

GENERAL PAPER – ITEM BANK**Uganda Advanced Certificate of Education (UACE)****30 Scenario-Based Items | Construct 1 (C1) and Construct 2 (C2)**

Item	Construct / Topic	Section / Theme
1	C1 – Language Policy & Communication	Parliament budget debate – English exclusion
2	C1 – Communication Media	Rural radio vs social media – Kapchorwa
3	C1 – Language and Literature	Oral literature – Acholi proverbs in courts
4	C1 – Communication in Schools	Medium of instruction debate – Masaka schools
5	C1 – Literature in Context	Written vs digital literature – Ugandan youth
6	C1 – Language Categories	Indigenous, national and foreign languages – Kampala
7	C1 – Communication for Advocacy	Environmental petition – Lake Victoria fishing
8	C1 – Media and Democracy	Community radio station – Kotido District
9	C1 – Language in the Workplace	English-only meetings – Kampala corporation
10	C1 – Creative Writing Context	Luganda poetry in national curriculum
11	C2 – Extended Essay Writing	Student dropout study – Moroto District
12	C2 – Data Collection & Analysis	Water access survey – Kasese communities
13	C2 – Research Methodology	Boda-boda accidents data – Jinja City
14	C2 – Extended Essay Structure	Climate change impacts on Rwenzori glaciers
15	C2 – Data Visualisation	Teenage pregnancy statistics – Luwero
16	C2 – Individual Project	School garden and food security – Mbale
17	C2 – Community Problem Solving	Solid waste management – Mbarara City
18	C2 – Critical Analysis	Social media and mental health – Kampala youth
19	C2 – Evidence-Based Solutions	Deforestation in Budongo Forest
20	C2 – Community Innovation	Solar energy access – Karamoja sub-region
21	C1+C2 – Integration (Section A style)	English in official Uganda – Language rights
22	C1+C2 – Integration (Section A style)	Mobile phones and learning – Masaka City

ST JANE FRANCES

23	C2 – Individual Project (Extended Essay)	Youth unemployment in Gulu City
24	C1 – Argumentative Essay	Free education policy – Uganda schools debate
25	C2 – Data & Decision Making	Malaria prevalence data – Tororo District
26	C1 – Communication & Audience	Health campaign materials – Rakai District
27	C2 – Research & Community Solutions	Traffic congestion – Kampala City
28	C1 – Language in Courts & Justice	Local language in magistrate courts – Arua
29	C2 – Critical Analysis & Innovation	Food insecurity solutions – Karamoja
30	C1+C2 – Full Integration	Climate change, language and community action

Item 1	C1 – Effective Communication and Application of Language in Context	Language Policy / Communication	Section A (Compulsory)
---------------	---	---------------------------------	------------------------

As boda-boda riders navigate the busy streets of Kampala, taxi conductors compete loudly for passengers, and market vendors call out their prices in Luganda, Lusoga and Swahili, Members of Parliament in the Chamber are debating the national budget entirely in English. The budget is being broadcast live on radio and television. Many listeners — smallholder farmers in Hoima, fishermen in Kalangala, market women in Lira — wait anxiously to learn whether food prices will fall or rise, whether their roads will be tarmacked, and whether their children's schools will receive more funding. But the technical English used by MPs — 'fiscal consolidation,' 'debt-to-GDP ratio,' 'capital expenditure reallocation' — leaves most listeners unable to fully understand what is being decided about their lives. In the days following the budget reading, a single question rings across communities: Should English remain the only language used when conducting official government meetings?

Task:

- a) Your school has been invited to participate in a live debate on Voice of Busoga FM on the topic: 'English should remain the only language used in official government meetings in Uganda.' Formulate compelling arguments either in support of or against this motion, with concrete examples drawn from schools, communities and workplaces.
- b) As head of the debating team, prepare a two-minute closing statement summarising your team's strongest arguments.

Item 2	C1 – Effective Communication and Application of Language in Context	Communication Media	Section B
---------------	---	---------------------	-----------

Kapchorwa District is a remote, hilly region in eastern Uganda where most residents are subsistence farmers growing wheat, Irish potatoes and apples. Internet connectivity is limited to the district headquarters, and smartphones are owned by fewer than 20% of residents. The district local government recently launched a campaign to educate farmers about new disease-resistant potato varieties developed by the National Agricultural Research Organisation (NARO). The campaign team must choose the best communication medium: radio broadcasts in Kupsabiny (the local language), community barazas (public meetings) with visual demonstrations, printed leaflets with illustrated instructions, or a WhatsApp broadcast group.

