

HOLIDAY EXERCISE ON SECTION B

PASSAGES

1. Read the passage below and answer the questions that follow using your own words whenever possible.

Oppressed people deal with their oppression in three characteristic ways. One way is acquiescence: the oppressed resign themselves to their doom. They *tacitly* adjust themselves to oppression, and therefore become conditioned to it. In every movement toward freedom, some of the oppressed prefer to remain oppressed. Almost 2,800 years ago, Moses tried to lead the children of Israel from the slavery of Egypt to the freedom of the Promised Land. He soon discovered that slaves do not always welcome their deliverers. They become accustomed to being slaves. They would rather bear those and ills they have, as Shakespeare pointed out, than flee to others that they know not of. They preferred the “flesh pots of Egypt” to the ordeals of Egypt” to *the ordeals of emancipation*.

There is such a thing as the freedom of exhaustion. Some people are so worn out by the *yoke of oppression* that they give up. A few years ago, in the slum areas of Atlanta, a Negro guitarist used to sing almost daily: “Been down so long that down don’t bother me....” This is the kind of *negative freedom* and resignation that often engulfs the life of the oppressed.

But this is not the way out. To accept passively an unjust system is to cooperate with the system. Therefore, the oppressed become as evil as the oppressor. Non-cooperation with evil is as much a moral obligation as is cooperation with good. The oppressed must never allow the conscience of the oppressor to slumber. Religion reminds every man that he is his brother’s keeper. To accept injustice or segregation passively is to say to the oppressor that his actions are morally right. It is a way of following his conscience to fall asleep. At this moment, the oppressor fails to be his brother’s keeper. So, acquiescence, while often the easier way, is not the moral way of the coward. The Negro cannot win the respect of the oppressor by acquiescing. He merely increases the oppressor’s arrogance and contempt. Acquiescence is interpreted as proof of the Negro’s inferiority. The Negro cannot win the respect of the white people of the South, or the peoples of the world if he is willing to sell the future of his children for his personal and immediate comfort and safety.

A second way in which oppressed people sometimes deal with oppression is to resort to physical violence and corroding hatred. Violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem; it merely creates new and more complicated ones.

Violence as a way of achieving racial justice is both impractical and immoral. It is impractical because it is **a descending spiral** ending in destruction for all. The old law of an eye for an eye leaves everybody blind. It is immoral because it seeks to humiliate the opponent rather than win his understanding; it seeks to **annihilate** rather than love. It destroys communities and makes brotherhood impossible. It leaves society in monologue rather than dialogue. Violence ends by defeating itself. It creates bitterness in the survivors and brutality in the destroyers. A voice echoes through time, saying to every potential Peter, "put up your sword!" history is cluttered with the wreckage of nations that failed to follow this command.

If the African Negro and other victims of oppression succumb to the temptation of using violence in the struggle for freedom, future generations will be the recipients of **a desolate night of bitterness**, and our chief legacy to them will be an endless reign of meaningless chaos. Violence is not the way.

The third way open to oppressed people, in their quest for freedom, is the way of nonviolent resistance. Like the synthesis in Hegelian philosophy, the principle of nonviolent resistance seeks to reconcile the truths of two opposites – acquiescence and violence – while avoiding the extremes and immoralities of both. The nonviolence resister agreed with the person who acquiesces that one should not be physically aggressive towards his opponent, but he balances the equation by agreeing with the person of violence that evil must be resisted. He avoids the non-resistance of the former and the violent resistance of the latter. With nonviolence, no individual or group needs submit to any wrong or resort to violence to right and wrong.

It seems to me that this is the method that might guide the actions of the Negro in the present **crisis in race relations**. Through nonviolent resistance, the Negro will be able to rise to noble height of opposing the unjust system while loving the perpetrators of the system. The Negro must work passionately and **unrelentingly** for future stature as a citizen, but he must not use inferior methods to gain it. He must never come to terms with falsehood, malice, hate or destruction.

Nonviolent resistance makes it possible for the Negro to remain in the South and struggle for his rights. The Negro's problem will not be solved by running away. He cannot listen to the glib suggestion of those who would urge him to migrate to other sections of the country. By grasping his great opportunity in the South he can make a lasting contribution to the moral strength of the nation and set **a sublime example** of courage for generations yet unborn.

