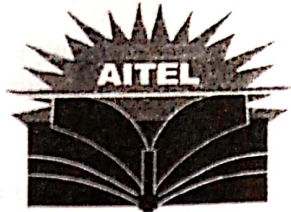


112/1  
ENGLISH  
Paper 1  
July /August  
2½ Hours



**AITEL JOINT MOCK ASSESSMENTS 2025**  
**Uganda Certificate Of Education**

**ENGLISH**  
**Paper 1**  
2 Hours 30 minutes

**INSTRUCTIONS TO CANDIDATES.**

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

*Section A is compulsory.*

*Answer one item from section B.*

*Answer three 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 item(s) answered will not be scored*



## SECTION A

Item 1. *Read the text below carefully and respond to the task below it.*

### CORPORAL PUNISHMENTS

Mr. Chairman, sir, ladies and gentlemen: The mature section of the audience in front of me will be behind me when I suggest strongly that corporal punishment should not be abolished. Most of my colleagues will probably not agree with me. Hence I step on to the platform to convince them that corporal punishment is in fact beneficial.

Punishment in all forms and types has existed since time immemorial and it will always exist. If you are offended whether accidentally or deliberately, our first reaction is to strike back even if you are the physically smaller party. This quick application of justice is nothing but a practical demonstration of corporal punishment. I would not of course, suggest this thoughtless type of punishment in schools but I would most certainly insist on a cool clinical form of physical punishment after it has been definitely established that the offender was indeed the offender. The fear of punishment provides a strong deterrent against a repetition of the offence.

All my opponents seem to show a bit of inconsistency both in their argument and their behavior.

When their younger brothers and sisters annoy them, they punish the younger ones but when they themselves commit a fault they not only want to be excused, they positively want to be rewarded. That is what I mean by inconsistent reasoning.

Fear and path are two qualities man possesses. Nature has endowed man with these two characteristics for his own benefit and for the improvement of all pupils. Caning creates pain in a human being and that pain is further accompanied by fear of repeated corporal punishment, a pupil will think ten times before he contemplates his next act of mischief.

The previous speaker mentioned that corporal punishment humiliates the receiver of the punishment. I have two counter arguments to that statement. First the application of the rod, in fact, is meant to humiliate the victim. It must beshame him into deciding never to commit an offence.

Also the same speaker generously believes that degradation is also associated with an offence. The greater the offence, the greater the degradation. If an offender is prepared to degrade himself by committing an offence. I feel there is no reason why he should not be deliberately degraded with a suitable form of corporal punishment.

Let me be quite honest and admit that I received corporal punishment, not just once but on several occasions. I did not like it at the time: in fact, I was deeply hurt both morally and physically. But let me be also truthful enough and confess that all the punishments did me a lot of good otherwise I might have been at this moment in an approved school. Also there are many among us here at this very moment who have been physically punished and are now the better for it only they are honest enough to admit it.

There is a tendency today to do away with corporal punishment. I think this is a tragic mistake. In the absence of such punishment, pupils take the upper hand. They disobey their teachers, are rude to them, they ignore the authority or the discipline of the school suffers, the results go down and the school loses its popularity. That is the result of doing away with corporal punishment.

Another grave result of rejecting physical punishment and the resultant lowering of discipline is that pupils go on strike. A generation ago we never heard of pupils going on strike. Pupils go on strike today, I feel, because teachers and heads do not "strike" their pupils when necessary. There is a school not far from our own. It is known high and low and far and wide for its glorious sense of discipline. Ask the pupils and teachers of that school why they are so well behaved. They will surely answer that they are punished physically in the right does when necessary.







Respond to each of the following tasks about the text:

2.1. What made the writer suffer a stroke?

(3 scores)

2.2. How do we know from the first paragraph that the writer was desperate to end his agony?

(3 scores)

2.3. Why does the writer suggest he should be allowed to die if he falls seriously ill? (3 scores)

2.4. What can we infer about the writer's family? Illustrate your response.

(3 scores)

2.5. Explain the meaning of the following expressions as they are used in the passage.

i) Prolonged spell

(1 score)

ii) Delude

(1 score)

iii) Mattress graves

(1 score)

### GRAMMAR

2 B. Re-write the following tasks 2.6 to 2.10 as instructed in the brackets.

(05 scores)

2.6. Nakyeyune is somewhat aware of the seminar.

(Use: alive instead of aware)

2.7. Kabagambe worked far into the resting hours every day to the detriment of his physical ability.

(Use: detrimental instead of detriment)

2.8. "What do you want to do with my car?" asked the school driver. "In case you want to clean it, I'll reward you." (Begin: The school driver asked me... Do not use inverted commas)

2.9. I never wanted to sit in the family meeting, but at last I could delay no longer. (Re-write, replacing the underlined word with a phrasal verb, expressing the same meaning).

