

**S101/1**

**GENERAL PAPER**

**Paper 1**

**Jul/Aug 2016**

**2 Hours 40 Minutes**



**MUKONO EXAMINATIONS COUNCIL**

**Uganda Advanced Certificate of Education**

**GENERAL PAPER**

**Paper 1**

**2 Hours 40 Minutes**

**INSTRUCTIONS TO CANDIDATES**

- *A total of **2 hours and 40 minutes** includes **10 minutes** for you to study the question before you begin your answer.*
- *Answer **two** questions, which must be chosen as follows; **one** from section **A** and **one** questions from section **B**.*
- *Answers to each question must begin on a fresh page.*
- *You are advised to spend your time between the two questions.*
- *All questions carry equal marks.*

## SECTION A

Choose **one** question from this section and write an essay between 500-800 words

1. Discuss the major environmental problems facing your community today. **(50marks)**
2. To what extent has religion improved morality in society today? **(50marks)**
3. Examine the causes and consequences of poor hygiene in Ugandan slums. **(50marks)**
4. Justify the view that Uganda is indeed the pearl of Africa. **(50marks)**

## SECTION B

5. Study the following information carefully and answer the questions that follow.

**(50marks)**

After a very competitive football season across Europe and Asia, different star players and coaches are now contemplating the future of their career. Some skilled players from the first division will see themselves play in big teams. Others might retire from their football clubs in Europe for more lucrative, thoughtless popular clubs in America. Sports betting will go in recess in the meantime.

The specific target leagues for the players are;

- a) The Spanish La Liga
- b) The English Premier League
- c) The Bundesliga
- d) Serie A.

For one to play in any of the above, the required qualities in order of merit are;

- a) Know dribbling skills
- b) Be a striker, shoot the ball and score in the net.
- c) Be able to speak several languages
- d) Be a fast runner.

Below are the names of some prominent players and their qualities;

1. Messi – a striker, shoots the ball and hardly misses the net.
2. Ronaldo – a fast runner, dribbles well and a linguist
3. San Chez – dribbles well, shoots, scores and a fast runner.
4. Robben – a linguist, fast runner, a quick thinker and strong winger.

5. Gerald – a striker and deadly shooter, dribbles well, a quick thinker and strong winger.

The various duties required to play a successful game are as follows

1. Defender
2. Dribbler
3. Attacker
4. Scorer

### Questions

- a) Which one of the above players has the overall qualities? Show how you arrive at your answer. **(12marks)**
- b) Assign each player a role based on his qualities. **(08marks)**
- c) If the player you had assigned as striker has an injury, during the match, who would replace him as a substitute? Give a reason for your answer. **(06marks)**
- d) Explain the causes and effects of increased betting activities among the youths in your country. **(14marks)**

**S.P.G.E = (10marks)**

6. *Read the passage below and answer the questions that follow using your own words wherever possible.* **(50marks)**

THE VERY word emotion suggests **agitation** and excitement. And there is a tendency to think of emotions as though they were **disembodied** forces which in some mysterious ways arise from their depths to seize the individual and place him at their mercy. **Adolescence, accordingly, is considered to be a highly emotional period of development – “a crazy, mixed – up period.”**

This extreme view exaggerates the dramatic and disturbing aspects of emotion. It fails to acknowledge that much of the emotional life of the normal adolescent is calm, deep, and constructive. The **inconspicuous manifestations** of emotion need greater recognition. Emotions are not **foreign intrusions**; they are part and parcel of the unitary action system. This complex action system constantly assumes changing patterns of tensions and of motor preparedness. An emotion is essentially a feeling of motor attitude, whether it is in form of

anger, fear, affection, or serenity. These specific feelings are responses to immediate situations. In their boundless variety they reflect the life experiences and above all the maturity of the individual.