By nonviolent resistance, the Negro can also enlist all men of goodwill in his struggle for equality. The problem is not a purely racial one, with Negroes set against the whites. In the end it is not a struggle among people at all, but a tension between justice and injustice. Nonviolent resistance is not aimed against oppressors but against oppression. Under its banner, conscience, not racial groups are enlisted.

If the Negro is to achieve the goal of integration, he must organize himself into a militant nonviolent movement. All the three elements are indispensable. The movement for equality and justice can only be a success if it has both mass and militant character; the barriers to be overcome require both. Nonviolence is an imperative in order to bring about ultimate community.

Questions

- (a) What would be the most appropriate title for this passage? (2 marks)
- (b) Explain the three characteristic ways in which oppressed people deal with their plight. (06 marks)
- (c) In not more than 80 words, summarise how violence is an impractical and immoral approach to achieving racial injustice. (12 marks)
- (d) Explain the meaning of the following words and phrases as used in the passage using your own words whenever possible:
 - (i) Tacitly (02 marks)
 - (ii) the ordeals of emancipation (02 marks)
 - (iii) yoke of oppression (02 marks)
 - (iv) negative freedom (02 marks)
 - (v) a descending spiral (02 marks)
 - (vi) annihilate (02 marks)
 - (vii) a desolate night of bitterness (02 marks)
 - (viii) crisis in race relations (02 marks)
 - (ix) unrelentingly (02 marks)
 - (x) a sublime example (02 marks)

2. Read the passage below and then answer the questions which follow.

Child drama is a creative activity and, as such, fulfils the normal function of all creative activity: it provides a medium through which the individual can express his ideas – his reactions to the impressions he receives – and, by expressing them, learn to evaluate them. By this process, vague impressions are brought into sharp focus, **puzzling impressions** are understood, **fragmentary** ones are completed and alarming ones are faced so that fear is overcome. This use of the creative arts makes us examine what we are thinking and feeling. Imaginative observation is **stimulated** and our understanding of ourselves and the world around us is extended and deepened.

So, because it is one of the creative arts, child drama begins, not with somebody's text but with the child's self-expression through the acting of his own experiences. Child drama is not theatre. All too frequently drama in schools is a diluted version of adult theatre, conducted as if the aim were to train actors for the stage. Acting involves the use of techniques developed for the sole purpose of

communicating with an audience, and requires the actor to bring to life ideas and conflicts for the benefit, not of himself, but of his audience.

In the initial stage of rehearsal, the actor may well be genuinely involved in these ideas and conflicts, but the requirements of theatre and the presence of an audience will usually modify and alter what he would like to do, and how he would like to do it. Theatre is an art for showing. In order, for example, to let the audience hear and see, the actor's speech must be louder and his movements larger than in real life; and to make the loud speech and the enlarged movements seem natural, techniques have to be learnt – techniques so difficult that comparatively few **amateur actors** master them. The theatre thus imposes severe limitations on self-expression, and to these are added the requirements of the script and the producer.

Faced with lines to be read or recited, movements to be remembered and the need for effective projection, the child actor can make little use of his own observations of life, his own speech and movement, or his own way of reacting to situations. He becomes an **automation** in the hands of the producer, giving little of his real self to the part, and learning little about the real life which – it is to be hoped – lies behind the chosen script. (All that he learns is to imitate adult actor acting – a lesson of little value whether the aim be the primary one of using drama as a means of learning about life, or the secondary one of giving the child an experience which will eventually lead him to fresh, vital and natural acting.)

In child drama theatrical limitations do not exist. The child is free to develop ideas and conflicts along his own lines, and reach his own conclusions. If, for example, the child is asked to explore a situation where he, as a teenage son, arrives home at one o'clock in the morning to find an **irate** father waiting up for him, he is able, by drawing upon his observations of life, to develop and resolve the situation in his own way, using his natural speech and movement. He has, in fact, **elucidated** his ideas by the sincere expression of them without being limited by any techniques for showing which would tend to inhibit his true reactions. It is only through such sincerity and absorption that true creative work becomes possible.

This is not to say that theatre is either bad or wrong, but merely that it should not be confused with child drama. Theatre can be a useful and enjoyable out-of-school activity: child drama is an educational medium.