2.10. The thief was not terrific. All tenants were afraid of him. (Join into one sentence using: "whom").

ITEM 2: *Read the text below:*

A few years ago, I was at the point of death. A congestive heart failure was treated for diagnostic purposes by an angiogram that triggered a stroke. Violent and painful hiccups, uninterrupted for several days and nights, prevented the ingestion of food. My left side and one of my vocal cords became paralysed. At one point, my heart stopped beating. Just as I lost consciousness, it was thumped back into action again. In one of my lucid intervals during those days of agony, I asked my physician to discontinue all life-supporting services or show me how to do it. He refused and predicted that someday I would appreciate the unwisdom of my request.

A month later, I was discharged from the hospital. In six months, I regained the use of my limbs, and although my voice still lacks its old resonance and carrying power I no longer croak like a frog. There remain some minor disabilities and I am restricted to a rigorous, low sodium diet. I have resumed my writing and research.

My experience can be cited as an argument against honouring requests of stricken patients to be gently eased out of their pain and life. I cannot agree. There are two main reasons as an old man, there is a reasonable likelihood that I may suffer another heart attack or worse. I may not even be in a position to ask for a surcease of pain. It seems to me that I have already paid my dues to death – indeed, although time has softened my memories they are vivid enough to justify my saying that I suffered enough to warrant dying several times over.

Secondly, I dread imposing on my family and friends another grim round of misery similar to the one my first attack occasioned.

My wife and children endured enough for one lifetime. I know that for them the long days and nights of waiting, the disruption of their professional duties and their own familiar responsibilities counted for nothing in their anxiety for me. In their joy at my recovery they have been forgotten. Nonetheless, to visit another prolonged spell of helpless suffering on them as my

life ebbs away, or even worse, if I linger on, seems altogether unfair.

But what, it may be asked, of the joy and satisfaction of living, of basking in the sunshine, listening to music, watching one's grandchildren growing into adolescence, following the news about the fate of freedom in a troubled world, playing with ideas, writing one's testament of wisdom and folly for posterity?

The zest and intensity of these experiences are no longer what they used to be. I am not vain enough to delude myself that I can in the few remaining years make an important discovery useful for humankind or can lead a social movement or do anything that will be historically eventful.

I have had my fill of joys and sorrows and I am not greedy for more life. I have always thought that a test of whether one had found happiness, in one's life is whether one would be willing to relive it – whether, if it were possible, one would accept the opportunity to be born again.

Having lived a full and relatively happy life, I would cheerfully accept the chance to be reborn.

To some extent, my views reflect what I have seen happen to the aged and stricken who have been so unfortunate as to survive crippling paralysis. They suffer, and impose suffering on others, unable even to make a request that their torment be ended.

I am mindful too of the burdens placed upon the community, with its rapidly diminishing resources, to provide the adequate and costly services necessary to sustain the lives of those whose days and nights are spent on mattress graves of pain. A better use could be made of these resources to increase the opportunities and qualities of life for the young. What is required is no great revolution in morals but an enlargement of imagination and an intelligent evaluation of alternative uses of community resources.

**SECTION B**

**Either**

**ITEM 3.**

You have illegally entered the school computer laboratory and picked a laptop. On your way out, the laboratory teacher has caught you red-handed sneaking back. He/ she is threatening to take you to the head teacher for expulsion.

Plead with the laboratory teacher.

(Use: 250-300 words)

**Or:**

**ITEM 4.**

The Kampala Metropolitan Region has for over ten years gasped and lamented over the natural security from God in comparison to all other Ugandan regions. This has been a result of the untimely yearning of the local natives to the Ministry of defence and the ministry of Social Development to save them from the endless murders of citizens by gangsters, who some cultural leaders claim are funded by the government to weaken its antagonists in politics. However, the government claims it has no hand in any dirty game, whatever the case. You individually feel dissatisfied with the government defence over the brightness.

**TASK:**

Using innovative and appealing creativity, compose a story, portraying the conflict between the society and the government reluctance.

Create a strong conflict and finally end with a climax to bring peace and hope to the community.

Employ figurative language, dialogue.

(Use: 500-700 words).

END