

Candidate's Name:

Signature:

Random No.						Personal No.		

(Do not write your School/ Centre Name or Number anywhere on this booklet.)

112/1
ENGLISH LANGUAGE
Paper 1
2024
2 hours



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 1

2 hours

INSTRUCTIONS TO CANDIDATES:

This paper consists of two sections: A and B. It has four examination items.

Section A is compulsory.

Answer one item from Section B.

Answer three examination items in all.

Answers to Section A must be written in the spaces provided.

Answers to Section B must be written in the answer booklets provided.

Any additional items answered will not be scored.

For Examiner's Use only		
Section	Score	Examiner's Signature & No.
A		
B		
Total		

SECTION A

Item 1. *Read the text below.*

Environmental pollution has become a major global concern affecting countries across the world. In Uganda, the situation is no different, with the country grappling with various forms of pollution including air, water and soil pollution. The effects range from heavy rains to rising water levels and prolonged dry seasons. In severe cases, pollution results in loss of lives and property is damaged. This is currently happening in Uganda and worse is yet to come if action is not taken to protect the environment.

The media has been awash with news about floods and rising water levels in different parts of the country resulting from the heavy rains that have been rampant lately. On 24th April, 2023, one person died and three were reported missing after flooding from the overflowing Mukhoya River in Kasese district.

The Kyanzus and Nyamwamba rivers also broke their banks around this time, damaging homes and property in Mahango and Kyajuki. Uganda Red Cross reported that one person died and two were injured after a landslide in Bugheredero in Buhurira sub-county in Kasese district on May 1st 2023. In Mbale district, one person died and several homes were damaged after floods in Bushikor Parish on April 26th 2023. In addition to all this, transportation has been compromised, for example, the Kabale-Kisoro road was temporarily closed following serious cracks on the road at Hamurwa which had been caused by a landslide after a week of heavy rainfall.

The environmental impact of floods in Uganda is significant. Heavy rainfall and flooding contribute to soil erosion and loss of fertile top soil. This erosion can degrade agricultural lands and reduce their long-term productivity. Floods also contribute to deforestation as trees are uprooted or washed away, further worsening soil erosion and loss of biodiversity.

The flood waters often carry pollutants such as chemicals, sewerage and solid waste, contaminating water sources and posing a risk to public health. The increased sedimentation and pollution in rivers and lakes has adverse effects on aquatic ecosystems, leading to the decline of fish population and other aquatic species.

The loss of habitats and property has left many families without a place to sleep or a place to earn a living and sustain their families. This has forced them into an even worse situation. Other effects include educational disruption, spread of respiratory diseases like pneumonia, interrupted utilities and high insurance costs. As Ugandans, we should not be shocked if Mother Nature starts claiming what we have stolen from her. Therefore, as citizens, we demand the government and all relevant stakeholders to do the needful before the earth decides to take her own course of action.

Adapted from: *The Daily Monitor* May 10, 2023.

Item 2. *Read the text below.*

I still vividly recall my four years' experience in secondary school. It seems like yesterday. I had eagerly anticipated advancing to secondary level following my seven years of primary school. Being the first child in my family, there was a great deal of excitement surrounding my entrance into secondary school, and the preparations were well worth it. I could not believe that I was finally at a new level. I would dress elegantly in grey trousers and a white shirt with a striped blue tie, leaving many people in admiration and wondering how well I had ironed my shirt.

As teachers constantly advised, secondary school was actually the finest place for all students to showcase their academic abilities and of course, to get ready for the future. The teachers were constantly in good communication with us and were kind and encouraging. I liked every subject, but was particularly pleased with Kiswahili. I was inspired to learn that new language by the way the teacher taught it.

In my class, I made a lot of friends, but one stood out. Andrew was a tall, broad-shouldered boy with a dark complexion and large eyes. Although a few of my classmates were afraid of him, many were attracted to him for his tactful approaches.

Had I known him better, we would never have become friends. When I look back at how we became friends, my heart skips a beat. Sometimes he offered to buy me snacks from the school canteen, which left me wondering about his generous nature. We were in the same discussion group and continued to participate in other school activities together. However, Andrew appeared distant and uninterested in studies. He consistently disrespected teachers through his jokes, which would lead to punishments.

Our friendship kept growing. He showed me around his home, but I was hesitant to show him around mine since my parents were strict. We always returned home together because we lived in the same village and occasionally, on our way home, he would buy beverages for me. Upon inquiry about his source of income, he disclosed that he worked at construction sites during weekends. He added that he would soon launch a business and that he was working to pay for his own school fees. What an entrepreneur! That made me admire him even more. We grew closer the more we spoke to each other.

