

SENIOR FIVE HOLIDAY WORK
TERM 1 2026
PRINCIPAL MATHEMATICS

Instructions:

- *Attempt all questions.*
- *Show all working clearly.*
- *Diagrams are encouraged where necessary.*
- *You may discuss ideas but submit individual work.*

TRIGONOMETRY

1. A sound wave is modeled by:
 $\sin\theta = 0.6$ Find all possible values of θ between 0° and 360° , and explain what they represent in the wave cycle.
2. A rotating machine part satisfies the equation:
 $2\cos^2\theta - 3\cos\theta + 1 = 0$
Determine the possible positions of the machine component within one full rotation.
3. A surveyor measures an angle where $\tan\theta = -1$.
Find θ and interpret what this means in terms of direction.
4. A small boat experiences two forces:
One pushing it forward: $3\cos\theta$
Another pushing sideways: $4\sin\theta$
Express the combined effect in the form $R\cos(\theta - \alpha)$ and explain what R represents physically.
5. The speed of a boat is given by:
 $V = 3\cos\theta + 4\sin\theta$
Find the maximum possible speed and explain when it occurs.

SCATTER DIAGRAMS AND CORRELATIONS

6. A cyclist moves at varying speeds during a journey. The following data is recorded:

Time (minutes)	Distance (km)
0	0
10	2
20	5
30	9
40	14
50	20

Tasks:

- a) Plot the graph of distance against time.
- b) Draw the **line of best fit**.
- c) Comment on the relationship between distance and time

DYNAMICS 1

7. In a warehouse, a worker pushes a 50 kg box across a rough floor. The coefficient of friction between the box and the floor is 0.4.

Tasks:

- a) Draw a force diagram acting on the box.
- b) Calculate the frictional force.
- c) Determine the minimum force required to just start moving the box.
- d) State which law explains this situation.

END

**GREENHILL ACADEMY SECONDARY
ART DEPARTMENT
HOLIDAY WORK – SENIOR FIVE (S5)**

TOPIC: HUMAN FIGURE DRAWING (FULL BODY STUDY)

TASK

You are required to produce **three (3) full-body drawings** of the human figure in **three different poses**.

REQUIREMENTS

1. *Each drawing must show the entire human figure (head to toe) and be drawn in a different pose (e.g., standing, sitting, bending, walking)*
2. *Your drawings should demonstrate correct body proportions and proper balance and posture clear structure of the human body*
3. *Apply shading to show form and volume and line quality (clean, confident lines)*

GUIDELINES

- *Observe from real life, photographs, or reference images*
- *Avoid stick figures and show real body structure*
- *Ensure each pose is clearly different*
- *Draw large enough to fill the page properly*

PRESENTATION

- *Each drawing should be done on a separate sheet*
- *Keep your work neat and well arranged*

S.5 BIOLOGY HOLIDAY WORK

The ultra-structure of plant cells reveals several structures/ organelles responsible for cellular activities. Among them are chloroplasts that are associated in producing food for the plant cells. Due to their presence, they give plants an identity of **producers**.

By being producers, they are almost the primary source of food for all organisms on earth.

However, the understanding of the chloroplast by learners is still challenging.

Task

Using locally available materials design a model of the chloroplast

Note

- The models should show clear contrast
- Assessment will include a viva

S.5 CRE HOLIDAY WORK , TERM 1

Do the work in the class work books

THE OLD TESTAMENT

CONCEPT OF PRIEST HOOD IN ISRAEL AS DESCRIBED IN LEVITICUS

Write the notes in your book and the do the tasks with in.

PRIESTS IN ISRAEL

As the Israelites headed towards Canaan, work and responsibilities became too much for Moses. Hence, God asked him to anoint a priest to assist him. Aaron and his sons became the first priests in Israel. Priest hood had to be hereditary passing through only the line of Aaron.

However, the sons of Aaron, Nadab and Abihu sinned when they broke the laws governing sacrifices and God consumed them with his fire thereby ending the Aaronite priestly family lineage. In Numbers 3:1-13, Moses was asked to consecrate the family of Levi as priests to replace the Aaronites.

