individual human experience.

(Source: counseling today American Association of counseling, 2007)

Questions:

- (a) Suggest an appropriate title for the passage. (2Marks)
- (b) Explain what the author means by:
 - (i) “conflicting loyalties.” (3Marks)
 - (ii) “but they are the stuff of individual human experience.” (3Marks)
- (c) In not more than 100 words, give a summary of the problems a counselor has to deal with. (12Marks)
- (d) Explain the meaning of the following words and phrases as used in the passage using your own words wherever possible.
 - i. annihilation (02marks)
 - ii. gauge the comparative frequencies (02marks)
 - iii. of uncertainty and apprehension (02marks)
 - iv. assimilate (02marks)
 - v. lie at the back of (02marks)
 - vi. ameliorate (02marks)
 - vii. salvage (02marks)
 - viii. principal function (02marks)
 - ix. technological changes (02marks)
 - x. inferiority complex (02marks)

SPGE= (10Marks)

END.