At the beginning of the first term of Senior Four, students were required to clear all school dues (two hundred and fifty thousand) for both school and registration fees for national examinations. Nobody would be registered without the payment. My father gave me all the money. Being such close friends, Andrew opened my bag and saw the money – two hundred and fifty thousand shillings.

"Are you going to pay the school fees?" he inquired.

"Yes," I replied.

He congratulated me and immediately proposed a business plan. He explained how I would benefit if I gave him the money to invest in a *Chapati* business for a week. Naive as I was, I handed him the cash in excitement and began to wait for profits. My friend did not come the following day. After three days, I

went to his home only to find it empty. I kept stopping by his house every morning and evening for a week hoping to find him.

The deadline for registration for the national examinations was getting closer, but Andrew was nowhere to be found. How could I have put my trust in this liar? How would I approach my father? He had supported me through school by working as a labourer. His sacrifice had been in vain!

Eventually I gathered courage and told my class teacher about what had happened. She paid close attention as I described my experience. She took me to the Head teacher, who after listening to the story, advised me to report the case to the nearest police station. The police took my statement and later revealed that Andrew was already in their custody. He had been arrested three days before together with other village boys. That notorious gang, to which Andrew belonged had been robbing the village. Andrew was that infamous gang member, who would break people's necks and strain their muscles. That revelation, completely stunned me and I concluded that not all that glitters is gold.

Respond to each of the following tasks about the text:

- (a) In life no man is an island. People meet in different places for different reasons and that's how relationships start and grow.
Why did the storyteller give Andrew the school fees?

- (b) "Not all that glitters is gold." How does this proverb fit the message of the text?

- (c) The police officer revealed that Andrew had been arrested three days before. Write the actual words of the police officer.

- (d) One can understand a character by considering what the character says or does.

Referring to the story of the passage, explain what kind of person the storyteller is.

- (e) Our feelings about people are determined by what they do to us. Referring to the passage above, describe your feelings towards Andrew.

- (f) You have a brother in Senior Two. He has always come home with different friends but there is one whose behaviour you are suspicious about. Use the story above to explain to him what you have learnt about some friends.

SECTION B

Either:

Item 3.

You are the chairperson of the Debate Club at your school. Your neighbouring school has always requested you to organise a friendly debate and you are finally organising one. Write to the Patron of the Debate Club of the neighbouring school. (Use 250 – 300 words.)

Or:

Item 4.

A student switched off lights during evening lessons. Your name was mentioned among the suspects. You were summoned to the disciplinary committee. Write your talk or chat with the chairperson disciplinary committee. (Use 250 – 300 words.)

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Paper 1

SCORING GUIDE

112/1 - ENGLISH SAMPLE PAPER SCORING GUIDE

ITEM 1: SUMMARY – The Effects of Environmental Pollution

This is an example of the points which the learner can extract as they prepare to generate the rough copy.

1. Environmental pollution causes heavy rainfall.
2. Rising water levels.
3. Prolonged dry seasons.
4. Loss of lives.
5. Results in property damage.
6. Compromised transportation.
7. Soil erosion which degrades agricultural lands.
8. Reduces their long-term productivity.
9. Pollution causes deforestation.
10. Loss of biodiversity.
11. Flood waters carry pollutants which contaminate water sources.
12. Poses a risk to public health.
13. Has adverse effects on aquatic ecosystems.
14. Loss of habitats leaves many families without a place to sleep or earn a living.
15. leads to educational disruption.
16. leads to spread of respiratory diseases.
17. Interrupted utilities.
18. High insurance costs.

SAMPLE SUMMARY

This is an example of a fair copy that a learner can present.

The Effects of Environmental Pollution

Environmental pollution causes heavy rains, rising water levels, prolonged dry seasons and loss of lives. It results in property damage, compromised transportation and soil erosion which degrades agricultural lands. This reduces their long-term productivity. Pollution causes deforestation and loss of biodiversity. Flood waters carry pollutants which contaminate water sources hence posing a risk to public health. Pollution has adverse effects on aquatic ecosystems. Loss of habitats leaves many families without a place to sleep or earn a living. Pollution also leads to educational disruption and spread of respiratory diseases. It interrupts utilities and leads to high insurance costs.