From the very earliest days, drama has fulfilled a basic need in man. It has enabled him to come to terms with himself and his environment. In the normal topocosm of primitive man, the basic problem of food, i.e., the need for a good harvest, was ever-present. He would identify himself with a flourishing wheat crop by evolving a leaping dance to represent the growth of the wheat in an effort to understand and influence it. This is drama. In fact, the word itself comes from the Greek word 'dromon' meaning 'a thing done.'

In a modern context drama can still perform this function for the child. He is the one for whom it has the greatest value, the one who still has many of the fears of primitive man, and needs some piece of magic to explain or **allay** them. If he is afraid of being in the dark he can try to comfort himself by peopling his darkness with imaginary friendly characters.

In our society, the child is the one who has the least control over his environment and destiny, and is dependent **solely** upon adult decisions. He has a desperate need for magic and inventions to

help him understand his surroundings, and make them bearable; his own secure world can so easily be shattered by the simple necessities of adult life. The normal happy child with his circle of friends and familiar things may suddenly be uprooted when father moves to another job many miles away. To compensate for this violent loss of security he must temporarily invest his own world until he has readjusted himself.

His magic may often simply be in order to escape from **imposed** adult conventions with which he cannot cope. The child who is afraid of school invents illness to keep him at home. In these situations, drama can still help. Where the magic is a worthwhile thing and obviously helps the child, drama can help him to invent more successfully; where the magic is not necessarily desirable, as in the example about school, drama can help him **to cope with** the problem, by letting him do plays about school in which he will come to realize that school need not necessarily be unpleasant. In this way he can work out not only what his problem is, but also possible ways of solving it.

(From Teaching drama by R.N. Pemberton – Billing and J.D Clegg – University of London Press Ltd)

Questions

Suggest a suitable title for the passage. (2marks)

- a) According to the writer what are the differences between child drama and theatre? (6marks)
- b) In not more than **100** words summarise the importance of child drama. (12marks)
- c) Explain the meanings of the following words and phrases as used in the passage. Use your own words where possible.
- i) Puzzling Impressions
 - ii) Fragmentary
 - iii) stimulated
 - iv) amateur actors
 - v) automaton
 - vi) elucidated
 - vii) allay
 - viii) solely
 - ix) imposed
 - x) to cope with
- (2marks each)

LOGIC WORK

1. Read the following information carefully and answer the questions that follow:

A study has been conducted by the Ministry of Education in Northern Uganda concerning the post war effects, relationship between the time the students report at school and how far they stay from school.

- Ayiko stays 5km away from school and she uses a taxi to get to school
- Apio stays 9km away from school and she rides a bicycle to school
- Arora stays 2 ½ km away from school. She walks half a km up to the main road and then boards a taxi up to school.
- Bashir stays 6 km away from school and he uses the Lira bus coach to get to school.
- Nyeko stays ½ km away from school and since he stays nearby, he usually runs to school on foot.

Note: The following are the speed rates;

- (i) The taxis travel at 10km/hour
- (ii) Walking takes 30 minutes/km
- (iii) Bicycle takes 10 minutes/km
- (iv) Running takes 20 minutes/km
- (v) Bus takes 6 km/hour

Questions

- (a) If on Monday, all the five students left home at 7:00 am; in what order did they pass through the school gate? (You must show your working). (15 marks)
- (b) If the school gate is closed at 8:00 am and late comers are punished, who were punished by the master on duty for coming late? Give a reason for your answer. (05 marks)
- (c) Discuss five (5) key effects of the post war era in Northern Uganda. (10 marks)
- (d) Give five ways that Government has put in place to resettle people in the post war region of Northern Uganda. (10 marks)

2. Read the following information carefully and answer the questions that follow it.

The government of Uganda introduced universal primary education (UPE) in 1997. 360,000 primary school children sat primary leaving examinations in 2001, of these 250,000 qualified for post primary education, however only 150,000 children were admitted into the 734 government aided schools and 29 technical and rural farm schools. There was also a 57% dropout in primary schools and 43% completion rate of both boys and girls in 2001.

Questions

- a) i) Assuming 360,000 children represent the 43% how many children dropped out before they reached primary seven 2001.

ii) Express the number of those who joined government aided schools and technical farm schools as a percentage of the total number of those who sat primary leaving examinations in 2001.

iii) Calculate the percentage of children who failed in 2001.
- b) Assuming 1,100,000 children enrolled in primary one in 2012, how many children are likely to complete primary seven at an assumed constant dropout rate of 10% per year.
- c) What are the possible causes for the dropout rate?
- d) Suggest solutions to reduce the school dropout rate.

