

**S101/1**

**GENERAL PAPER**

**PAPER 1**

**2 Hours 40 minutes**

**UGANDA MARTYRS S.S.S NAMUGONGO**

**Uganda Advanced Certificate of Education 2017**

**Resourceful Mock Examination**

**General Paper**

**Paper 1**

**2 Hours 40 Minutes**

**INSTRUCTION TO CANDIDATES:**

*The total time of 2 hours 40 minutes includes ten minutes for to study the questions before you begin answering.*

- *Answer two questions which must be chosen as follows: One questions from section A and one question from section B*
- *You are advised to divide your time equally between the two questions.*
- *All questions carry equal marks.*
- *Any additional question (s) answered will not be marked.*

### SECTION A

Answer one question from this section.

Answer should be between 500 and 800 words

1. What are the duties and powers of a president in Uganda?
2. Examine the cause and effects of environmental pollution in your country.
3. Discuss the challenges and benefits of teaching vocational subjects in post primary schools in Uganda.
4. "The United Nations has proven itself incapable of solving both regional and global problems and should be dismantled." Do you agree?

### SECTION B

5. Answer one question from this section

Study the table carefully and answer the questions which follow:

Information available indicates that 49% of the pupils in primary school in 2007 were girls.

The total number of boys was 3,872,589. The estimated number of students who sat UCE was 120,000 while 70,000 students sat UACE in the same year.

Trends in school enrolment, transition and completion (2004 - 2007)

NO.	Indicators	2004	2005	2006	2007
1	Survival rate (P5)	58%	68%	52%	55.7%
	Boy	58.9%	65%	52%	55.7%
	Girl	58%	70%	51%	55.2
2	Transitions rate (P.7-S.1)	61%	69%	59%	64%
	Boy	56%	65%	57%	61%
	Girl	66%	74%	63%	68%
3	Gross Enrolment (S.1-S.6)	13%	13.6%	18%	21%
	Boy	15%	15%	20%	23%
	Girl	12%	12.2%	17%	19%
4	Completion rate(S.4)	21%	22%	18%	21%
	Boy	23%	25%	20%	28%
	Girl	19%	19%	17%	22%
5	Transition rate (S1-S.5)	31%	41%	42%	39%
	Boy	34%	43%	45%	43%
	Girl	28%	49%	33%	33%

Source: EMIS \$ UBOS 2004

Questions:

- a) Calculate the total number of schools going age children in primary school in 2007 (4marks)
- b) (i) Calculate the total number of schools going age children in primary school in 2007 (4marks)

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

Liberal feminists wish to give women the same rights as men in political, economic and social life, and thus to make human rights work in women's favour, they also favour equality of opportunity. But they would argue that even in liberal societies which promise equal opportunity there is overt or covert discrimination, or else institutions and practices are constructed according to male norms in such a way women are in practice an equal and discriminated against. Sex discrimination occurs where gender is brought into an appointment process or any other allocation process in an arbitrary or irrelevant way. Because of sex discrimination legislations, Britain has changed from a society in which, thirty years ago, jobs were strongly gendered to society where it is illegal for job advertisements to express any preference for male or female employees. Critics of this development would say that it is rational and necessary to allocate some jobs on the basis of sexual difference such as physical strength – for example men make better miners. To concede that sex or gender differences are sometimes relevant would lead to the endorsement of an equal but in some respects different approach; such a move is strongly criticized by the more radical feminists who claim that the concept of difference itself always to a male norm, or to the normal male as Mendus argues.

Discrimination in employment is a key issue for liberal feminist since it makes no-sense of equality of opportunity. Despite the existence of sex discrimination laws, the allocation of jobs (or other benefits) according to gender-neutral criteria will not guarantee equality if the nature of the work is already "gendered", and even gender-neutral criteria may be covertly discriminatory. Suppose an apparently neutral job specification requires that the successful applicant will spend a week every month in America on business and one of the selection criteria is therefore that applicants must be free to travel' Is this indirectly discriminatory criterion and a gender biased job, because women with family responsibilities could not take on such a work? If so, should such jobs be out-lawed because of their inbuilt discrimination, or radically transformed by say, Job sharing? Similar questions have been asked about parliamentary jobs because MP's notoriously eccentric hours of work are incompatible with family obligations.

The argument against discriminatory, gender-based criteria can be extended to call into question the entire idea of qualifying criteria for any kind of work. In the mid 1970's, I sat on a University working party to monitor possible discrimination on the employment of women staff at the time. Among other issues, we considered whether the normal expectation that applications for lectureship should have a PhD was discriminatory. Some people argued that since fewer women (at that time) took higher degrees, because they had married and had children after their first degree, the requirement of a PhD was indirectly discriminatory. It was not a gender-neutral criterion. Should we then conclude that if women cannot compete on equal terms in a particular arena, we should change the rules of the competition?

Explain the meaning of the following words and phrases in the passage, using your own words as much as possible:

- |   |           |            |
|---|-----------|------------|
| I) Convert discrimination.                      | (line 5)  | (02 marks) |
| II) Arbitrary                                   | (line 9)  | (02 marks) |
| III) Rational                                   | (line 13) | (02 marks) |
| IV) Endorsement                                 | (line 17) | (02 marks) |
| V) Radically transformed                        | (line 32) | (02 marks) |
| VI) Notoriously eccentric                       | (line 34) | (02 marks) |
| VII) Affirmative action                         | (line 52) | (02 marks) |
| VIII) Subvert the notion                        | (line 57) | (02 marks) |
| IX) Cope with the conundrum                     | (line 62) | (02 marks) |
| X) Reformist demand                             | (line 74) | (02 marks) |
| XI) Spelling and Grammatical Expressions (SPGE) |           | (10marks)  |

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Liberal feminists would be reluctant to agree to such a radical conclusion, since they believe the rules of the competition is to adopt a policy of positive discrimination (which Americans, less pejoratively, call 'Affirmative action'). In the above example, this would require a University to inform candidates that: candidates without PhD's especially women, will be considered on their merits. It would also require appointments boards to view an intelligent woman without a PhD as no less appointable than an equally intelligent man (or indeed, another woman); it also threatens to subvert the notion of appropriate job qualifications. Critics argue that positive discrimination in favour of some is always discrimination against others - also, that it is unjust to appoint a woman on the basis of her membership to a group or category (i.e. because she is a woman) rather than on her personal merit. How then can liberal feminists cope with the conundrum that equal opportunities for women in a gendered society may only be achieved through positive discrimination in favour of the less well qualified, which mean less than equal opportunities for men? In such a context, implementation of this liberal principle appears self-defeating .....

Equal opportunities are not achieved simply by making all jobs equally open to both sexes, because requirements because of family ties. Moreover. Some feminists agree, work is a male defined activity, defined so as to make women appear unsuitable for work. Radcliffe Richard puts the case: "If women had been fully involved in the running of society from the start" they would have found a way of arranging work and children to fit each other .....

The modest, reformist demand for liberal equality commits them to advocating either a radical re-structuring of work to fit in with family life or a radical re-structuring of family life, motherhood and childhood.

#### Questions

- a) Suggest a suitable title for the above passage (02 marks)
- b) What does the author mean by:
- I) "..... Jobs were strongly gendered?" (line 11) (04 marks)
- II) "In such a context, implementation of this liberal principle appears self-defeating ....." ( lines-65-66 ) (04 marks)
- c) In about 100 words, describe the views of the liberal feminists on gender equal opportunities in society. (10 marks)

Explain the meaning of the following words and phrases in the passage, using your own words as much as possible:

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|---|-----------|------------|
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