| Candidate's Name        |   |   |   |
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| 112/1                   |   |   |   |
| <b>ENGLISH LANGUAGE</b> |   |   |   |
| Paper 1                 |   |   | - 2                                     |
| 2024                    |   | 6                                       |   |
| 2 hours.                |   | 1                                       | An                                      |
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# SHAPTA JOINT ASSESSMENT BOARD 2024

**Uganda Certificate of Education** 

**ENGLISH LANGUAGE** 

## Paper 1

2 HOURS

## **INSTRUCTIONS TO CANDIDATES:**

- ➤ This paper consists of **two** sections: A and B. It has **three** examination Items.
- > Section **A** and **B** are Compulsory.
- Answers to section **A must** be written in the spaces provided.
- Answers to section **B must** be written in answer booklet provided.

#### **SECTION A**

## 1. Read the text below and respond to the tasks that follow.

### **OBESITY AND CHILDREN**

Some people predict that today's generation of youth will be the first in over a century with a life expectancy shorter than that of their parents.

In adults, obesity has long been known to be associated with a range of health problems such as coronary heart disease, diabetes and cancer. But now, alarmingly, this so called disorder is affecting a large number of youths and children too. Young people in our country are becoming increasingly inactive, and they eat less than half the recommended portion of fruit and vegetables, while exceeding recommendations for fat, sugars and salt.

Although the risk to physical health is the issue that appears to have received most attention, the first negative outcomes of obesity are often psychological.

Evidence shows that overweight children are more likely to be victims of bullying than their normal-weight peers, and are even perceived as less intelligent by their teachers.

Very young obese and non-obese children do not tend to differ remarkably in self-esteem, but by age five, a difference has already been noted with obese children showing lower self-esteem. By late childhood/early adolescence, obese children have significantly lower self-esteem, and this is particularly true for girls.

Lower self-esteem is further associated with feelings of sadness, loneliness and nervousness, and is also seen to create tension in the child's family, suggesting a detrimental effect of obesity on emotional well-being for older children and adolescents. In obese women, increased acne formation, early menarche and irregular cycles are additional problems that lead to low self-esteem and psychological suicides. It also creates difficulties in relationships with health professionals.

Obesity cannot be prevented or managed solely at the individual level. Committees, governments, the media and the food industry need to work together to modify the environment so that it is less conducive to weight gains.

Encourage your children to play more sports during and after school hours. Parents should create an environment which promotes healthy eating habits and physical activity. The role of parents is crucial and they should be a consistent role model to their children.

I feel quite strongly that healthier options must be provided at school as children spend the majority of their time in school during the day. Introduction of healthier vending machines, healthier lunches and cookery clubs would be a start. Organise youth clubs' activities which promote a healthy lifestyle at colleges or in the work place. Prevention measures also include substituting unhealthy foods which eventually cause fatal diseases like obesity, cholesterol, cancer and heart-related disorders.

a) Having read the passage, Explain the Effects of obesity to children and adults to classmates that might not have read it in about 100 words.

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# 1b). Read the text below carefully and then respond to items that follow.

The main purpose of education is to enable persons to acquire intellectual and moral independence. To achieve this independence, the youth and adults must submit to genuine authority themselves. In fact, to gain freedom, we must start by giving it up.

Throughout the history of child rearing, it appears that parents sometimes love their children too much. Consequently, in each generation, affection tries to make things easier and better for the next one. As you go back the ladder of generations, affection for children as witnessed today diminishes. May be this was because of large family members which made it impossible to give affection to each and every child. Our modern day parental affection and determination to create a better future for our children makes it difficult to discipline them.

This is sometimes a cause for worry and **anxiety**. Are children given much freedom? With all this freedom, can they be expected to become very responsible members of the society? Can they be depended on?

Many more parents are sending their children to boarding schools where they are not exposed to parental discipline. This challenging task has been left to the teachers. Whenever parents visit their children in schools over the weekends, there is evidence of too much affection exhibited in dishing out unnecessary items and excessive pocket money.

The parents believe that in boarding schools, teachers are able to enforce strict control and administer sterner discipline. So, in the absence of a family to instill discipline in the children, parents call upon teachers to exert the moral authority they themselves are reluctant to impose! This can lead to socially unhealthy children and disruption of their education.

On the other hand, the school has a significant role to play in the moral and intellectual education of children who need freedom to grow and discover their interests and talents. The question to ask is, how much freedom should the children have?

We must, therefore, not allow the spirit of permissiveness to interfere with our role of guidance in the **legitimate** functions of guidance. If we do, children will reject scholastic discipline and authority. The likely result is confusion in our schools and the erosion of authority of teachers.

In conclusion then, it is important to strike a balance between authority and freedom, the society's expectations and the school. To avoid **chaos** therefore, the much talked about guidance and counselling departments must be strengthened to help our learners attain the set objectives of education.

(Adapted from: <u>Topmark English</u> by ElegwaMukulu and Naftali Okanga, KLB)

#### **Items:**

| a) In the past children were not loved as they are today. Referring to the text |                             |  |  |  |
|---|-----------------------------|--|--|--|
| above, give you view/opinion about this.  | (1 score)                   |  |  |  |
|   |                             |  |  |  |
|   |                             |  |  |  |
|   | •••••                       |  |  |  |
| b) Many parents take their children to boarding schools                         | because of various reasons. |  |  |  |
| What could be some of these reasons in reference to the text above? (1 score)   |                             |  |  |  |
| SHVD.   | I.V.                        |  |  |  |
|   |                             |  |  |  |
|   | •••••                       |  |  |  |
| c) Children who are given too much freedom may become                           | ne social misfits and       |  |  |  |
| academically incompetent. What advise would you give                            | to their parents and        |  |  |  |
| teachers?   | (1 score)                   |  |  |  |

| d) The writer suggests that a desirable so counselling is encouraged in schools. Expanded in schools.  |   | u draw from the above           |
|--|---|---------------------------------|
| suggestion.  |   | (1score)                        |
|  |   |                                 |
| e) English language is rich in words, as v<br>reference to it, contextualise the followin  |   | sage above .With (1 score each) |
| i) Legitimate  |   |                                 |
| ii) Anxiety  |   |                                 |
| iii) Chaos   |   |                                 |
| SEC  | ΓΙΟΝ B                                  |                                 |
| 2. You are to have MDD Inter House head prefect and host of the event, welcoming and briefing the guests the presentation you will give in w | you are assigned an about the school ar | n assignment of                 |
| E  | ND                                      |                                 |