THE ORDINATION OF AARON AND HIS SONS AS PRIESTS (Leviticus 8:1-36)

Describes the ceremony of ordaining Aaron and his sons as priests. Moses leads the ceremony, including washing them, clothing them in priestly garments, anointing the tabernacle and altar, and offering sacrifices. The chapter culminates with instructions for Aaron and his sons to remain at the Tabernacle entrance for seven days, eating the sacrifices and purifying themselves.

The lord told Moses to consecrate Aaron and his sons as the first priests of Israel. This ceremony was to be carried out at the entrance of the tabernacle in the presence of God and all the Israelites.

Moses got a priestly garment, the anointing oil, and a turban, a basket of unleavened bread, a bull for sin offering, and 2 heifers for a burnt offering. These were important for the ordination ceremony.

Before undergoing consecration, Aaron and his sons were to first have a ritual bath to symbolize purification so that they become holy since they were going to deal with a holy God.

Aaron was made to dress in a priestly garment such as a sash, ephod etc which stood for the dignity of the priest. The selection of the priestly garment also represented the 12 tribes of Israel.

Moses ordained Aaron with oil to signify that he and his sons were being commissioned to the service of God.

After slaughtering the animals, Moses got the blood and smeared it on the edge of the altars and also on the priestly garments of Aaron and sons. This was intended to purify them and make them holy.

The ordination rite took seven days and Aaron and his sons were instructed by Moses to follow all the orders of God if they did not want to anger God and be killed.

For instance, Moses told them that priests were to be holy all the time and meant to guide the people on how to worship Yahweh. They were not even allowed to mourn for the dead and observe funeral rite practices like shaving hair because they were holy and different from other Israelites.

Priests and their families were allowed to eat part of the sacrificial animal like the hind leg.

This consecration was meant for the service of God and preparing a group of people that was to dedicate their lives for God.

The Israelites were instructed to support and maintain the family of the priests because the priests were always busy serving them with no time for their personal duties.

Chapter 9 shows how Aaron gave his first sacrifice after being ordained as a priest.

He did this on the 8th day in the presence of Moses, the Israelites and in front of the tent of the Lord's presence.

In his sacrifice of acceptance of the new responsibility, Aaron brought a bull for sin offering and a ram without defects for a communion sacrifice.

All the sacrifices were given on the altar at the entrance of the tent and blood was removed and sprinkled on the altar just like Moses had taught them.

The fatty parts of the animals like breasts, liver and other inner organs were completely burnt to acknowledge God as the supreme and divine being as well as the sole provider.

Sin offering was also completely burnt from outside the sanctuary.

Fellowship sacrifice was shared by all the people who had gathered there.

Burnt offering of unleavened bread was given as well as peace offering for thanking God for providing everything.

When Aaron finished giving the sacrifice as Moses had instructed him, he raised his hands towards the people and blessed them.

Moses and Aaron then entered the tabernacle after a while. Then they came out and blessed the Israelites.

Suddenly, the dazzling light of the lord's presence came and consumed all the offerings leaving the people amazed.

ROLES OF PRIESTS IN ISRAEL

Priests carried the Ark of the Covenant (the box in which the 10 commandments were placed) during the period of the Exodus.

They were guardians of the lord's sanctuary (a holy place devoted to God) where the ark was kept.

They would lead the army to wars since only they could carry the ark as their responsibility.

They examined the unclean people who needed cleansing

They went ahead to assist the unclean to have them purified by giving sacrifices to God on their behalf.

They also declared the cleansed people to the community as safe and free to re-join the rest after a successful purification ritual.

They alone performed all the rituals of offering sacrifices for God on altars

They interceded (pleading for forgiveness of sin) on behalf of the Israelites before God.

They prayed for the fertility of animals, humans and land and even asked God for the prosperity of the Israelites

They assisted in the ceremony of anointing the Israelite kings

They gave prayers on behalf of the Israelites.