Task:

- a) Evaluate each of the four communication options for reaching subsistence farmers in Kapchorwa District, considering literacy levels, language, technology access and cost.
- b) Recommend the most appropriate combination of communication media for the campaign and justify your recommendation.
- c) Design the content and format of one communication product (a radio script, a leaflet or a baraza presentation) that you would use in this campaign.

Item 3	C1 – Language and Literature	Literature in Context	Section B
---------------	------------------------------	-----------------------	-----------

In the Acholi sub-region of northern Uganda, traditional oral literature — including proverbs, riddles, folk tales and poetry in Acholi language — has been used for centuries to settle disputes, teach children moral values and preserve community history. However, the formal justice system (magistrate courts and the High Court) operates entirely in English, using complex legal terminology. A community elder, Rwot Olanya, attended a land dispute hearing at the Gulu Magistrate Court. He brought three community witnesses who spoke only Acholi. The magistrate appointed a court interpreter, but the elder's legal representative argued that the interpretation was imprecise — key nuances in the Acholi testimony were lost in translation, potentially affecting the judgment.

Task:

- Discuss the tension between the use of formal written legal English and indigenous oral traditions in Uganda's justice system, using the Gulu Magistrate Court case as a reference.
- Explain the value of Acholi oral literature forms (proverbs, folk tales, riddles) as communication tools in community dispute resolution, and argue whether they should be formally recognised in Uganda's legal processes.
- Write a persuasive speech, to be delivered by Rwot Olanya to a parliamentary committee on justice reform, arguing for the use of indigenous languages in community-level courts in Uganda.

Item 4	C1 – Communication in Schools	Medium of Instruction	Section A (Compulsory)
---------------	-------------------------------	-----------------------	---------------------------

The Ministry of Education and Sports has introduced a policy requiring primary schools in Uganda to use local languages as the medium of instruction for Primaries 1 to 3, before transitioning to English in Primary 4. In Masaka City, this policy has sparked intense debate among parents, teachers and learners. A group of parents at St. Joseph Primary School petitioned the school management arguing that teaching in the local language (Luganda) in the lower classes is 'holding our children back' because they will struggle when they reach Primary 4 where everything becomes English. Teachers, however, argue that children learn concepts better in a language they understand at home and that the transition to English is smoother when the foundation is solid. The school's Parent-Teacher Association has called a special meeting to discuss the matter and find a position.

Task:

- Your school has been asked to present at the PTA meeting in support of the Ministry's local language policy. Formulate a well-organised argument defending the policy, with concrete examples of how mother-tongue instruction benefits learners in Uganda.
- Design a programme for a one-day school community dialogue on the medium of instruction debate, including session topics, speakers and expected outcomes.

Item 5	C1 – Language and Literature	Written vs Digital Literature	Section B
---------------	------------------------------	-------------------------------	-----------

A Ugandan publishing company, Crane Books Ltd, reports that sales of printed novels and story books have declined by 55% in the last five years. Meanwhile, Ugandan youth are increasingly

consuming digital content — YouTube videos, TikTok skits, podcasts and social media posts — in English, Luganda and Swahili. Three senior Ugandan authors — including a Booker Prize longlist nominee writing in Luganda — argue that digital content is replacing deep literary culture with shallow entertainment, undermining both creative writing skills and the appreciation of Uganda's rich literary heritage. Young content creators counter that digital platforms are democratising storytelling — giving voice to creators in Karamoja, Acholi and Kigezi who previously had no access to publishers.

Task:

- a) Write an essay arguing for or against the following statement: 'Digital content platforms have done more to promote Ugandan literature and languages than traditional published books.' Use specific examples from Ugandan contexts.
- b) As a student, design a school-based literary programme that integrates both traditional written literature and digital content creation, ensuring both are valued.

Item 6	C1 – Language Categories	Language Categories & Policy	Section B
---------------	--------------------------	------------------------------	-----------

Uganda's language landscape is complex: the country has over 40 indigenous languages (including Luganda, Runyankole, Acholi, Ateso and Kakwa), Swahili serves as a regional communication language, and English is the official national language and medium of formal education. A Uganda Broadcasting Corporation (UBC) policy analyst presented the following data: 60% of rural Ugandans primarily communicate in indigenous languages; 25% use Swahili as a lingua franca; and only 15% are comfortable using English as a primary communication language. Despite this, all national laws, parliamentary debates, court proceedings and formal examinations are conducted exclusively in English.

Task:

- a) Explain the distinction between an area language, a first language, a second language and a foreign language, using specific Ugandan examples for each category.
- b) Evaluate Uganda's language policy — which places English at the centre of all formal communication — in light of the UBC data showing that only 15% of rural Ugandans are comfortable using English.
- c) Propose a revised national language policy for Uganda that balances the need for an international language of business and education with the need to make government, justice and education accessible to all citizens.

