

Candidate's Name:.....

Signature: .....

Random No.					Personal No.		

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

112/1

ENGLISH LANGUAGE

Paper 1

July /August, 2025

2 hours



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**GLORISO EXAMINATIONS BOARD (GEB) – KAMPALA**  
**SECONDARY SCHOOLS JOINT MOCK ASSESSMENTS, 2025**

*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 booklet (s) provided.*
- ✓ *Any additional items answered will **not** be scored.*

**SECTION A**

**Item 1. Read the text below and respond to the tasks that follow.**

You are the Local Chairperson I of your village and the Area Member of parliament has visited one of your village Secondary School to share with the parents, administrators over the increasing number of school dropouts and the way forward. Recently you attended a workshop on the very issue where you were provided with an article underlining all about this vices. Read it carefully and write what to be presented. **Use 120 words.**

School dropouts is one of the most serious hurdles Africa has had to contend with over the years. While financial bottlenecks seem to be the most obvious reason for this, traditional and cultural customs, coupled with the learner's personal frustrations, such as the system of grading the examinational result and, lack of motivation or proper guidance, have played a pivotal role in creating school dropouts. (According to the UNESCO report (2010), the dropout rate of Ugandan learners was marked at a high 68%, where more than two out of three children starting primary school are expected to leave before reaching the last grade). Girls have been the major victims as compared to boys.

It goes without saying that the commonest response a school dropout will give is "lack of school fees". With most Africa's household population living below the poverty line, a parent may most likely fail to meet the lofty school tuition, accompanied by a myriad of school requirements. This will eventually weigh heavily on the shoulders of the already grappling parent who has a large number of children to fend for.

Better still, Africa has its own system of handling social aspects. Until some aggressive human rights activists rose up to fight against some barbaric customs against the girl-child, a big number of school dropouts comprises the female gender. There are some common beliefs that a girl should simply be beautiful and well-groomed, and this will be a ticket to a rich man's heart that will pay a handsome bride price to the girl's parents. Being educated may not exactly be a priority to both the parents and the child.

Now, this may sound funny but you will agree with me that some learners, especially at lower primary level, do not even know why they are at school. To them, it is a simple routine that a parent requires a child to fulfil. Some children lack guidance on future dreams and ambitions. Recently, I visited a primary school, in one of the rural settings in Uganda, and tried to chat with the learners. So, I asked,

"How many of you want to become doctors?" None responded.

"How many of you want to become lawyers and engineers?" Still, no one responded.

“What do you guys want to be, then? Okay, how many of you want to become Members of Parliament (MPs)?”

All raised their hands in a standing ovation, while others cheered and whistled in approval!

This proved to me that these poor innocent souls had only MPs as their source of inspiration, regardless of the fact that their miserable health facilities lacked drugs and equipment, and that they studied in dilapidated classroom blocks!

Equally important, most schools have unfair grading system of final result. A child's success is based on their termly academic report card and failure to attain a lofty cut-off is a direct condemnation to the child's future, and such are damned as failures in life! School is not a thing for them! This has frustrated most African children who have viewed themselves as incapable of anything, hence dropping out of school.

This goes hand-in hand with the physical setting of the school where the child learns from. You will agree with me that most rural schools are not as advantaged as their urban counterparts. More often than not, these are the schools that lack science laboratories, apparatus, well-equipped libraries and computer laboratories. Brilliant as the learner may be, their limit only stops at the mercy of the theoretical knowledge of the unfacilitated teacher. Most concepts may not make so much meaning to them, after, say primary school level, and with little hope into the academic future, they will most obviously drop out of school.

To prevent learners from dropping out of educational institutes, the government should take measures, such as ensuring the attendance of teachers in schools to run academic activities. There should be establishment of schools with all the basic facilities such as furniture, library, electricity, water and computer and science laboratories. Attention should be given to the establishment of teacher training programmes, to train the teachers to compete with international levels of education.

Awareness seminars should be launched to interest the parents and learners towards study in order to reduce school dropouts. Also, the Ministry of Education should discourage influence of external powers in schools which have adverse effect on education systems.

Government should establish schools near villages to ensure accessibility of education for the rural population. There should be free education materials, such as uniforms, books and provide meals to learners.