They were to teach the laws and commandments of God to the Israelites. They were supposed to read the laws every 7th year as a message from the lord

They were mediators between the Israelites and God.

They would monitor whether the Israelites were following the laws given to them

They gave sacrifices for victory in wars and those meant to give them peace and stability

They served as judges solving complicated cases. Deut 17:8-13

They taught people how to distinguish between holy and unholy, between clean and unclean

They had to cleanse God's holy places by offering sacrifices for this purpose.

TASK

READ LEVITICUS: 21:1-24 and write down :

- i) Rules of conduct and Purity for priests of Old Testament.
- ii) Compare the rules of biblical times to those of priests today.

Topic 2: PRIEST ELI'S LEADERSHIP

Read the following and summarise the message with in

- Elkanah's family(1 Samuel 1-8)
- Hannah's prayer.(1sam 1:9-19)
- Samuel's birth (1 sam 19:25)
- Hannah's prayer of thanks giving.(1 sam 2:1-11)

Samuel was a judge who served during the transition from the period of judges to the establishment of kingship.

The book of Samuel indicates he was a prophet and also remembered as the last great judge who introduced a monarchy in Israel by anointing the first king-Saul.

BIRTH OF SAMUEL

Samuel means “asked from God.” He was the son of Hannah and Elkanah. Samuel’s father, Elkanah had two wives; Hannah and Peninnah. Unlike Peninnah, Hannah had not bore a child for her husband. Hannah was always so sad, could not eat and was always crying. (I Sam 1:8)

Hannah always went to the central sanctuary at Shiloh for prayers to God so that she is given a child. Eli, the high priest of Shiloh pitied Hannah and joined her in prayer asking God to give her a child. God sympathetically answered the earnest prayer of Hannah and she was given a child who she named Samuel.

EVILS OF ELI’S FAMILY (1 SAM 12:21)

Eli operated at Shiloh, the Israelite central sanctuary. By the time of the birth of Samuel, Eli was too old. Because of the nature of institution of priesthood, his sons were being made to inherit their father as the next priests.

Eli’s sons Hophni and Phinehas were crooks and scoundrels. They disgraced their father and were not committed to the covenant faith. Their behaviour discredited them and people complained to God. In effect, God rejected Eli and the whole family in 1 Sam 2:12-26.

REASONS WHY GOD REJECTED THE FAMILY OF ELI

Eli’s sons Hophni and Phinehas violated the rules governing sacrifices. They used to eat the best sacrifices that were meant to be reserved for God.

Eli’s sons were greedy in fellowship sacrifice as they used prolonged forks to rob the worshippers of their meat.

They didn’t offer some sacrifices to God on behalf of their people. They would instead take such sacrifices for their own consumption.

Eli’s sons were immoral and played sex in the places of God’s presence like the sanctuary at Shiloh. They therefore abused the sanctity of worshipping place of God.

Sons of Eli used to rape female worshippers this affected their faith and deterred them from coming to worship at the central sanctuary.

Eli’s sons used vulgar language to abuse the worshippers.

Eli’s sons were blasphemous as they grossly misused the holy places and they spoke a lot of evil about their God.

Eli’s sons were drunkards and used to take alcohol in the sanctuary. Because of their drunkard nature they could not serve properly as priests.

They were too materialistic and minded less about God. They had no spiritual purity and were not committed to their faith.

Eli’s sons practiced syncretism as they mixed Yahwism and Baalism which was against the covenant stipulation.

Eli’s sons intimidated worshippers at Shiloh and this threatened their security and faith in the places of worship hindering them from worshipping.

Sons of Eli profaned the holy sanctuary of Yahweh at Shiloh by committing many evils. They failed to execute their duties as guardians of the sanctuary by keeping it Holy.

Eli's sons violated the mosaic laws by not following the Ten Commandments and other laws of the Israelites.

Eli's sons could not interpret visions from God because God's spirit was not working in them.

Eli's sons failed to emulate good example of their father instead they did contrary things that made God angry.

They were unfaithful to God and their people by telling lies which was against the mosaic laws Exodus 20:16.

