

S101/1

GENERAL

PAPER

2 HRS 40 MINS.

Uganda Advanced Certificate of Education

GENERAL PAPER

2 hours 40 Minutes

Instructions to candidates

- The total time of 2 hours 40 minutes includes ten minutes for you to study the question before you begin answering.
- Answer two questions which must be chosen as follows; **one** in Section **A** and **one** from Section **B**.
- Answers to each question **must** begin on a fresh page.
- You are advised to divide your time equally between the two questions.
- All question carry **equal** marks.
- Any additional question(s) attempted will not be marked.

SECTION A

Answer one question from this section.

1. Discuss the environmental problems in Uganda and show how they can be controlled?
2. To what extent has your culture been modified by cultures from other parts of the world.
3. Discuss the role of micro – loans in eradicating poverty in Uganda.
4. To what extent has the decentralization policy in Uganda been successful?

SECTION A

Answer one question from this section.

- 5. Study the following information carefully and then answer the questions which follow.**

A group of thugs are planning to stage a fake road block along a busy road with the intention of looting the travelers along it. Each of the thugs must have three good qualities of the plan to succeed. The qualities required, in order of merit are;

- Know target shooting
- Be a driver and mechanic
- Must think and act fast
- Be able to speak several languages
- Be a fast runner

Below are the names of the thugs and their qualities.

1. Ndalira – driver and mechanic, thinks and acts fast and is a linguist.
2. Mafwora – fast runner, target shooter and linguist.
3. Musoke – target shooter, drive, mechanic and fast runner.
4. Achomi – linguist, fast runner and acts and thinks fast.
5. Angiru – driver and mechanic, target shooter and acts and thinks fast.

The various duties required to carry out the plan are as follow; -

- Interceptor
 - Driver
 - Looter
 - Guard
- (a) Which one of the above thugs has the best overall qualities? Show how you arrive at your answer.
- (b) Assign each thug a duty based on his qualities.
- (c) If the person you had assigned to guard had a mishap during the execution of the plan, who would take over his work? Give reasons.
- (d) After a successful execution of the plan, each of thugs must take a different route to disguise evidence. However, one of them must remain to mix freely with the local residents while the whole loot is driven away to a particular destination. Each route has a definite problem as listed below:
- Route A – has a regular security patrol
- Route B – is straight but very long.
- Route C – has a road block.
- Route D – has forests and wild animals.

Who should take which route and why?

6. Read the passage below and answer the questions which follow,

Socialization continues throughout life. After childhood one continues to enter new groups to attain new statuses, to learn new roles and thereby to elaborate one's ways of participating in society. A freshman is socialized into the patterns of a college, an immigrant into the life of a new country, a recruit into the army, a new resident into the suburb, a new patient into a hospital ward and a bride into a life of marriage.

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In some respects later socialization is continuous with that of childhood, in other respects discontinuous. In earlier respects like in the home, at school, with the peer group and through the mass media children acquire 'the native language.'

They learn to speak and write. Having developed this foundation in early socialization, they later acquire the capacity to issue commands to an army **10** platoon, to preach sermons or write lover letters, shopping lists, legal briefs, newspaper article or sales reports. They thus learn to use their native language in new and specialized ways consonant with the particular adult statuses they attain and the expectations of their adult roles. Further, the general symbolic capacities that children begin to develop in infancy as they begin to acquire **15** their human nature eventuate in their being able also to use special non-verbal systems. They can learn to read music or blue prints or computer print-outs or for that matter, tea leaves, smoke signals or tart of cards.

Children's symbolic capacities are not merely cognitive in nature. These capacities combine with sentiments in particular ways so that children can come to cherish people with whom they have never actually interacted. **20** Thus the Popes, Presidents, Prime Ministers and other leaders in the sense that they represent causes and ideals to which someone is committed also represent aspects of that person's self. They are symbols of oneself (or parts of oneself) which strengthen the attachment to nation, church, political party or social movement. This ability to so utilize others as symbols does not arise for **25** the first time in adult hood. It is essentially a development from a refinement of a capacity that first showed itself when the child was attracted to role models outside the family. The child's imaging himself or herself as police officer, heroic rescuer or star athlete are the precursors.

Other examples of continuity readily come to mind. In the early games **30** of childhood, children learn to pursue a goal within a framework of rules. Their later ability to play chess or tennis or even behave as expected in a bureaucratized office is built on earlier experience with such games as hide and seek. The later rules are more elaborate, but the orientations to rules is a **35** refinement of the childhood orientation.

Other basic elements of the adult socialization process are also similar to those in childhood. There are socializing agents who teach, serve as models and invite participation. Through their ability to offer gratifications and deprivations they induce co-operation and learning, and they endeavour to prevent disruptive deviance. The child's persons being socialized, on their part through observation, participation and role taking learn and internalize new expectations and **40** develop new self-conception.

The continuities in socialization from childhood to adulthood are significant because adulthood is rooted in childhood. But there is also reason to believe that childhood socialization sets limits to what may be accomplished through adult socialization, even though we are not yet able to define those limits with any precision. **45**

The human organism has great plasticity, but that plasticity is not infinite. For example, it would appear virtually impossible for a person brought up in a rural slum who never advanced past grade five, at age twenty five, prepare for and successfully follow a professional career. This degree of discontinuity between childhood and adult socialization seems insurmountable. **50**

Although certain aspects and certain kinds of adult socialization presuppose continuity with childhood socialization, it is nevertheless equally true that adult socialization, even the ordinary course of events, is often discontinuous from that of childhood.

Although there is no doubt that adolescents are in the process of becoming **55** more independent of their parents and consequently, are more responsive to their peers than they were at younger ages, and although their interests and values may differ from those ostensibly emphasized by the High School, it does not follow that adolescent socialization is peer-dominated and little influenced by adult values and norms. In reviewing Coleman's study, Bennett Berger **60** argues that most of the Adolescent values and interests noted by Coleman are

more accurately understood as derivative from Adults. For example, High School athletics depend greatly on support by parents and local booster organizations. Further, parents are concerned about popularity and prestige.

Questions

- (a) Suggest an appropriate title for the passage.
- (b) What does the author mean by the following phrases?
 - (i) “.....they endeavour to prevent disruptive deviance.” (line 39).
 - (ii) “The human organism has great plasticity.....” (line 46)

- (c) In not more than 100 words, summaries how socialization is a continuous process.
- (d) Explain the meaning of the following words and phrases as used in the passage.
 - (i) Peer group (line 09)
 - (ii) Consonant (line 14)
 - (iii) Symbolic capacities (line 15)
 - (iv) Eventuate (line 16)
 - (v) Refinement (line 27)
 - (vi) Childhood orientation (34 – 35)
 - (vii) Internalize (line 41)
 - (viii) Precision (line 45)
 - (ix) Responsive to their peers (lines 56 -57)
 - (x) Booster organization (line 63)

****GOOD LUCK!!****