**Item 2. Read the text below and respond to the tasks that follow.**

“I, too mingled my voice with those of the uncircumcised boys. When, having formed a circle again, the crowd left our compound, I went with it, almost willingly, beating my Coro with great enthusiasm. Kouyate was on my right”.

‘Towards the middle of the night, our tour of the town and the collection of uncircumcised boys was finished: we had arrived at the farthest outskirts of the compounds, and in front of us lay only the dark scrub-land. Here the women and young girls left us; then the grown men left us. We were alone with the older boys, or should I say ‘delivered over’ to the older boys-for I remember the often rather disagreeable natures and rarely pleasant manners of those older ones.’

“A new command rang out, and we sat down in front of the fire. Now our elders begin our initiation; all night long they will teach us the songs of the uncircumcised; and we must remain quite still, repeating the words after them, singing the melody after them; there we sit, as if we were in school again, attentive, very attentive and very obedient”.

“Our lessons ended with the dawn ... Looking round me, I could not understand why I shook with fear during the night: the first rays of dawn were falling so gently, so reassuringly, on the bombax tree, on the clearing; the sky looked so pure: Who could believe that only a few hours ago a whole herd of lions, led by Kond’n Diara himself, had been angrily roaring among these tall reeds and grasses, separated from us only by a wood fire which now was almost dead? No one would have believed it and I should have doubted the evidence of my own ears and thought I was waking up from a bad dream, if one or the other of my companions had not now and then cast a suspicious glance at the tallest grass.”

“...I had not time to wonder very long at this; our elders were re-grouping us; and because the majority were almost walking in their sleep, the operation was carried out not without difficulty without shouts and some rough treatment.

Finally, we started off back to the town singing our new songs, and we sang them with unbelievably care-free abandon: even so the steed that scents the approaching stable suddenly quickens his pace, however weary he may be. When we reached the first compound, the presence of the long white threads (which hung from the bombax tree) struck me.....: all the principal houses bore these threads on the summit of the roof. ‘Do you see those white threads?’ I said to Kouyat’e. ‘I can see them. They are always there after the ceremony in the clearing’. ‘That’s where they come from’, I said, pointing to the distant bombax tree. ‘Someone must have climbed up’. ‘We had reached the main square of the town. I stared in amazement at the bombax trees of the market –place: they too, were ornamented with the same white threads. All but the humblest houses, indeed, and all the big trees were tied to one another by these white threads, whose focal

point was the enormous bombax tree in the clearing, the sacred place marked by the bombax tree.’

“...The night of Kond’n Diara was a strange night, a terrible and miraculous night, a night that passed all understanding.

As on the previous evening, we went from one compound to another, preceded by tom-toms and drums, and our companions left one after another as they reached their homes. Later I got to learn who Konden Diara was, and I learnt also that the dangers were not existent.

But I only learnt these things when the time had come for me to learn them. As long as we are not circumcised, as long as we have not attained that second life that is our true existence, we are told nothing and we can find out nothing.

*Slightly adapted from African child by Camara Laye*

**Respond carefully to each of the following according to the text:**

(a) People formed a circle again, the crowd left the compound, give a reason why people crowded in the compound.

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(b) I only learnt these things when the time had come for me to learn them, use the present future tense.

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(c) You have read this extract, provide your/feelings/attitude about grabbing a boy to be circumcised in the public.

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(d) “Charity begins from home”; relate this statement to the passage.

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(e) How relevant is this kind of culture to the community you live?

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(f) From this extract, the narrator states that “who could believe that only a few hours ago a whole herd of lions, led by Kond’n Diara himself, had been angrily roaring among. In a paragraph state who were angrily roaring.

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.....



**SECTION B**  
**EITHER**

**Item 3.**

In your village leadership has not been well represented to your sub county. Many people have lost interest and trust for the leaders who are not patriotic.

**Task:**

As patriot present a document to win people’s mind for a change. (Use **250** to **300** words).

**OR:**

**Item 4.**

In recent post-primary league (football competitions), your school was denied a right for the next match, yet you had qualified for. The other school was called for, instead of your school yet it had registered a learner from a national football team. This affected your mind.

**Task:**

As a Games and Sports prefect of your school, present a writing to the Uganda National post primary football Association (Use **250 – 300** words).

**\*\*GOOD LUCK\*\***

**\*\*THE END\*\***