*Emotions grow.* They are not fixed entities. They change with age throughout infancy, childhood, and youth. Even a baby can teach us something about the innate nature of these developmental changes, which continue into the years from ten to sixteen. Compare for example, the emotional maturity of a typical infant of 28 weeks and at 32 weeks of age. At 28 weeks the infant is generally in good equilibrium and presents an amiable union of **self-contentedness**, contentment, and sociability. He discriminates strangers, but adapts to them. He has himself well in hand, both in attitudes and activities. At 32 weeks of age, however, he is not so self-contained; his face often wears a questioning, half-bewildered expression. He is less forthright; he shows a **greater tentativeness** in unaccustomed situations, and needs more time to adjust to them. He looks with new penetration at the movement of people around him. He is more conscious of sounds. He seems much more sensitive than he has a month ago. He is quiet, watchful, often withdrawn.

Such a remarkable change in the patterning of emotion is a common growth phenomenon in childhood and adolescence. This is a kind of change which cannot be ascribed to sheer environmental factors. The change comes from within. It comes naturally through hidden, innate processes of growth. Similar changes in sensitiveness occur throughout the adolescence **maturation of emotions**. The developmental trends of these basic changes are outlined in the growth of gradients assembled in the present chapter.

The gradients show that the climate of emotion alters somewhat from year to year in concordance with the advance in general maturity level. There are certain persisting emotional characteristics which can be referred to inborn temperament. There are other characteristics which trace to recent and remote real life experiences. But underlying and prevailing these distinctive traits there are sequences and patterns which are intrinsically developmental. They are shared by adolescents of comparable maturity. Making due allowance for individual differences of temperament. It is possible to look for maturity

signs which indicate whether or not a given youth emotionally, is growing up. We may ask, even though we cannot answer, does he act his age emotionally?

Here we may recall our concept of “emotional behavior” (and also the sensitiveness of the 32 week-old infant). Emotion is essentially a personal feeling of motor attitudes evoked by the situations of daily living. As the action system changes from age to age, so do the situations and the responsive behavior. The direction, the shape, and the sequences of change are not **fortuitous**. They are consistent enough to warrant the conclusion that emotional behavior develops stage by stage, and just as structured and patterned as walking, seeing, talking, manipulating and thinking. At times, however, an emotion may be charged with the elemental wildness and primitiveness which demands special controls and interpretation.

For simplification we have characterized the maturity traits of seven age zones with key adjectives and phrases, which have many implications as to the general course of emotional development. “Ten is casual and easygoing. Eleven is sensitive and self-assertive. Twelve is outgoing and balanced. Thirteen is withdrawn and inwardized. fourteen, expansive and **exuberant**. Fifteen, restless and apathetic. Sixteen, friendly and well adjusted. This is compressed thumbnail summary, but despite over-simplification it gives a just impression of the over-all semi-rhythmic fluctuations which mark the advancing cycle of emotional growth between the nodal ages of ten and sixteen.

The transformations which take place between the cycle of seven years are remarkable in variety and extent. Each year releases new emotional potential, resulting in readjustments between the changing organisms and the expanding environment. Emotions thus become both symptoms and creative forces in the continuing drama of development. Their influence is not restricted to intense and vivid episode. Mild, intimate and secret states of feeling, which recur **spontaneously** and **compulsively**, also play a role in patterning of adolescent personality. There are, moreover, voluntary forms of feeling, which a youth summons up in his **ruminations** and his efforts at self-control. These feelings are of moral development significance. **As the self-matures, emotions behavior matures.**

## Questions

- a) Suggest an appropriate title for the passage. **(02marks)**
- b) What do the following expressions mean according to the writer.
- (i) *Adolescence, accordingly, is considered to be a highly emotional period of development, - "a crazy mixed – up period.* **(03marks)**
- (ii) *As the self-matures, emotional behavior matures.* **(03marks)**
- c) In about 100 words, summarize the author’s intention in the text. **(12marks)**
- d) What do the following words mean as used in the passage.
- (i) .....agitation..... **(02marks)**
- (ii) .....disembodied ..... **(02marks)**
- (iii) .....inconspicuous manifestations ..... **(02marks)**
- (iv) ..... foreign intrusions ..... **(02marks)**
- (v) .....self-centeredness ..... **(02marks)**
- (vi) .....maturation of emotions ..... **(02marks)**
- (vii) .....greater tentativeness ..... **(02marks)**
- (viii) .....exuberant ..... **(02marks)**
- (ix) .....spontaneously and compulsively..... **(02marks)**
- (x) .....ruminations ..... **(02marks)**

**End -**