Item 7	C1 – Communication for Advocacy	Communication and Advocacy	Section B
---------------	---------------------------------	----------------------------	-----------

Fishermen on Lake Victoria in the communities of Kalangala, Masese and Jinja have been reporting a dramatic decline in fish stocks over the last decade. They attribute this to: illegal fishing methods (use of mosquito nets to catch juvenile fish), water pollution from industrial effluent and municipal waste discharged into the lake, and the proliferation of water hyacinth that blocks fishing routes. The fishermen want to formally petition the National Environment Management Authority (NEMA) and Parliament to enforce existing environmental laws and introduce stricter regulations. They have formed a coalition called the Lake Victoria Fishermen's Justice Alliance and have chosen a spokesperson — Ssemukutu, a 34-year-old fisherman who completed O-level education.

Task:

- a) Help Ssemukutu draft a formal petition letter to the Minister of Water and Environment, outlining the community's grievances and specific demands. The letter must be well-structured, professional and persuasive.
- b) Design a social media awareness campaign (Facebook, Twitter/X and WhatsApp) for the Lake Victoria Fishermen's Justice Alliance to mobilise public support for stricter lake regulation.
- c) Write a 3-minute radio broadcast script in simple English that Ssemukutu can deliver on a local radio station to inform the public about the fishermen's plight.

Item 8	C1 – Media and Communication	Media and Democracy	Section B
---------------	------------------------------	---------------------	-----------

Kotido District in Karamoja sub-region has one community radio station — Kotido FM — that broadcasts in Karamojong. The station covers news, community announcements, health programmes and agricultural advice. The station recently aired a programme where community members discussed land grabbing by a powerful investor, allegations of corruption in the local government's cattle restocking programme, and calls for accountability from elected leaders. Following the broadcast, the station's manager, Akello Rose, received: a letter from the district chairman demanding the programme be retracted; a call from an RDC threatening 'consequences' if such programmes continued; and a petition from 300 community members thanking the station and demanding it continue.

Task:

- a) Write an editorial response from Kotido FM's management team defending the radio station's right to broadcast community concerns, addressed to the district chairman.
- b) Explain the role of community radio stations like Kotido FM in promoting democracy, accountability and civic participation in remote Ugandan communities.
- c) Advise Akello Rose on the legal and ethical frameworks that protect journalists and media houses in Uganda from political pressure, and what steps she should take if the threats escalate.

Item 9	C1 – Language in Professional Settings	Language in the Workplace	Section A (Compulsory)
---------------	--	---------------------------	------------------------

Greenfield Construction Company Ltd in Kampala employs 340 workers of whom 280 are unskilled and semi-skilled labourers who speak limited or no English. All management meetings, safety briefings, site instructions and written notices are in English. As a result: three workers were injured last month because they did not understand English safety warnings; productivity is low because workers cannot ask questions or report problems in meetings; grievances from workers take weeks to reach management because they cannot write formal letters in English; and a quality issue with a recently completed building was traced to a misunderstood instruction during a site briefing. The managing director, Mr. Ssendikadiwa, has called an urgent board meeting to discuss the company's language policy.

Task:

- a) Your school's debating club has been invited to debate at Greenfield's annual safety conference on the motion: 'Companies in Uganda should conduct all internal communication in both English and the dominant local language.' Prepare arguments for the affirmative side, with examples drawn from construction, health, agriculture and education sectors.

- b) Advise Mr. Ssendikadiwa on a practical workplace communication policy that improves safety, productivity and worker engagement without abandoning English as the formal language of record.

Item 10	C1 – Creative Writing & Literature	Literature and Language Forms	Section B
----------------	------------------------------------	-------------------------------	-----------

The Luganda language has a rich poetic tradition including the 'amagezi' (wisdom sayings), 'bigambo by'okugamba' (oral poetry) and riddling games that were central to education and community life. A proposal before the National Curriculum Development Centre (NCDC) argues for including Luganda poetry, Runyankole folk stories and Acholi oral narratives as mandatory texts in Uganda's A-Level literature curriculum alongside Shakespeare, Achebe and Ngugi. Opponents argue this would lower academic standards; supporters argue it would make literature more culturally relevant and accessible to Ugandan students.

Task:

- a) Write a persuasive essay for a national education journal arguing for the inclusion of indigenous Ugandan literary works in the A-Level literature curriculum, alongside established international texts.
- b) Select one indigenous Ugandan literary form (proverbs, folk tales, riddles or oral poetry) and write an original example in English that addresses a contemporary social issue in Uganda (e.g., corruption, teenage pregnancy, environmental destruction).