Eli's sons refused to take advice from their father but instead used to abuse and be shame him in public.

Eli's sons never respected their parents thus breaking the fifth commandment Exodus 20:12.

Eli himself was rejected because he failed to control his sons. He condemned them mildly and feared to punish them.

Eli appointed his sons as judges hence taking the law into his hands yet judges were to be chosen by only God.

Eli was rejected because he had become too old and therefore, he could no longer perform duties of priests properly.

It could have been God's plan to reject Eli's family so that religious order of Israel gets changed. God wanted to start using judges and prophets in Israel as his agents rather than the priests.

His family was rejected because people over complained to God because of the behaviours of Eli's sons.

Task

1. Read 1 sam 2:27-36 and write down the prophecy/ message of rejection that was passed on to Eli's family.

2. Write down the call of Samuel (1 sam 3-4:1)

EFFECTS OF REJECTING ELI'S FAMILY/ FULFILMENT OF SAMUEL'S PROPHECY

God called Samuel to serve him and Israel in order to rectify the mistakes committed by Eli's sons.

Philistines were able to defeat the Israelites who were harassed and the nation made insecure.

Philistines even took the Ark of the covenant that was a sign of God's presence in Israel. 1Sam 4:11.

All of Eli's sons were killed by the Philistines as a punishment from God.

Eli's daughter in law died as she was giving birth 1Sam 4:19-22.

Eli also died of shock when he learnt that his sons had died. 1Sam 4:11-18.

Visions of God became rare as God could no longer appear to Eli and his family because of their sins.

The institution of priesthood lost its major importance in Israel because most of their powers were removed from them. Most of the religious functions were thus performed by judges and later the prophets.

King Solomon of Israel removed the descendants of Eli from serving as priests of Israel. He replaced them with Zadok and they became Zadokite priests.

Task: Read 1 Samuel 1-25

Samuels's leadership

ROLES OF SAMUEL IN ISRAEL AS A PRIEST, PROPHET AND JUDGE

Samuel was a true prophet and everything he prophesized came to fulfilment. He delivered God's message to Eli, Saul and David.

He was also a chief mediator (go between) of Israel and God.

He acted as a priest and taught people God's words. He always prayed to God and led the people of Israel into prayers. (1 Sam 7:16-17)

Samuel sacrificed to God on behalf of the nation. This helped in restoring a good relationship between God and Israelites.

He was a seer for instance; he assisted Saul to trace his father's lost donkey.

He also organized the Israelites for day of National repentance. Whenever the people sinned against God they would converge and Samuel would lead them into National repentance (1Sam 7:1)

Samuel acted as an intercessor. Whenever God wanted to punish the Israelites, Samuel would plead for them through prayers.

Samuel was a kingmaker when people demanded for a king; he anointed Saul hence transforming Israel from a tribal confederate to a monarchy.

He was an advisor to the Israelite kings and always reminded them of the consequences of their behaviours. For instance, he rebuked Saul for having offered a sacrifice yet he was not a priest.

He was a judge who settled disputes among the Israelites when he sat at Mizpah, Gilgal, Bethel and Ramah. 1Sam 7:16-17.

It was from his role as a judge that religious sanity was restored in Israel. Under his leadership, God's appearance to people became a common occurrence.

He was a military liberator who commanded an army that re-conquered towns like Akron and Gath from the Philistines. (1 Sam 7:14). Also, during his reign, the Ark of the Covenant was brought back hence people regained confidence in God.

He believed and promoted mosaic laws. He even denounced kings whenever they disobeyed God's laws for example, he criticized Saul for failing to uphold the act of Herem against the Amalekites.

He was a spiritual liberator and reformist. He rehabilitated the central sanctuary at Shiloh and destroyed the idols and pagan altars built in the sanctuary and monotheism prevailed during his reign.

Samuel acted as a counsellor. Many people used to approach him whenever they had problems and he guided them on how to overcome the problems by providing counselling services.