(99 words)

GUIDELINES TO SCORING SUMMARY

The following is the rubric upon which scoring of a summary will be based:

1. An indented paragraph with:

13 ideas and above	→ 3 scores
7 – 12 ideas	→ 2 scores
2 – 6 ideas	→ 1 scores
0 – 1 ideas	→ 0 scores
2. No title scores, Maximum 2 scores.
3. No subject scores, Maximum 1 score.
4. No subject, but has title, treat as normal.
5. Outlined ideas, 1score.
6. No punctuation at all, 0 scores.
7. Use of commas throughout, 1 scores.
(Follow the rule of the commas in a sentence.)
8. Word limit, 105 words.

ITEM 2: READING COMPREHENSION

S/N	RESPONSE DETAILS	SCORES
a	<p>The story teller gave Andrew the school fees because:</p> <ol style="list-style-type: none"> 1. Andrew seemed to be generous. 2. He trusted Andrew. 3. Andrew was his friend. 4. They were in the same discussion group. 5. They participated together in other school activities. 6. The storyteller admired Andrew’s ‘entrepreneurship’ skills. 	<p>One correct answer = 01</p> <p>Incorrect or no answer=00</p>
b	<p>This proverb warns against trusting people easily without proper judgement, for example, the story teller trusted a wrong person with his money for school fees and registration and ended up losing it.</p> <ol style="list-style-type: none"> 1. Learners should interpret the proverb in relation to the text. 2. Appearances can be deceptive for example Andrew appeared to be a good friend yet he was a conman. 	<p>One correct answer = 01</p> <p>Incorrect or no answer=00</p>
c	<p>“Andrew was arrested seven days ago,” the police officer said.</p>	<p>One correct answer = 01</p> <p>Incorrect or no answer=00</p>
d	<p>Character of the story teller</p> <ol style="list-style-type: none"> 1. He is gullible/ easily deceived / naïve. 2. He is irresponsible. 3. He is short-sighted. 	<ul style="list-style-type: none"> • Learner states and explains/illustrates 1 correct trait, Score 1 • Learner fails to state any trait or gives irrelevant ones / incorrect / no response. 0 score. • Learner scores 0 for only stating a trait.

<p>e</p>	<p>Reader's feelings towards Andrew</p> <p>1. I hate/despise/detest him for taking his friend's money.</p> <p>2. I am angry/annoyed/upset/irritated with him for being mischievous.</p> <p>Note: Reject any positive feelings towards Andrew, in consideration of values.</p>	<p>Learner states and explains/illustrate an appropriate feeling = 01 score</p> <p>Incorrect or irrelevant feeling stated = 00 score</p>
<p>f</p>	<p>One should:</p> <p>1. Think twice before they act.</p> <p>2. Know that not all that glitters is gold.</p> <p>3. Know that appearances can be deceptive.</p> <p>4. Never judge a book by its cover.</p> <p>5. Sometimes better be alone than in bad company.</p> <p>6. Seek for help / assistance when faced with challenges.</p> <p>Note: Reject lessons that start with, I learn to/not to.</p>	<ul style="list-style-type: none"> • At least 1 relevant and well-explained lesson = 01 scores

ITEM 3: WRITING:

The expected texts to be written by the learners could be any of the following:

1. Official / Formal letter.
2. An e-mail.
3. An invitation card.
4. A memo.

Scoring:

1. F. Format.
2. C. Content.
3. S. Spelling.
4. T. Tense.
5. P. Punctuation.
6. Sc. Sentence Construction.
7. V. Vocabulary / Register.

SCORES:

F	C	S	T	P	Sc	V/R
03	03	01	01	01	01	01

KEY:

F. Format

C. Content

S.

T.

P.

Sc.

V/R.

Language.

F) FORMAT:

(F) Format		Scores			
		03	02	01	00
Official/Formal letter	<ul style="list-style-type: none"> •Addresses (Senders & Receivers. •Date •Salutation •Subject •Complementary close •Signature •Name •Paragraphing 	Any 5 – 8	Any 3 – 4	Any 1 - 2	None
		03	02	01	00
E – mail	<ul style="list-style-type: none"> •Receiver’s E–mail (TO:) •Sender’s E–mail (FROM:) •Subject •Date •Paragraphing 	Any 3	Any 2	Any 2	None

MEMO	<ul style="list-style-type: none"> •Title/Heading •Receiver (TO:) •Sender (FROM:) •Date •Subject •Message •Signature / Title 	Any 5 – 7	Any 3 – 4	Any 1 - 2	None
INVITATION CARD	<ul style="list-style-type: none"> •Framed / Unframed •Title/ Heading •RSVP / Correct person / Telephone number / Names. 	Any 3 –4	Any 2	Any 1	None

CONTENT:

Expected Ideas:

1. Status quo / Reference to the scenario, i.e. acknowledging the previous requests.
2. Motion / Resolution.
3. Date.
4. Time.
5. Debate style / format.
6. Benefits of participation e.g. skill development, certificates, rewards and Recognition.
7. How to confirm participation.