Item 11	C2 – Application of Critical Analysis and Innovation	Extended Essay Writing	Section B
----------------	--	------------------------	-----------

Moroto District in the Karamoja sub-region has one of the highest rates of school dropout in Uganda — 67% of enrolled students do not complete primary school. Data from the Uganda National Examinations Board (UNEB) shows that girl dropout rates are highest in Senior One and Senior Two (ages 13–15), with early marriage being the most commonly cited reason. However, a recent community survey by World Vision Uganda found that food insecurity is an equally significant driver — families withdraw children from school during hunger seasons to work on subsistence farms or to reduce the number of mouths to be fed. The government's response has primarily focused on sensitisation campaigns, but local communities argue that without addressing food security, campaigns alone will achieve little.

Task:

- a) You are a researcher commissioned by the Moroto District Education Office. Write the outline (table of contents and executive summary) of an extended essay titled: 'The Effect of Food Insecurity on School Dropout Rates in Moroto District, Karamoja Sub-Region.'
- b) Design a data collection plan for this research, specifying: your research questions, target population, sampling method, data collection instruments and the type of analysis you will apply.
- c) Propose three (3) community-driven, evidence-based solutions that address both food insecurity and school dropout simultaneously in Moroto District.

Item 12	C2 – Application of Critical Analysis and Innovation	Data Collection & Analysis	Section B
----------------	--	----------------------------	-----------

A community health project in Kasese District found that only 38% of households have access to safe drinking water within 1 kilometre of their home. The remaining 62% collect water from rivers, unprotected springs and swamps — leading to high rates of waterborne diseases including cholera, typhoid and bilharzia. The Kasese District Water Officer, Ms. Muhindo, has been tasked with presenting a report to the district council justifying a UGX 8 billion borehole installation programme. She needs data showing: the geographic distribution of water access (by sub-county), the health impact of unsafe water (disease rates per 10,000 residents), and the economic cost of the water crisis (work and school days lost to illness). She has a team of ten enumerators and two months to collect data.

Task:

- a) Design a data collection plan for Ms. Muhindo's water access survey, including: data collection tools (questionnaire, interview guide, observation checklist), sampling strategy for the 12 sub-counties, and a data quality assurance plan.
- b) Describe the types of data Ms. Muhindo should collect to address each of the three information needs (geographic distribution, health impact, economic cost).
- c) Present a data analysis plan specifying: the statistical tools Ms. Muhindo should use to analyse the data and the visual formats (charts, maps, tables) she should use to present findings to the district council.
- d) Write the executive summary of Ms. Muhindo's report to the district council based on the hypothetical findings: 67% of households in the four western sub-counties lack safe water access; waterborne disease rates are 3× higher in these sub-counties; and the annual economic cost of water-related illness is UGX 4.2 billion in lost productivity.

Item 13	C2 – Application of Critical Analysis and Innovation	Research Methodology	Section B
----------------	--	----------------------	-----------

Jinja City has experienced a significant increase in road accidents involving boda-boda motorcycles — police data shows 847 boda-boda accidents in 2024, up from 523 in 2022. The Jinja City Road Safety Committee wants to understand the root causes before designing an intervention. A research team from Busoga University has proposed a study using three methods: (1) a structured questionnaire administered to 200 boda-boda riders at five major stages; (2) in-depth interviews with 10 traffic police officers; and (3) analysis of police accident records from 2020 to 2024.

Task:

- a) Explain the rationale for using multiple data collection methods (questionnaire, interviews and document analysis) in this study.
- b) Design the structured questionnaire for boda-boda riders, ensuring it covers: riding experience, training, helmet use, road conditions, alcohol use and daily working hours.
- c) Describe how the research team should analyse the police accident records to identify patterns (peak accident times, common accident sites, frequent causes).
- d) Present the findings of the study in a brief report structure, including: background, methodology, hypothetical findings and three evidence-based recommendations for the Jinja City Road Safety Committee.

Item 14	C2 – Extended Essay Writing	Climate Change & Extended Essay	Section B
----------------	-----------------------------	---------------------------------	-----------

The Rwenzori Mountains in western Uganda have lost approximately 80% of their glaciers since 1906. Scientists predict that the remaining glaciers will disappear completely by 2030. The melting glaciers are altering water flows into the Semuliki River and Lake Edward, affecting fishing communities in Kasese and Ntoroko districts. Reduced river flow is diminishing water availability for irrigation in the region, while unpredictable rainfall patterns are disrupting the traditional farming calendar that generations of communities have relied upon.

Task:

- a) Write the full introduction of an extended essay titled: 'The Impact of Glacier Retreat on Water Security and Livelihoods in Kasese and Ntoroko Districts.'
- b) Outline the key arguments and evidence you would present in the body of this extended essay, organising them into three main sections.
- c) Write the conclusion of the extended essay, forming an informed, evidence-based judgement on the urgency of climate adaptation measures for affected communities.
- d) Identify the primary and secondary sources you would consult for this extended essay and explain why each type of source is important.