Samuel guided the people towards the covenant faith. He ensured that the Israelites followed the 10 commandments and other laws i.e., he ensured that they lived according to God's expectations.

Samuel promoted monotheism. It was his duty to ensure that people worshipped one God and therefore, they abandoned the pagan gods. (1 Sam 7:3-4)

He acted as a spokesman of God e.g. he delivered the message about the rejection of Eli's family which was from God.

He was a National charismatic leader and under him the Israelites were psychologically satisfied and hopeful for a bright future.

Task

Discuss how Samuels's leadership principles can be applied to modern church leaders.

S5 ECONOMICS HOLIDAY WORK 2026

Item 1

At a secondary school in Kibuli, the administration received a small grant from the old students intending to improve student welfare and academic performance. During the administration and several board meetings, several proposals were presented, some were suggesting buying more textbooks to boost research while others suggested renovating boys' dormitory to improve students' welfare and living conditions. However, the grant is not enough to cover all the proposed projects. The school leadership have to carefully weigh the benefits of each option knowing that selecting one project would mean leaving out the other. This has caused contradictions and the administration has chosen to inquire from economics students for a guided decision.

Task

As an economics student,

- a). Explain the economic problems in the scenario above and show the relationship.
- b). Use the transformation curve to guide the administration on how they can efficiently and maximally utilize the funds for the two projects.
- c). Use your curve to explain other various economic concepts.

Item 2

In our different markets, buyers purchase different quantities of commodities for instance consumer A buys 10kgs of rice per weekend while consumer B buys 20kgs of rice per weekend and pay different amounts for other various commodities purchased such as clothes, televisions, blankets, building materials among others.

Task.

- i) How are such commodity payments by consumers important to buyers and seller

ii). Illustrate the methods buyers and sellers use to arrive at the varied payments for different commodities in such markets

iii). Examine the factors which influence the quantities bought between buyers A and B

Item 3

Firm A supplies 2000kgs of maize flour on the market for sale per day while firm B supplies 3000kgs of maize flour on the market for sale per day. Firm B has undertaken extensive research through innovations and inventions to find out possible interventions to increase supply on the market. An enterprise growth workshop was organized to benefit firm both A and B which you personally attended.

Task.

- a) Make a presentation on the factors responsible for differences in supplies by firm A and B
- b). How can firm A increase supply on the market

S.5 ENTREPRENEURSHIP EDUCATION HOLIDAY PACKAGE TERM 1 2026

Item 1

Jason is a full-time accountant in a busy super market in Ntinda. The job is so demanding that it leaves him with no time to rest. The job has made him lose touch with friends and relatives, most of the time he is absent at parties and other gatherings moreover his take home package is not commensurate with the effort put in. Jason prefers a job which is not so demanding like the current one.

Task

- a) Advise him on the type of employment he can undertake other than the current one.
- b) What are the characteristics of such type of employment?
- c) Explain to the benefits and challenges of such type of employment

Item 2

Mark and Spencer recently obtained a loan from Barclays Bank to establish a poultry farm. Before starting their business, they agreed to attend a workshop to gain practical knowledge on running a successful enterprise.

During one of the sessions, a presenter explained that the business environment in which their poultry farm will operate is influenced by various external factors, and that these factors interact in ways that can affect the operations of their farm. The presenter also emphasized that a stable economic environment, together with the support of relevant organizations, can significantly enhance the success of their poultry business.

Despite the presentation, mark and spencer feel they need more guidance to fully understand how these factors will affect their farm.

Task

- a) Guide on the features of the environment in which mark and spencer's poultry farm is likely to operate.
- b) Advise on the economic aspects that influence the attitudes and opportunities for the poultry farm.

Item 3

OPRA Juice Processors is a juice processing business located in Makindye division kampala city. They buy pineapples, mangoes and passion fruits from different farmers in villages and urban farmers. It is anticipating a cash surplus of shs 7,500,000 at the beginning of trading period in January 2026.