3. Study the information provided below and answer the questions that follow:

Sixteen countries are participating in a National Cup Final Tournament. They have been grouped as follows;

GROUP A	GROUP B
Egypt	Burkina Faso
Morocco	Cameroon
Niger	Liberia
Namibia	Senegal
GROUP C	GROUP D
Algeria	Guinea
Tanzania	South Africa
Mozambique	Cape Verde
Zambia	Libya

The following rules have been laid for the tournament:

- The opening matches will be played on 24th January 2014 in each group.
- All teams in each group play against each other, and these matches before quarter final should have ended by the 2nd February 2014.
- No team plays on consecutive days.
- Two matches are played concurrently on the 25th January in groups A and B and on 26th January in groups C and D. With effect from 27th January, one match is played every day in each group. All groups rest on 29th January.
- The semi-finals are played concurrently on the same day.
- Three days' rest is granted before the commencement of each of the following matches: quarter finals, semi-finals and the match to determine the third place.
- The winners and runners-up in each group go on to the quarter finals.

- Winners in group A play against winners of group B and those from group C play against winners of group D.
- Losers at quarter finals are knocked out.
- Finals are played on the 14th February 2014.

Questions:

- (a)(i) Draw up a fixture for the matches to be played from the beginning to the end of the tournament.
- (ii) How many matches will be played altogether?
- (b) State the dates on which the following matches will be played:
 - (i) The last matches before quarter finals.
 - (ii) Quarter finals
 - (iii) Semi-finals
 - (iv) Third place match.
- (c) What, in your opinion, is the importance of such a tournament to the participating countries?
- (d) Suggest measures that should be taken to improve sports in Uganda.

4. Study the information below and answer the questions that follow.

In Sweden, civil servants are paid salaries according to given salary scales set by the government in accordance with given financial regulations as set in the national development plan.

The conditions set for payment for the public servants are as follows;

- i. Retirement age for non- political jobs is 65 years.
- ii. A civil servant will be paid in a given salary scale for a period not exceeding three years and then automatically move to the next salary scale.
- iii. Medical insurance is paid to the National Insurance Corporation of Sweden and is compulsory to all public workers.
- iv. Charity tip is paid to the National Charity Trust Fund. This money is deposited in a bank on a fixed deposit account earning a monthly interest of 1.5%.
- v. All payments and deductions to the income of civil servants are done by electronic money transfer (EMT) on the 28th of each month.
- vi. Most public workers pay PAYE (Pay as You Earn) tax according to the salary scale.

vii. Payments and deductions are done on a monthly basis.

NB: The Swedish National currency is the Kroner and one Kroner is equivalent to 920 Uganda Shillings.

The Table below shows the summary for the payment schedule for the period 2006 for civil servants in Sweden.

Salary Scale	Monthly pay	No. of civil servants	PAYE rate	Medical Insurance	Charity Tip
S7	222,000	31000	2%	2%	500
S6	270,000	42000	10%	3%	500
S5	335,000	65400	14%	4%	500
S4	550,000	21000	22%	6%	1000
S3	670,000	17000	26%	7%	1000
S2	840,000	13000	30%	8%	1000
S1N	999,000	11100	35%	9%	1000
S1S	1,300,000	9920	40%	9%	1000

(Source: Sweden National Bureau 2000)

QUESTIONS

- a) Determine:
- (i) The net amount paid out by the government to all the civil servants in 2006. **(10 marks)**
 - (ii) The total PAYE received by government in 2006. **(02 marks)**
 - (iii) How much the National Charity Trust Fund earned on deposits of civil servants in salary scale S2 in 2006. **(02 marks)**
 - (iv) The gross pay a civil servant in Sweden in salary scale S1S would earn in Uganda shillings. **(02 marks)**
- b) If the conditions and terms remained the same for the year 2007, calculate the net total paid out to civil servants in salary scale S3 **(02 marks)**
- c) Comment on the structure of the Swedish civil service as given in the above table. **(06 marks)**
- d) What are the benefits of charging medical insurance and charity donation in any given country? **(08 marks)**
- e) Explain the challenges civil servants face in your country. **(08 marks)**