Item 15	C2 – Data Visualisation & Analysis	Data Collection and Analysis	Section B
----------------	------------------------------------	------------------------------	-----------

The Ministry of Health released data showing that Uganda's teenage pregnancy rate increased from 24.8% in 2016 to 28.1% in 2022, with the highest rates in Luwero, Kamuli and Moroto districts. The data also shows that teenage mothers are 3× more likely to drop out of school and 40% less likely to gain formal employment compared to their peers who did not experience teenage pregnancy. A district health official, Mr. Nabukeera, must present the data to a community meeting attended by parents, teachers, local council leaders and health workers.

Task:

- a) Describe three (3) appropriate visual formats (chart types) Mr. Nabukeera should use to present the teenage pregnancy data to a non-specialist community audience, and justify why each format is appropriate.
- b) Write the script of Mr. Nabukeera's 10-minute opening address to the community meeting, presenting the data clearly and proposing community action.
- c) Design a participatory data collection activity for the community meeting to identify the specific local factors driving teenage pregnancy in Luwero District, using focus group discussion as the method.
- d) Propose three (3) evidence-based, community-driven interventions to reduce teenage pregnancy in Luwero District, referencing the data presented.

Item 16	C2 – Individual Project	Individual Project	Section B
----------------	-------------------------	--------------------	-----------

A student at Mbale Senior Secondary School, Amoding Christine, chose 'food security' as the theme for her General Paper Individual Project. Her school has an unused two-acre plot of land adjacent to the school farm. Christine proposed establishing a student-managed vegetable garden that supplies the school canteen — reducing the school's food costs and teaching students

practical agricultural and business skills. She identified: a lack of irrigation during the dry season, limited knowledge of organic pest control among students, and no storage facility for harvested produce as key challenges to the project.

Task:

- a) Describe the key components of Christine's Individual Project portfolio, specifying what documents, records, photographs and data she should collect to demonstrate the project process.
- b) Design a data collection plan Christine should use to measure the impact of the student garden on the school's food costs and student nutrition over one term.
- c) Propose creative, evidence-based solutions to the three challenges Christine identified (irrigation, pest control, storage), using locally available materials where possible.
- d) Write the abstract of Christine's extended essay about the project, following the format: background, objectives, methodology, key findings and conclusion.

Item 17	C2 – Community Problem Solving	Community Innovation	Section A (Compulsory)
----------------	--------------------------------	----------------------	------------------------

Mbarara City generates approximately 450 tonnes of solid waste per day. The city's only gazetted landfill is at capacity, informal dumping sites are multiplying in residential areas, and open burning of waste is common — contributing to air pollution and respiratory disease. A youth group called 'Green Mbarara' has been conducting a community waste audit and found that 60% of the waste is organic (food scraps, garden waste, market produce) suitable for composting; 20% is recyclable (plastic, metal, paper); 15% is electronic waste (old phones, batteries, broken appliances) requiring specialist disposal; and only 5% is truly non-recyclable. Green Mbarara wants to propose a community-led waste management solution to Mbarara City Council.

Task:

- a) Your school's community action team has partnered with Green Mbarara. Prepare a comprehensive proposal for Mbarara City Council outlining a community-led waste management system, addressing each waste category identified in the audit.
- b) Design a community sensitisation campaign to change residents' waste disposal behaviour, specifying: the target audiences, key messages, communication channels and evaluation methods.

Item 18	C2 – Critical Analysis	Social Media and Mental Health	Section B
----------------	------------------------	--------------------------------	-----------

A survey of 1,200 secondary school students in Kampala conducted by Makerere University found: 78% spend more than 3 hours daily on social media (TikTok, Facebook, Instagram and WhatsApp); 34% reported feeling 'anxious or sad' after comparing their lives to what they see on social media; 42% had experienced cyberbullying at least once; and 19% said social media had negatively affected their academic performance. However, 61% also said social media helps them access educational content, and 55% said it helps them maintain friendships. A school debate on the motion 'Social media does more harm than good to Ugandan secondary school students' is to be held at a district education forum.

Task:

- a) Prepare a speech arguing for the motion 'Social media does more harm than good to Ugandan secondary school students,' using data from the survey to support your arguments.

- b) Prepare a counter-argument (against the motion) that acknowledges the evidence of harm while making a compelling case for the benefits of social media for secondary school students.
- c) Propose a school-based 'Digital Wellness Programme' to help students manage social media use healthily — specifying the programme's components, target group and expected outcomes.