Meanwhile, the business cashflow plans for other months are projected as follows

- i. The business expects to make monthly cash sale of Shs.6,000,000 for juice and are expected to increase by 10% on monthly basis after the first month
- ii. The business organized a football match in February and expected a gate collection of Shs 5,000 for each of the first 1,000 spectators and Shs.7,000 for extra 500 spectators as fundraising strategy.
- iii. Monthly rent income Shs. 1,800,000 and is expected to reduce by reduce by 10% after the first two months
- iv. The business expects to get donations from a community-based organization of Shs,1,000,000 monthly
- v. The business expects to obtain a loan of Shs.1,500,000 in February
- vi. Monthly cash purchase of fruits amounted to Shs. 1,200,000 and they were projected to increase by 50% in the third month
- vii. The business purchased machinery in February at Shs, 8,000,000 and payments were made in February and March in the ratio of 6:2 respectively.
- viii. Monthly wage payment of 50 workers each amounting to Shs. 12,000
- ix. The business is expected to pay taxes at the end of each month worth Shs 600,000
- x. The business machinery is expected to be repaired at Shs. 200,000 per month.
- xi. Monthly payment of Shs 800,000 for packaging materials.
- xii. The business is expected to pay back the loan obtained in the following month at no interest.

Task

As a consultant in cash budget management, help OPRA juice packers to determine the net cash position for **FOUR** months.

Item 4

Dumba recently bought an acre of land near her hometown and has UGX 380,000 remaining. Further acquired a loan of UGX 3,000,000, from ADB bank at an interest of 12% per annum paid in four equal monthly instalments on net book value. She wants to start a business on the land but is unsure which business would be profitable and sustainable. The land is accessible by a nearby road, and there are a number of households and small shops in the area, which could provide a potential customer base.

Dumba also has limited funds, so she needs to plan carefully how to use her money to buy materials, equipment, or livestock, depending on the type of business she chooses. She is interested in starting a business that can grow over time and bring steady income without requiring too much capital initially.

TASK

- a) Advise Dumba on selecting a viable business opportunity she can start up
- b) Guide Dumba on how to access additional Capital for the business.
- c) Place a loan amortization schedule that was agreed upon

Item 5

Mariam runs a small juice processing business. She currently employs five unskilled workers and produces only 10 litres of juice per day. She packs the juice in used mineral water bottles and uses unboiled water and a mosquito net to sieve it. She sells mostly to customers near her business.

Recently, a report by the nearby health centre revealed that some of her customers suffered from diarrhoea and typhoid after consuming her juice. Mariam wants to expand her business by producing 40 litres of juice daily, but only a few people know about her products. She is looking for ways to make her juice safe, improve its quality, and reach more customers.

TASK

Advise Mariam on practical

- a) Ways she can ensure the juice she produces is safe and of high quality.
- b) Strategies she can use to increase awareness of her juice and attract more customers to her business.
- c) Present fixed capital and working capital budget estimates for the business

END

**SENIOR FIVE
GEOGRAPHY
TERM ONE 2026
HOLIDAY WORK**

ITEM 3: Study the text and Fig.2 below; then do the task that follows.

On 12th March 2025, a strong earthquake with a magnitude of 7.6 on the Richter scale hit the coastal city of Valparaíso, Chile, at 2:37 p.m. local time. The epicentre was 35 km offshore, along the boundary between the Nazca and South American tectonic plates. The tremor lasted for 55 seconds, followed by several strong aftershocks over

Although large earthquakes often happen in Chile, smaller ones also occur in East Africa. For example, in July 2019, an earthquake of magnitude 5.0 hit western Uganda, and affected Kasese and Bundibugyo districts.

Because earthquakes happen frequently, some people have different ideas about their causes. Some believe they are caused by angry gods, so they perform sacrifices to calm them. Others believe science can explain earthquakes and help people stay safe from their effects.

