

SIOI/I  
GENERAL PAPER  
PAPER 1  
2<sup>2</sup>/<sub>3</sub> hours

## WAKISSHA

Uganda Advanced Certificate of Education

GENERAL PAPER

Paper 1

2hours 40 minutes

### INSTRUCTIONS TO CANDIDATES:

- The total time of 2 hours 40 minutes includes ten minutes for you to study the questions before you begin answering.
- Answer two questions which must be chosen as follows:  
One question 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.

Turn Over

SECTION A

Choose one topic from the following and write about it using 500 to 800 words.

1. Assess the role of the private sector in your country. (50 marks)
2. Explain the limitations to teaching practical subjects in secondary schools in Uganda and suggest solutions. (50 marks)
3. Examine the effects of increased population on the environment in your country. (50 marks)
4. Account for the drop out from school in the education system of your country. (50 marks)

SECTION B Choose either question 5 or 6

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

During an outbreak of a pandemic disease that was contagious and causing death, a given country came out with measures to contain the disease. The ministry of health constantly monitored for any infected people and taking records of the infected, dead, recovered and those undergoing treatment. The following reflect the records taken for ten months.

- In the first month there was no infection found.
- There was no death recorded in the first three months.
- In the second month 90 cases of infection were recorded and 80 had recovered.
- One person died in the fourth month but 15 more got infected while the number of those who had recovered doubled in the third month.
- In the fourth month the records indicated 502 infections but the recoveries had increased by 40. ● Infections reached 1039 in the fifth month, 4 more people died and 420 recovered in the same month.
- In the next four months infections were 1630, 4300, 7030, 9900 respectively while the recoveries were 862, 2050, 4502 and 7705 respectively.
- The tenth month showed 4040 more infection and 2015 more recoveries.
- Meanwhile 12 more people had died in the sixth month, 31 in the seventh month and the number doubled in the eighth month.
- 26 people died in the ninth month and by the end of the tenth month 28 more people had died.

Questions

- (a) Draw a table showing the record of infections, deaths, recoveries and those still undergoing treatment. (20 marks)
  - (b) Account for the high number of recoveries. (10 marks)
  - (c) What measures can be taken to fight infectious pandemic diseases. (10 marks)  
Spelling, punctuation, grammar and expression (SPGE) (10 marks)
6. Reading the following passage and answer the question that follow using your own words wherever possible.

We have already considered some common strategies to use or neutralize ethnicity and build the economic power of the politically powerful. But governing is a more complex process than this: rulers must motivate bureaucrats to implement laws and policies and citizens to act in accordance with authoritative decisions. How can a governing elite obtain this double compliance in weakly integrated, poverty stricken peasant societies?

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A strong state is one that can count on willing compliance. All rulers desire legitimacy- the conviction among bureaucrats and citizen that they are under an obligation to obey those occupying certain authority- positions. Relatively few governments, however, achieve a firm moral basis for their rule. If legitimacy is fragile, willing compliance must derive from pragmatic considerations. People consent because they believe that a particular government or policy advance their interests. This 10

explain why a ruler surreptitiously favours a strategic region or tribe: he hopes to gain generalized support amongst that group. Beyond that, he buys instrumental allegiance from influential individuals and groups through patronage. Yet, the greater a regime's dependence upon mercenary support, the greater is its vulnerability to disaffection in the event of an economic downturn.

The other basis for rule is of course, coerced compliance. All government, to be sure, depend from 15 time to time on some form of coercion: the application of this may fall to the courts, the army, the police or the prisons. But some governments command so little legitimacy and are so ineffectual at handing out the spoils that they depend heavily on force. This unstable and ineffective mode of governing is seen in many African countries.

With independence and the usual decomposition of the anticolonial front, Africa state suffered a crisis<sup>20</sup> of legitimacy. Politicians, bureaucrats and people in general grew preoccupied with private and sectional advantage. To what principle could leaders now appeal for solidarity and sacrifice? Ideologies that elsewhere facilitate consent, liberalism and socialism, have no roots to sustain them in Africa. And the traditional legitimacy of precolonial politic was largely irrelevant in the culturally heterogeneous modern state. The result was the emergence of personal rule based chiefly upon<sup>25</sup> personal loyalty, patron — client linkages and coercion.

If an Africa bourgeoisie had emerged and achieved hegemony, then liberal democracy might have provided a moral basis for governance. A strong bourgeoisie might have championed individual liberty and constitutionalism and a Westminster- style constitution might then have actually mirrored the value of society, or at least a significant portion of it. But this was not to be. Instead, colonial rulers, in<sup>3()</sup> partnership with leading Africans, spawned constitution that had no more basis in local political cultures than the parchment on which they were inscribed. The limitation of governmental power, the protection of civil liberties, the principles of representative and responsible government all these found their place. But in country after county following independence, regimes systematically evaded or abolished these safeguards. 35

Could the story have been different? Certain liberal democratic values may have existed in traditional societies, but in a much altered guise\_ and more intimate political environment. These new societies' major political traditions were, in fact, derived from the colonial era — a truly autocratic epoch. Colonial government took the form of authoritarian administrative apparatus, with a powerful governor at the helm. True, decolonization entailed the cautious devolution of power and 40 responsibility to increasingly representative assemblies. But this whole process was brief, rarely lasting longer than ten to 15year and often less. Social values could not make the radical adjustment to constitutionalism in this short time, especially since that historical proponent of liberal democracy

— the bourgeoisie — was so weak. Regimes thus met with little popular resistance in dismantling democratic institution.45

Whatever the specific route, authoritarianism was generally the outcome. Over half of the regimes in 1984 were, military or quasi- military. In practice, it is difficult to distinguish between these forms as army- supported government often deck themselves out civilian garb. Military- dominated regimes range from the relatively benign such as Togo and Guinea — Bissau to relatively brutal in Uganda, Ethiopia and Zaire.

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Questions

- (a) Suggest suitable title for the passage. (2 marks)
- (b) What does the writer mean by
  - (i) "count on willing compliance" (line 5) (3 marks)
  - (ii) "army supported government often deck themselves out in civilian garb (line 47) (3 marks)
- (c) I not more than 100 words summaries how rulers govern in circumstances of personal rule. (12 marks)

**Turn Over**

- (d) Explain the meaning of the following words and phrases as used in the passage (20 marks)
    - (i) Pragmatic consideration (line 09) (ii) Instrumental allegiance (line 12)
    - (iii) "Vulnerability" (line 14)
    - (iv) Heterogeneous (line 25)
    - (v) Mirrored the values of society (line 29)
    - (vi) Spawned (line 31) (vii) Altered guise (line 37) (viii) Entailed (line 40)
    - (ix) Quasi —military (line 47)
- Spelling, punctuation, grammar and expression (SPGE) (10 marks)

END