

Candidate's Name:

112/1
ENGLISH
LANGUAGE
Paper 1
Jul/Aug.2025
2 hours



UGANDA TEACHERS' EDUCATION CONSULT (UTEC)

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:

Choosing a secondary school in Uganda is a significant decision for parents and students alike. Your uncle is failing to make a decision on which school to take his children and he has asked you to guide him. Read the above article in The New Vision Newspaper, and use it to write the characteristics of a good school.

(Use about 120 words)

When primary leaving results are released, the question on every parents' lips is: which school which school should I take my child to if he is not admitted to a government school? There are 911 government schools out of 4,446 secondary schools countrywide. They seek to know what kind of school is registered or licensed by the Ministry of Education and Sports. A registered school should have a registration certificate as authorisation from the ministry to operate and a Uganda National Examination Board centre number. Such a school has fulfilled the minimum requirements for operating. Also, the ownership of the school should be clearly known as individuals of good morals.

The school should have been proven to have enough funds to pay teachers' salaries for at least six months. It should also have the necessary infrastructure. These include classrooms, three laboratories for the three science subjects, with a capacity to accommodate at least 40 students, and toilets. Well-maintained classrooms, libraries, laboratories, and other facilities are essential for a conducive learning environment.

A registered school should have well well-stocked library, availability of textbooks, learning materials, and technology supports effective teaching and learning. The school should also have a reliable source of water, a dining hall and boarding facilities (for a boarding school), a playground for extracurricular. Activities. A wide range of extracurricular activities, such as sports, clubs, and arts programs, promotes holistic development and student engagement. It should also have enough land for expansion, agriculture, and other activities. Rural schools should have 10 acres of land.

A good school should have at least 14 qualified teachers. These should cover the 14 recommended subjects. These include the seven compulsory subjects like Mathematics, English Language, Biology, Chemistry, Geography, History, Physics, and other optional ones. Teachers in a good school should have a minimum qualification of a grade five certificate. Qualified Teachers: The quality of teachers directly impacts student learning. Schools should employ teachers with appropriate qualifications, experience, and a commitment to professional development. Compliance with the National Teacher Policy

(NTP) is a good indicator. The head teacher must be a graduate with at least five years' experience.

It should have a strong Curriculum. A well-established, high-quality teaching curriculum is essential for providing students with a solid educational foundation.

Positive reputation and alumni Success are yet other ways of identifying a good school. A school's reputation and the success of its alumni are indicators of its quality. Schools should track and report alumni achievements, including graduation and college enrollment rates.

The school should have safety and Security. These include fire extinguishers, lightning conductors. And proper fencing and security guards. Parents are warned against schools that operate in semi-permanent facilities and those that charge low fees. A safe environment is paramount. Schools should have security measures in place to protect students from various threats, including human trafficking and environmental hazards. This includes security fences, CCTV cameras, security guards, and "stranger danger" education for students.

A good school should focus on Holistic Development. Schools should prioritize the development of the whole child, including academic, social, emotional, and physical well-being.

Finally, it should have an Inclusive Environment. Schools should foster an inclusive environment that respects diversity and caters to the needs of all students.

Adapted from "The New Vision" Wednesday 21st June, 2009

ROUGH COPY

A series of horizontal dotted lines for writing, spanning the width of the page.

parents' efforts, saying they did not do enough for her. Her words cut deep, but Mr. and Mrs. Mugabi remained patient, hoping Nimo would one day appreciate their sacrifices.

However, Nimo's discontent began to spread to her siblings. She would whisper to them, "Mama and Papa don't love us. They favor our cousins and give them everything I want." Her siblings, innocent and trusting, started to believe Nimo's lies.

The family's unity and love was broken. The younger children, Kizza, Naluwooza, and Kizito, grew distant from their parents, questioning their love and provision. Mr. and Mrs. Mugabi sensed the change but could not pinpoint the cause.

One day, Nimo convinced her siblings to join her in a protest against their parents. "Let's show them we're not happy with the way we're treated," she said.

"What! Should we really go to that extent?" Kizza asked. The younger children, though naïve, could sense that it was a wrong thing to do. But being young and the fact that the one suggesting it is senior to them, they could not persist any further.

The day of the "protest" arrived, and the children refused to eat dinner, demanding new clothes, gadgets, and more freedom. Mr. and Mrs. Mugabi were taken aback, confused by their children's sudden behavior.

Mrs. Mugabi, wise and caring, sat down with the children and asked, "What is troubling you, my dear ones?" Nimo took the lead, listing grievances and complaints. But Mrs. Mugabi saw through that something was amiss.

"Nimo, why are you doing this?" Mrs. Mugabi asked gently. "We're not rich, but we provide for you because we love you. Why are you trying to turn your siblings against us?" Nimo's true identity was revealed, her true intentions were now clear. "You always give me everything I want, but I want more. I want what my friends have."

Mrs. Mugabi's eyes filled with tears. "Nimo, wealth isn't just about material things. We are rich in love, and that is what truly matters." The younger children looked at each other uncertainly. They began to see the truth behind Nimo's words. Kizza spoke up, "Nimo, Mama and Papa work hard for us. They provide for us."

Naluwooza added, "Yeah, and they teach us values and love."

Kizito, the youngest, hugged Mrs. Mugabi. "I love you, Mama. You're the best."

Tasks:

- a. *The day of the "protest" arrived, and the children refused to eat dinner. Explain why you think the children agreed to protest.*

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EC2	
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b. "What! Should we really go to that extent?" Kizza asked. (Rewrite the sentence, removing the quotations.)

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GU2	
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c. Different people have different personalities. In reference to the text above, describe the character of Nimo

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CA2	
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d. In life, we learn from our own experiences or those of others. What moral values do you learn from the younger children (Kizza, Naluwooza, and Kizito)

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AL2	
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e. Writers always have a purpose for writing a particular piece of art. According to the above text, what are the writer's intentions?

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IF2	
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f. Our actions always yield certain results. What do you think happened to Nimo after the passage?

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OP2	
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