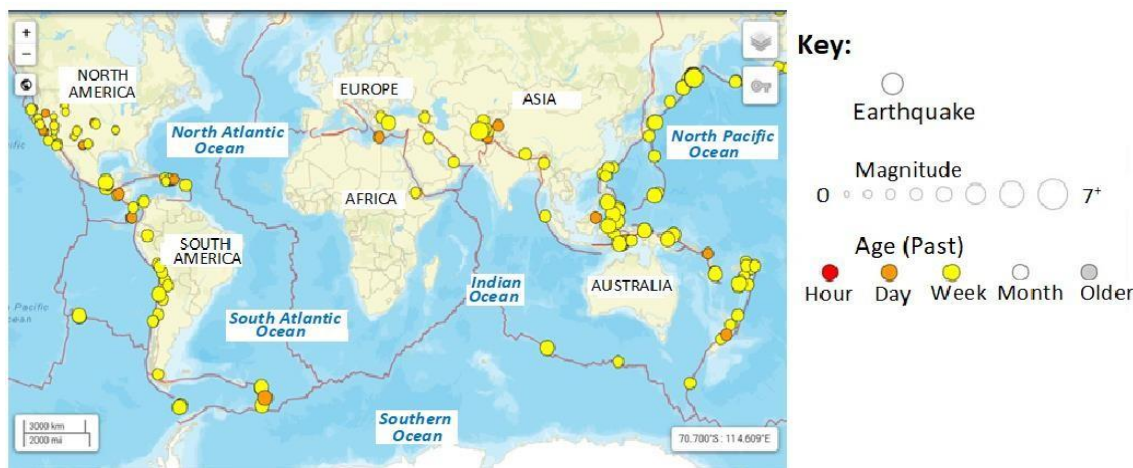


Fig.2: World map showing regions where earthquakes commonly occur

To reduce confusion, the Ministry of Disaster Preparedness and Refugees is planning to publish an article in one of the daily newspapers that will educate people about the science behind earthquakes, their effects and safety measures.

You have been asked, as a geographer, to write the article.

Task:

Write an article which will be published in the newspaper to address the issue.

Include the following in the article

- Define an earth quake
- Causes of earth quakes
- Effects of earth quakes
- Earth quake safety measures

S.5 END OF TERM I 2026 S.5 GENERAL PAPER HOLIDAY WORK

In a rural area near Soroti, a new government agricultural program has been introduced to improve farming practices. The program includes written guidelines, training manuals, and financial support opportunities.

However, many farmers are unable to benefit from the program because they cannot read or interpret the information provided. As a result, only a small group of educated individuals are accessing the benefits, while the majority remain excluded.

Local leaders are now considering three approaches to address this issue:

- Launching adult literacy classes
- Using radio programs to disseminate information

- Training community-based extension workers to provide direct support

The challenge is to determine which approach or combination of approaches—will be most effective and sustainable.

Task:

As part of a learner research team, develop a data-driven implementation plan to determine the most effective strategy for improving information access among illiterate farmers.

Present a printed hard copy of your response upon reporting to school for term 2

GHA S.5

HISTORY OF WORLD AFFAIRS

HOLIDAY PACKAGE

Use the internet or any other source to search for the era of Napoleon Bonaparte 1799 -1815:

ACTIVITY

- Discuss the relationship between Napoleon and the French revolution
- Examine Napoleon’s domestic policies in France.
- Analyse Napoleon’s foreign policies.
- Analyse lessons from Napoleon’s policies that modern African leaders can apply today.
- Analyse the factors that led to downfall of Napoleon I in 1815.
- Analyse how opposition from European powers contributed to Napoleon’s downfall.
- Assess how the end of the Napoleonic era offers lessons for addressing oppressive regimes in the modern world.

Greenhill Academy Secondary School – Kibuli

History of Africa (Paper One)

S.5 - Holiday work Instructions to

learners:

-Answer all

Item:

During a community clan meeting, elders argue that “modern democracy is failing because we abandoned traditional governance” **Task:**

- ✚ Compare the political organisation of Buganda and Bunyoro before colonialism.

- ✚ Identify 2 democratic values from those systems that could help solve one current problem in your district.
- ✚ Write a 1-page dialogue between a Chief in 1850 and an MP in 2026, discussing leadership challenges and solutions.

