

UNEB U.C.E ENGLISH (PAPER 2) 2016

1. *Read the following passages carefully and answer the question that follows*

One of the major problems facing independent African states as well as national liberation movements is tribalism. It is a singular obstacle slowing the progress towards the building of the nation. As Kwame Nkrumah rightly points out in his book, **Class struggle in Africa**, before conquests, there was tribe but no tribalism. But just as imperialism used religion to divide a people who were otherwise culturally one and living as an entity in a nation, so too, tribalism has been used for this same purpose. Africa before conquest by capitalism and later by imperialism was moving towards a stage where tribes were in the process of uniting to form an embryo 'the nation state'. But one of the effects of imperialism was to break up the growing bonds of unity between the various tribes. Thus tribes which were coming together to face the European conqueror and aggressor were separated from each other and in many cases turned against each other.

Tribal man is at a certain stage of social and economic development. Out of the tribal society has grown the nation state. Basically the tribal form of the tribal society has grown the nation state. Basically the tribal form of society is based on communal ownership of land with chieftainship as its political form of government. The chief is the political head of the tribe, but he is responsible to the people and cannot go against their collective wishes.

With conquest, this form of social organization disintegrated and the people became part of the wider world capitalist system based on wage slavery. The economic basis of tribalism was undermined, for with the compulsory payment of taxes, money had to be found. This meant working in the mines, factories and plantations.

While this was so, imperialism saw it to that large areas remained undeveloped with no roads or railways. This encouraged regionalism and tribal thinking. The Portuguese, like the other imperialists, also encouraged tribalism and the one way in which they did this was to preserve some of its features, one of which was chieftainship. The chief now was the agent of his colonial master and because they aid him, he had to carry out their orders and instructions. While they left large areas undeveloped, with only a subsistence economy, there were sectors which were incorporated into the world capitalist economy. These were the rubber, cotton, sisal, coffee, tea plantations as well as tin, coal, gold and copper mines. So, on the one hand, the rural and urban workers were linked in a network controlled by giant international monopolies. This uneven and lopsided economy was what imperialism left behind when it granted political independence.

Adapted from: *Eduardo Mondlane*

a. In about 150 words, summarize how imperialism has used tribalism to slow progress towards nation building in Africa. (Rough and Soft Copy)

2A. *Read the passage below and answer the questions that follow it.*

I was born on 11th November 1919... **By the time I arrived** my father was already past middle age. Of his 8 children only 5 sons survived. The others, all girls, had died long before I was born.

At the very onset, my brothers might have looked upon me with some misgiving. Mongol parents do not write wills. When the head of the family dies, property is distributed equally to male heirs. Daughters do not receive any inheritance, but are given a precious dowry at the time of their marriage. As there were already 4 sons, my arrival could only mean a smaller proportion of the family property for each of them. If, however, they felt any resentment, they never shared it. In my early childhood, my four brothers were always affectionate and protective towards me.

My native village contained some 40 or 50 families, divided into two distinct groups. Our cluster of families occupied the northern section of the village. The other, in accordance with Mongol custom, lived in a direct line south. All members of both groups belonged to the Onon clan and were therefore related to each other to some degree. This close relationship resulted in a **relaxed friendly atmosphere** especially among the adult members of the community.

For the most part, our villagers were farmers; although logging and hunting provided additional income, it was the earth that gave us our livelihood.

Life in the Onon clan was regulated by an **unwritten code of conduct**. Special problems that concerned the whole community were decided by the area village council, consisting of 6 or 6 elderly men known for their wisdom and broad experience. The relationships of each person to every member of the village were rigidly

prescribed and clearly understood by all. Parents drilled into their children a deep-seated respect of the elders and unquestioning obedience.

Very elderly people were treated with utmost respect, and courtesy by all. Wealth, poverty or position in life had nothing to do with this. According to the thinking of our people, honors and riches are bestowed by mere men but ripe old age is a gift from Heaven!

Adapted from: *Family life in Mongolia* by Rounge Onona A description of his childhood.

Questions:

Answer questions 2.1 to 2.5 on the question paper

- 2.1 Why may the writer's brothers have looked at him with some misgiving?
- 2.2 How did daughters receive part of their family's property?
- 2.3 What brought about the friendly atmosphere between the two groups of the Onon clan?
- 2.4 How did the villagers earn their living?
- 2.5 Explain the meaning of the following words and expressions as they are used in the passage.
 - a) By the time I arrived
 - b) At the very onset
 - c)relaxed friendly atmosphere....
 - d)unwritten code of conduct.....