Scores:

- Any 6 – 8 ideas, 3 scores.
- Any 3 – 5 ideas, 2 scores.
- Any 1 – 2 ideas, 1 scores.
- No idea, 0.

LANGUAGE:

- S** Spellings: Below **5** errors, – 01 score
6 and above errors, – 00 scores

T	<u>Tenses:</u>	Below 4 errors,	– 01 score
		5 and above errors,	– 00 scores
P	<u>Punctuation:</u>	Below 5 errors,	– 01 score
		6 and above errors,	– 00 scores
Sc	<u>Sentence Construction:</u>		
		Below 5 errors,	– 01 score
		6 and above errors,	– 00 scores
V/R	<u>Vocabulary / Register:</u>		
		Use of 3 apt vocabulary / register	– 01 score
		Less than 3 or absence	– 00 scores

ELABORATION OF VR:

- Opposers / Negators
- Proposers / Affirmers
- Motion / Resolution
- Debate formats e.g. parliamentary, World Schools, Karl popper, Traditional etc.
- Main speakers / Floor speaker.
- Panel of Judges / Jury.
- House / Audience.

BREVITY: If the number of words is less than half of the required number, adjust the error count to 0 – 2 → 1 score.
3 and above → 00.

ITEM 4: WRITING:

The expected texts to be written by the learners could be any of the following:

Expected Responses:

1. Dialogue.
2. Speech.
3. Statement /Narrative.

Scoring:

1. **F.** Format.
2. **C.** Content.
3. **S.** Spellings.
4. **T.** Tenses.
5. **P.** Punctuation.
6. **Sc.** Sentence Construction.
7. **V/R.** Vocabulary / Register.

SCORES :

F	C	S	T	P	Sc	V/R
03	03	01	01	01	01	01

KEY:

- F.** Format
C. Content
S. Spelling
T. Tenses
P. Language
Sc. Sentence construction
V/R. Vocabulary/Register

Format		Scores			
		03	02	01	00
Dialogue	<ul style="list-style-type: none">●Heading / Showing Participants●Participant 1● Participant 2	All 3 Aspects.	Misses heading but has participants.	Any 1 of the Aspects.	None

Speech	<ul style="list-style-type: none"> •Heading •Protocol •Greeting •Self-introduction •Conclusion •Paragraphing 	Any 5 – 6 including paragraphing	Any 3 – 4 including paragraphing	Any 1 – 2	None
Statement / Narrative	<ul style="list-style-type: none"> •Heading •Self-introduction •Paragraphing. 	All three Aspects.	Any 2 including paragraphing.	Any one Of the three.	None

CONTENT:

Expected Ideas:

1. Status quo i.e. acknowledging that lights were unlawfully switched off. Mention time the lights were switched off (evening/evening lessons).
2. Admit or deny participation in the act of switching off lights.
3. Resolution i.e. claim innocence or apologise if guilty.
4. Conclusion.

Scores:

- Any 3 – 4 ideas, 3 scores.
- Any 2 ideas (including status quo), 2 scores.
- Any 1 idea, 1 score.
- No idea, 0 score.

LANGUAGE:

- S** Spellings: Below 5 errors, – 01 score
6 and above errors, – 00 scores
- T** Tenses: Below 4 errors, – 01 score
5 and above errors, – 00 scores
- P** Punctuation: Below 5 errors, – 01 score
6 and above errors, – 00 scores

Sc Sentence Construction:

Below **5** errors, – 01 score
6 and above errors, – 00 scores

V/R Vocabulary / Register:

Use of 3 apt vocabulary / register – 01 score
Less than 3 or absence – 00 scores

ELABORATION OF V/R:

- Chairperson Disciplinary Committee
- Innocent / Guilty
- Mercy / Forgiveness
- Crime / Offence / Indiscipline / Misbehaviour / Misconduct.
- Going against school rules and regulations.
- Violation of School rules.
- Culprit.
- Victim of indiscipline.
- Scapegoat.
- Suspect.

BREVITY: If the number of words is less than half of the required number, adjust the error count to 0 – 2 → 1 score.
3 and above → 00.