

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  
 Oct./Nov. 2025  
 2 hours

**For Scorers' Use Only**

Total Weighted Score	
Initials	



**UGANDA NATIONAL EXAMINATIONS BOARD**  
 Uganda Certificate of Education

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**INSTRUCTIONS TO CANDIDATES:**

*This paper consists of two sections; A and B.  
 It has four items in all.*

*Section A is compulsory.*

*Respond to one item from Section B.*

*Respond to three items in all.*

*Responses to all items must be written in the spaces provided.*

*Any additional items responded to will not be scored.*

Item No.	Basis Code	Weighted Score	Scorers' Initials
1	SS <sub>1</sub>		
	SC <sub>1</sub>		
2	EC <sub>2</sub>		
	GU <sub>2</sub>		
	CA <sub>2</sub>		
	AL <sub>2</sub>		
	IF <sub>2</sub>		
	OP <sub>2</sub>		
—	FS <sub>3</sub>		
	CR <sub>3</sub>		
	CL <sub>3</sub>		
Total Weighted Score			

## SECTION A

### Item 1

Your school will be hosting the Senior One parents for a Class Day. You are the head prefect of your school and have been requested by the head teacher to address the parents about the effects of soft parenting.

#### Task:

In a paragraph of about 120 words, write down what you will present to the parents, based on the text below:

According to a 2024 study by Kausar R. and Afaq U. titled *The effects of Parenting Styles and Child Development*, soft parenting characterised by warmth and responsiveness, coupled with minimal demands and boundaries, has gained attention for its unique influence on children's development. While this approach fosters a nurturing environment, research indicates that it may also lead to several challenges, thus affecting various aspects of child growth.

'Children raised by soft or permissive parents often exhibit lower academic achievement. The absence of enforced rules and expectations can result in a relaxed attitude towards responsibilities, leading to diminished motivation and focus in educational settings,' the study reads.

On social competence, the study states that without clear guidelines on appropriate behaviour, children may struggle with understanding social norms and respecting authority. This can result in difficulties in peer relationships and adapting to structured environments.

In another study by Akter (2020) titled *Parenting: Types, Effects and Cultural Variations*, it is noted that in today's fast-paced world, many parents find themselves juggling demanding careers and personal commitments, leading to limited time spent with their children. This scarcity can foster feelings of guilt, prompting parents to overcompensate by indulging their children's desires. This indulgence often manifests as permissive behaviour, where parents avoid setting strict rules or boundaries to prevent conflict and maintain a positive relationship. However, this approach can inadvertently lead to challenges in developing self-regulation and respect for others in children.

The study also notes that sometimes parents choose this style due to lack of knowledge or awareness.

'This lack of awareness can lead to inconsistent discipline and unclear boundaries, impacting children's ability to navigate expectations and develop self-discipline,' the study reads.

Understanding these dynamics is crucial for parents, educators and policy makers aiming to support child development. By recognising the effects of different parenting styles, stakeholders can work towards strategies that nurture well-rounded individuals.

Eric Eloru, a counselling psychologist, explains that due to absentee or permissive parenting, cartoons and television dramas have taken on the role of

nurturing and grooming children. This has led to children imitating what they see on television.

Dr. Enyipu says that children raised by permissive parents are known for giving up easily.

'They not only give up on marriage but also life. When they get angry, their reactions are often repulsive. However, how this manifests depends on the character or value system they internalised while growing up,' she remarked.

Eloru says that such children are picky and lack emotional intelligence, making it difficult for them to understand other people's feelings or opinions.

They are often not employable because they lack respect for workplace norms. When they get hired by a corporate company with strict dress codes, they can show up to work on Monday in a T-shirt. When questioned, they often respond defiantly, attempting to justify their actions because their behaviours are untamed.

In pre-colonial Africa, privileged parents especially royals would send their children to distant places to live with ordinary people, so that they could grow up, while in touch with their societies' norms and values. For today's parents, there is need for proactive mentoring of children. There is need to talk to the children about their future, so that they are equipped with the knowledge and skills needed to make sound decisions.

There is need to balance firm and bold parenting with compassion, love, care and forgiveness. Parents, on the other hand, should not mistake firm and bold parenting for violent parenting.

'Once the boldness goes missing in parenting, the child begins parenting the parent. The child starts directing the family, which is very wrong,' says Samuel Bakutana.

Winfred Nakaweesa, a counsellor at Safe Haven Child and Family Counselling Centre in Kampala, says many parents are focusing on material wealth rather than character-building. They are busy amassing wealth to make life easier for their children, but they are not preparing them for the future.

'What you leave in your children is far more important than what you leave for them,' she notes.

(Adapted from: *The New Vision*, 23<sup>rd</sup> April, 2025.)





## Item 2

Read the text below:

I was going to get my tea when Linnete asked me to fetch her some too because she was busy getting her hair done. She sat down between Mary's legs on a sisal mat on the floor, surrounded by the bright black metal frames of our bunk beds. Every week, Mary plaited Linnete's hair in complicated cornrows, and Linnete gave Mary grub, hair oil, Cutex and even Colgate.

Mary was basically a servant who worked for food, though she would never admit it. Her family never came to see her on visiting days; she was from a village in Eastern Uganda. The teachers gave her shoes, clothes and money to take her throughout the term. You would think Mary would be a nicer person, grateful and humble, but no! She was not! She refused to do anyone else's hair but Linnete's, and she acted as if her father was a minister too. She even faked her manner of talking to match Linnete's and tried to walk like her, throwing her backside this way and that. But Mary had none to throw; she was as flat as a table and tall as a stick, not like Linnete who was short and plump, with the soft round cheeks of the pampered. Together they looked ridiculous, although I shouldn't say so, since that's how God made them.