Item 19	C2 – Evidence-Based Solutions	Environmental Conservation	Section B
----------------	-------------------------------	----------------------------	-----------

Budongo Forest Reserve in Masindi District, one of Uganda's largest and most biodiverse tropical rainforests, has lost over 31% of its forest cover in the last 20 years due to: illegal logging for timber and charcoal production; encroachment by subsistence farmers expanding their land; settlement of internally displaced persons after the LRA conflict; and insufficient enforcement capacity of the National Forestry Authority (NFA). The forest is home to the world's largest known population of chimpanzees and provides watershed services for communities in Mubende, Hoima and Masindi. A national environment organisation has commissioned a study to propose urgent conservation solutions.

Task:

- a) Analyse the root causes of deforestation in Budongo Forest Reserve, distinguishing between immediate causes and underlying structural factors.
- b) Collect and organise the following hypothetical data into a meaningful table: Forest cover in 2000 – 825 km²; 2010 – 680 km²; 2020 – 572 km²; 2024 – 520 km². Calculate the percentage loss over each period and the overall percentage loss since 2000.
- c) Propose a multi-stakeholder restoration plan for Budongo Forest that addresses economic, legal, community and technological dimensions — citing examples from successful forest conservation programmes in Uganda or East Africa.
- d) Write a formal letter to the Minister of Water and Environment, presenting the study's findings and calling for urgent legislative and enforcement action to protect Budongo Forest.

Item 20	C2 – Community Innovation	Emerging Technology for Communities	Section B
----------------	---------------------------	-------------------------------------	-----------

Karamoja sub-region in northeastern Uganda receives highly variable rainfall and is prone to prolonged drought. 87% of the population depends on subsistence pastoralism and crop farming. Despite the challenges, a community innovator, Lorika Joel (a Senior Six leaver), developed a low-cost solar-powered water pump using recycled materials, capable of irrigating 2 acres from a borehole during the dry season at a cost of UGX 800,000 (compared to UGX 8,000,000 for conventional diesel-powered pumps). He trained 12 farmers in his parish to build and maintain the pumps. The Karamoja Resilience Programme (a government initiative) wants to scale Lorika's innovation across 50 communities.

Task:

- a) Describe Lorika's innovation process — from identifying the problem to developing and testing the solution — applying the stages of the creative process (preparation, incubation, insight, verification).
- b) Design a data collection plan to evaluate the impact of Lorika's solar pumps across the 50 communities, covering: crop yields, household income, water access and pump durability.

c) Propose a scale-up strategy for the Karamoja Resilience Programme to replicate Lorika's innovation in 50 communities over two years, addressing: training, financing, quality control and community ownership.

d) Identify three (3) ethical considerations the Programme must address when scaling Lorika's innovation, including intellectual property, community consent and equitable access.

Item 21	C1 + C2 – Integration (Section A style)	Language Rights & Official Communication	Section A (Compulsory)
----------------	---	--	------------------------

The Government of Uganda conducted its most recent national vaccination campaign — targeting children under five years for polio and measles — using materials produced exclusively in English. Health workers reported that in Kabale, Kotido and Adjumani districts, many caregivers could not read or fully understand the vaccine consent forms, side-effect information leaflets and injection schedules distributed at health centres. As a result, vaccine hesitancy in these districts was 40% higher than in districts where materials had been translated into Runyankole, Karamojong and Madi respectively. The Ministry of Health's communications team is reviewing the campaign materials.

Task:

a) Your school's community health club has been invited to make a presentation to the Ministry of Health Communications team arguing that all future national health campaigns must include materials in the relevant local languages. Prepare compelling arguments with concrete examples from the vaccination campaign and other public health contexts.

b) Design a bilingual vaccination information leaflet (English and one Ugandan language of your choice) that health workers can distribute to caregivers in a rural sub-county. Your leaflet should be clear, accessible and address common concerns about vaccine safety.

Item 22	C1 + C2 – Integration (Section A style)	Mobile Phones and Academic Performance	Section A (Compulsory)
----------------	---	--	------------------------

Mobile phone ownership among secondary school students in Masaka City has grown rapidly. A survey of 800 Senior Five and Six students across six schools found: 73% own smartphones; average daily screen time is 4.2 hours (of which 2.8 hours are social media); 48% admitted accessing their phones after lights-out in boarding schools; and 31% said phone use had caused them to miss studying for at least one test in the current term. However, 67% also reported using phones to access study materials, past papers and educational videos. School authorities are divided — some have imposed total bans, while others allow controlled use. The Masaka City Education Forum has invited students to present both sides of the debate.

Task:

a) Present arguments for the following motion at the Masaka City Education Forum: 'The use of mobile phones should be completely banned in secondary schools in Uganda.' Include concrete examples from the survey data and from your own school experience.

b) Present the opposing arguments against the same motion, making a case for a regulated, controlled mobile phone use policy rather than a total ban.