2B *Read the following passage carefully and answer the questions that follow*

The parents of the boys at school naturally play a big role in the schoolmaster's life and are responsible for many of his sorrows. There are all kinds and classes of them. Most acceptable to the schoolmaster is the old fashioned type of British father who enters his boy at the school and says:

"Now I want this by well thrashed if he doesn't behave himself. If you have any trouble with him let me know and I'll come and thrash him myself. He's to have a shilling a week pocket money and if he spends more than that let me know and I'll stop his money altogether." Brutal though his speech sounds, the real effect of it is to create a strong prejudice in the little boy's favor, and when his father curtly says, "Goodbye, Jack," and he answers, "Goodbye, father," in a trembling voice, the schoolmaster would be a hound indeed who could be unkind to him.

But very different is the case of the up-to-date parent.

"Now I've just given Jimmy fifty dollars," he says to the school master in the same tone as he would use to an inferior clerk, in his office, "and I've explained to him that when he wants any more he's to tell you to go to the bank and draw for him what he needs". After which he goes on to explain that Jimmy is a boy of very peculiar disposition, requiring the greatest nicety of treatment; that they find if he gets in tempers the best way is to humor him and presently he'll come round. Jimmy, it appears can be led, if gently led but never driven. During all of which time the schoolmaster, insulted by being treated as an underling – for the iron bites deeply

into the soul of every one of them – has already fixed his eye on the undisciplined young pup called Jimmy with a view to trying out the problem of seeing whether he can't be driven after all.

But the greatest nuisance of all to the schoolmaster is the parent who does his boy's home exercises and works his boy's sums. I suppose they mean well by it. But it is a disastrous thing to do for any child....

I remember one case in particular of a parent who did not the boy's exercise but, after letting the boy do it himself, wrote across the face of it a withering comment addressed to me and reading: "From this exercise you can see that my boy, after six months of your teaching, is completely ignorant. How do you account for it?"

I sent the exercise back to him with the added note; "I think it must be hereditary".

Source: *College Days* by Stephen Leacock.

Answer the following the questions

2.6 The writer's sympathy was basically with the

- A. parents
- B. boys
- C. school
- D. schoolmaster

2.7 The up-to-date parents are..... to their children.

- A. hostile
- B. brutal
- C. lenient
- D. cruel

2.8 Jack's father is

- A. very strict
- B. over protective
- C. very possessive
- D. polite

2.9 are responsible for many of the schoolmaster's sorrows

- A. Schools
- B. Boys
- C. Parents
- D. Parents and boys

2.10 Which of the parents is the greatest nuisance in the writer's view? The one who

- A. advocates for child beating
- B. provides a lot of pocket money
- C. gets involved in the boy's assignments
- D. doesn't care about the boy's work.

3A. **Re-write each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.**

- 3.1 The food was very hot. We could not eat it (Re-write using: ...**too**..)
- 3.2 Mt. Kilimanjaro is not as high as Mt. Everest. (Re-write using: **.than**...)
- 3.3 He said to me, "Where do you live?" (Begin: **He asked**...)
- 3.4 We do not know the man. We gave their letters to him. (Join using: ...**whom**...)
- 3.5 They would rather join any other school than repeat the class. (Begin; **They would prefer**...)

- 3.6 Mary's mother does not think it is good for young girls to wear make up. (Re-write using: ...**approve**...)
- 3.7 Is it really necessary for you to bring all that luggage? (Begin: **Do you**...)
- 3.8 Although the situation was serious, we did not give up hope. (Begin: **Serious**...)
- 3.9 Could you give me some information please? (Use: **I wonder**...)
- 3.10 They achieved the stated goals. This was due to the director's guidance. (Re-write using: ...**if it were not**...)
- 3B **Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives.**

3.11 The naughty students persisted.....defying the school regulations.

- A. with
- B. by
- C. on
- D. in

3.12 During the strike property was destroyed.

- A. many
- B. a lot of
- C. several
- D. a number of

3.13 The new book is a flop. The bolded word means...

- A. failure
- B. success
- C. fake
- D. shame

3.14 Hardly had my father gone out..... my sister gave us tasteless food to eat.

- A. where
- B. when
- C. than
- D. no sooner

3.15 You live in Entebbe,

- A. is it?
- B. do you?
- C. don't you?
- D. aren't you?

3.16 If the parents had come earlier, we.....students in time.

- A. would release
- B. would have released
- C. will be releasing
- D. will release

3.17 The decision to stop corporal punishment brought.....a change in discipline.

- A. down
- B. out
- C. about
- D. up

3.18 President Nkrumah was a famous African leader who had his weaknesses.

- A. never ever
- B. as usual
- C. always
- D. nevertheless

3.19 Which of the following sentences is correctly punctuated?

- A. She opened the door and shouted, “who is there.”
- B. She opened the door and shouted “who is there?”
- C. She opened the door and shouted, “Who is there?”
- D. She opened the door and shouted, “who is there”?

3.20 You had never met him before, had you?

- A. “Yes, of course not.”
- B. “No, of course I had.”
- C. “No, I had of course.”
- D. “Yes, of course.”