I'm sorry, Lord Jesus. Actually, I pity Mary because Linnete pretends to be her friend only when she needs her clothes washed and her shoes polished. Linnete's real friends were the rich girls of Sherbonne House. Who didn't know that?

Anyway, as I went to fill my cup, Linnete asked, 'Patti fetch me some tea, please?' as if I was her servant too. Then, of all things, Mary reached for her old, stained plastic cup and chimed in,

'Me too, Patti.'

'But I have got only two hands!'

They both made faces, then Linnete said to Mary consolingly, 'We'll share mine, it's okay.' She gave me an ugly look, as if I who was getting her tea was the mean one.

But I am a child of God, so even though I didn't want to, I picked up Linnete's cup. It wasn't plastic, of course, but hard, shiny and white, decorated with Mickey Mouse figures. It was heavy too, with a handle that burned when the cup was full. But we will be known by our good deeds. Amen.

When I got back with the tea, I decided, in desperation, to shame myself. 'Please, Linnete, can you give me just one spoon of sugar?'

Mary smugly watched me beg, knowing she was going to get sugar and dried milk and bread and bananas and everything. Linnete didn't even look at me. She just took her cup of tea from my hand and went outside our room to her locker, which was always bursting with grub. She called back, 'Mary, *bambi*, my bread has gone bad. Do you mind just having biscuits? Oh, wait, here are some groundnuts.'

My stomach growled cruelly like a dog.

'Please, Linnete?' My voice was now reduced to a squeak. Linnete turned around, annoyed, as though I was a dirty fly she couldn't shrug off her shoulder.

'Patti, you are always begging. Am I supposed to look after the whole dorm?' She spoke intentionally loud, right there in the corridor, while girls passed by, going to and from their rooms and lockers. Everybody heard her, and she knew it. My head suddenly clogged up with hate, but I was trapped by my own grovelling need. I couldn't look at Linnete. Mary's high mocking laughter trilled out of our room. Why didn't I just walk away? I couldn't. More than anything, I wanted the sugar.

'Just a spoon?' I pleaded. Linnete took my cup from me roughly, spilling some of the tea and exclaiming,

'Eh! Now look what you have done!'

'Sorry, Linnete.'

'Don't sorry me. Here's your sugar.'

She poured four spoonfuls into my cup, not bothering to stop the precious silvery grains from trailing down the floor. That was pure malice. She knew I could have put some of it away for tomorrow, at least. I climbed onto my top bunk and buried my face in my History book. I still felt it. The shame. The frustration. I had no energy for anger.

My tea was now lukewarm and so ghastly sweet, it hurt my throat, but I forced it down. I wasn't reading but thinking. Oh God, how unfair you are! How can you give someone this evil all the food and things she has? Why had I tortured myself going back to the dorm for tea? I should have stayed in the empty classroom till supper, chewing on my tongue, swallowing saliva.

I wanted to cry. I couldn't ignore those two who were eating, talking and laughing as if nothing had happened. Linnete usually did all the talking while Mary listened and applauded, acting amazed and impressed by everything Linnete said. Being a servant wasn't easy. Or did it come naturally to her, the – no, please, God. No bad words. But Mary was the one gobbling down handfuls of groundnuts, not me. Dear God, what sort of lesson am I supposed to learn from this?

I walked back to the classroom, past the dining room and the other dorms, where clusters of girls sat on the verandas, eating all sorts of nice things; roasted maize and biscuits, as they talked and laughed. The cement path up the slope to class was bordered by severely chopped, stifled grass that moved me to pity. It was too neat to be natural, like a newly pressed army uniform.

(Adapted from: *Tropical Fish* by Doreen Baingana)

**Respond appropriately to each of the following tasks according to the text above:**

- (a) 'That was pure malice,' says the narrator. Explain why the narrator says so in the story.

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Basis Code	Score
EC <sub>2</sub>	

- (b) *She even faked her manner of talking to match Linnete's and tried to walk like her.* Rephrase the sentence without changing its meaning.

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**For Scorers' Use Only**

Basis Code	Score
GU <sub>2</sub>	

- (c) People judge us by what we say, what we do and what our friends say about us. Do you find Linnete an admirable character? Why?

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**For Scorers' Use Only**

Basis Code	Score
CA <sub>2</sub>	

- (d) Every time we read a story or watch a film, we learn a lot about people and life at large. What do you learn from the story above?

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**For Scorers' Use Only**

Basis Code	Score
AL <sub>2</sub>	

- (e) Different situations and experiences bring out different feelings or emotions in us. Describe the feelings aroused in you after reading the story above.

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**For Scorers' Use Only**

Basis Code	Score
IF <sub>2</sub>	

- (f) Each one of us may react to similar situations differently. If you were the narrator's friend, how else would you encourage her to treat her proud friends?

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**For Scorers' Use Only**

Basis Code	Score
OP <sub>2</sub>	

**SECTION B**

**Either:**

**Item 3**

You are the Senior Three class monitor in Wakanda Academy. Yesterday there was a fight in class during break time which started when one of your classmates accused another of stealing their money. The class members took sides and the class became noisy and uncontrollable. The noise even disrupted the entire school. The class teacher is very disappointed with the class and wants you to inform him about what happened.

In about **250 – 300** words, write to the class teacher about what happened.

**Or:**

**Item 4**

There is a growing rate of child abuse in your community. You are the youth leader in that community. In one of the upcoming community meetings, the Local Council One Chairperson has asked you to talk to the people about the dangers of this act.

Write what you will present in the meeting. Use **250 – 300** words.

Lined writing area for student responses.

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ITEM \_\_\_\_\_

Basis Code	FS <sub>3</sub>	CR <sub>3</sub>	CL <sub>3</sub>