Item 23	C2 – Extended Essay / Individual Project	Youth Unemployment	Section B
----------------	--	--------------------	-----------

Gulu City has a youth unemployment rate of approximately 62% among persons aged 18–30, despite the city's growing economy supported by NGO presence, commercial farming and cross-border trade with South Sudan. A study by Northern Uganda Youth Development Centre found that the main barriers to youth employment include: lack of marketable skills (51%), insufficient start-up capital (34%), employer discrimination against those without university degrees (28%), and limited networks and information about job opportunities (19%). Despite these challenges, several youth have started successful small businesses in tailoring, food processing, boda-boda and ICT services.

Task:

- a) Write a full extended essay on the topic: 'Factors Contributing to Youth Unemployment in Gulu City and Proposed Solutions.' Your essay should include: an introduction establishing the problem's significance; a body analysing each barrier using evidence from the study; a section evaluating current government and NGO responses; and a conclusion with three evidence-based recommendations.
- b) Design a community data collection instrument (questionnaire) to survey 50 unemployed youth in Gulu City to validate the study's findings and identify additional barriers not captured in the existing data.

Item 24	C1 – Argumentative Essay	Education Policy – Free Education	Section B
----------------	--------------------------	-----------------------------------	-----------

Uganda's Universal Primary Education (UPE) and Universal Secondary Education (USE) programmes have significantly increased school enrolment — primary enrolment reached 9.8 million students by 2023. However, education quality has declined sharply: average pupil-to-teacher ratios are 72:1 in UPE schools; national exam pass rates at PLE have stagnated; and a World Bank report found that 40% of Primary 6 students cannot perform basic multiplication or read a full sentence. Critics argue that UPE and USE quantity without quality is a 'hollow victory.' Defenders argue that access to education — even imperfect — is a fundamental human right that must not be sacrificed for quality enjoyed by the few.

Task:

- a) Write a formal argumentative essay (600–800 words) on the topic: 'Universal free education in Uganda has done more harm than good to the quality of education.' Present either the for or against position, with well-structured arguments and evidence.
- b) Propose three (3) innovative, evidence-based policies that could improve both the access and quality of education in Uganda simultaneously, drawing on successful models from East Africa or globally.

Item 25	C2 – Data and Decision Making	Health Data Analysis	Section B
----------------	-------------------------------	----------------------	-----------

Tororo District has the highest malaria prevalence rate in Uganda — 51.4% of children under five tested positive for malaria parasites in the 2023 Uganda Malaria Indicator Survey (UMIS). This is more than double the national average of 19.8%. The District Health Team is preparing an emergency malaria control plan to present to the Ministry of Health. They have the following

additional data: only 38% of households in the district use insecticide-treated bed nets; rainfall is bimodal with peak malaria transmission in April–May and October–November; 60% of malaria cases present at health centres are severe (requiring hospitalisation); and the district has only 2 malaria rapid diagnostic test (RDT) kits per 100 outpatient visits.

Task:

- a) Analyse the malaria data for Tororo District, identifying the key factors contributing to the disproportionately high prevalence rate compared to the national average.
- b) Create a data visualisation plan for the District Health Team's presentation to the Ministry of Health — specifying which chart type to use for each data point and explaining why.
- c) Write the executive summary of the emergency malaria control plan, including: the problem statement, three key findings from the data, and three evidence-based priority interventions.
- d) Evaluate the ethical implications of resource allocation decisions when some districts (like Tororo) have significantly worse health outcomes than others — should resources be distributed equally or proportionally to need?

Item 26	C1 – Communication & Audience	Health Communication	Section B
----------------	-------------------------------	----------------------	-----------

Rakai District in southern Uganda has high rates of HIV, teenage pregnancy and gender-based violence. The district community development office wants to run a comprehensive health awareness campaign targeting three distinct audiences: (1) teenage girls aged 13–17 attending secondary schools; (2) young men aged 18–25 in trading centres and fishing communities; and (3) older adults (parents and community leaders) aged 40+. Each audience has different levels of education, media access, cultural attitudes and risk factors. The office has a budget of UGX 25,000,000 for communication materials and events.

Task:

- a) Design a targeted communication strategy for each of the three audiences, specifying: the key messages, the communication media (radio, leaflets, drama, social media, etc.), the language/ tone, and the timing of messages.
- b) Create one communication product for each audience — either a radio script excerpt, a poster slogan with supporting text, or a drama scene outline — demonstrating how the message is adapted to suit that audience.
- c) Explain how the office should evaluate whether the campaign has effectively reached and influenced each target audience.

Item 27	C2 – Research and Community Solutions	Urban Planning / Traffic	Section A (Compulsory)
----------------	---------------------------------------	--------------------------	------------------------

Kampala City's roads are congested for an average of 3.5 hours per day, costing Uganda an estimated UGX 1.2 trillion annually in lost productivity. A 2024 study by Makerere University's School of Built Environment identified the main causes: inadequate road infrastructure relative to vehicle growth (vehicles grew from 600,000 in 2010 to 2.1 million in 2024); poor traffic light management; unregulated parking on major roads; boda-boda motorcycles operating outside designated lanes; and the centralisation of commercial, governmental and educational activities in Kampala's central business district. KCCA is seeking innovative, implementable solutions from citizens.

Task:

- a) Your school's community innovation club has been selected to present solutions to the KCCA Traffic Management Committee. Prepare a comprehensive, evidence-based proposal addressing at least four of the five identified causes of Kampala's traffic congestion.
- b) Design a simple data collection survey that KCCA could use to measure commuter satisfaction and the effectiveness of traffic management interventions, covering: daily commute time, preferred transport modes, satisfaction with road infrastructure and suggestions for improvement.

Item 28	C1 – Language in Courts and Justice	Language Rights and Justice	Section B
----------------	-------------------------------------	-----------------------------	-----------

Arua City's Grade One Magistrate Court handles cases involving assault, land disputes and petty theft among communities predominantly speaking Ma'di and Lugbara. Court proceedings are entirely in English, and most defendants and witnesses require interpreters. Community legal aid organisations have documented: cases where mistranslations changed the meaning of testimony; defendants who did not understand their charges and pleaded guilty without realising the implications; witnesses who were unable to express crucial details because the interpreter lacked the vocabulary; and cases dragging on for months because of delays in finding qualified interpreters.

Task:

- a) Write a formal policy brief addressed to the Director of Public Prosecutions (DPP) arguing that magistrate courts in linguistically diverse regions of Uganda should be permitted to conduct proceedings in the dominant local language, with English translations for the official record.
- b) Analyse the tension between maintaining English as Uganda's official legal language (ensuring consistency and international recognition) and the right of accused persons to understand the proceedings against them (ensuring justice).
- c) Propose three (3) practical, affordable measures that could immediately improve language access in Arua City's courts without requiring the full transition to local language proceedings.

Item 29	C2 – Critical Analysis and Innovation	Food Security	Section A (Compulsory)
----------------	---------------------------------------	---------------	------------------------

Karamoja sub-region regularly experiences food insecurity — in 2023, the Uganda Food Security Monitoring System reported that 43% of households in Moroto, Napak and Nakapiripirit districts were in Crisis or Emergency food insecurity phases. Traditional responses include food aid distributions, which community leaders argue create dependency and do not address root causes. The regional DISO (District Internal Security Officer) convened a community meeting at which elders, youth, women's groups, local government officials and NGO representatives all presented different perspectives on the causes and solutions to the food crisis. The community agreed that 'external food aid alone will not solve Karamoja's food insecurity.'

Task:

- a) Using data from the scenario, analyse the evidence for the community's conclusion that 'external food aid alone will not solve Karamoja's food insecurity.'

b) Your school's community action team has been invited to contribute to the community meeting's working group on sustainable food solutions. Develop a comprehensive, community-driven food security plan for Karamoja that addresses: agricultural production, water access, market linkages and nutrition — with specific, implementable actions for each area.

Item 30	C1 + C2 – Full Integration	Climate Change, Language and Community Action	Section A (Compulsory)
----------------	----------------------------	---	------------------------

Communities living on the slopes of Mount Elgon in Mbale and Sironko districts are experiencing increasingly severe landslides, flash floods and soil erosion — directly linked by scientists to deforestation and climate change. The communities speak Lugisu (Lumasaba) primarily, with limited English literacy. They are aware of the dangers but feel excluded from national climate policy discussions held in English in Kampala. Meanwhile, the Uganda Red Cross Society (URCS) is implementing a Community-Based Disaster Risk Reduction (CBDRR) programme that requires communities to: understand scientific information about climate risks; report environmental observations; participate in planning meetings; and share early warning information with neighbours rapidly.

Task:

- a)** Your school has been asked by the Uganda Red Cross Society to design a Community Disaster Communication System for the Mount Elgon communities that enables them to receive, understand and share climate risk information effectively — despite low English literacy. Present your complete design, specifying: communication media, languages, message formats, and roles of different community members.
- b)** Write an extended essay outline on the topic: 'How language barriers limit community participation in climate change adaptation in Uganda — and what can be done about it.' Include: an introduction, three main argument sections with supporting evidence and proposed solutions, and a conclusion with informed judgement.