S.5 LITERATURE IN ENGLISH PAPER ONE, HOLIDAY WORK PROJECT:

Scenario

Your local community is rich with untold stories; historical accounts, folk tales, or personal testimonies of resilience. As a young literary scholar, your school magazine has commissioned you to document one of these stories. However, the editorial board is undecided on whether to publish the piece as a work of prose or a poem. Your task is to provide both and justify which form best serves the message.

Tasks:

Phase 1: The Oral Foundation

- a. Identify an elder or a resourceful person in your home or neighborhood. Interview them about a specific event or a traditional legend. Take detailed notes, focusing on the plot, the emotions involved, and the "voice" of the narrator.

Phase 2: Creative Execution

a. Narrative Prose:

- Write a Short Story (Narrative Prose) of 250–300 words based on the interview. Ensure you utilize descriptive language and a clear plot structure (exposition, climax, and resolution).

b. Poetic Composition:

- i. Transform the same story into a Poem of at least 5 stanzas of 5 lines each.
 - Clearly identify the Poet (you) versus the Persona (the character speaking in the poem).
 - Decide whether your persona will be the elder you interviewed, an observer, or an inanimate object involved in the story.
- ii. Record a 2-minute video clip of yourself reciting the above creation or poem.

Phase 3: Critical Reflection

In a structured table, address the following:

- a. **The Persona vs. The Speaker:** Describe the persona you created for your poem. How does their perspective differ from the "voice" used in your prose version?

- b. Form & Impact: Explain two major differences you noticed while writing in prose versus poetry.
- c. Evaluation: In your opinion, which of the two versions (the story or the poem) captures the "spirit" of the original oral interview more effectively? Give a reason for your choice.

Submission Requirement: Present your project in a creative folder. Include your interview notes, the short story, the poem, and your critical reflection. Submit the video clip before reporting to school using the email address: doluba@greenhillacademy.ac.ug

SENIOR FIVE LITERATURE (DRAMA) HOLIDAY WORK

Read and summarise the play: The Snake Farmers by Yusuf Serunkuuma, in terms of:

- a) Plot and story
- b) Dramatic techniques
- c) Lessons
- d) Thematic concerns
- e) Characterisation
- f) Feelings aroused after reading

Type and print your responses into a well binded pamphlet.

S.5 CHEMISTRY HOLIDAY WORK TERM I

1. Using locally available materials, design a **3-D model** to show the working of *a mass spectrometer*
2. Using **text books**, search for information about *radioactive decay, nuclear stability, decay rates, and half-life, applications and effects of radioactivity*. Write down your findings

GREENHILL ACADEMY

FRENCH HOLIDAY WORK

S5 TERM I 2026

INSTRUCTION: *ECRIVEZ CES DEVOIR DANS VOS CAHIERS DE CLASSE*

Term 1 – Unité 1, 2 & 3

UNITÉ 1 : ANALYSE DU QUOTIDIEN

(Personnes, objets et temps)

1. Caractériser quelqu'un

Définition

Caractériser quelqu'un signifie décrire sa personnalité, ses actions et son comportement.

Exemples

- Il est gentil et travailleur.
- Elle est intelligente et sérieuse.

Temps utilisés

- Présent : il est / elle travaille
- Imparfait : il était / elle travaillait
- Futur : il sera / elle travaillera

Gérondif

en + verbe -ant

- en travaillant
- en étudiant

Exemple

- En travaillant dur, il réussit.

2. Situer dans le temps

Expressions de temps

- hier / aujourd'hui / demain
- autrefois / maintenant / bientôt
- en 2020 / depuis / pendant

□ Exemples

- Hier, j'ai étudié.
- Quand j'étais jeune, je jouais au football.
- Demain, je voyagerai.

3. Décrire des objets

Vocabulaire

- couleur, forme, taille, matière, position

Exemples

- Le canapé est grand et confortable.
- Il est en cuir et de couleur noire.

UNITÉ 2 : INTERACTIONS SOCIALES

1. Présenter quelqu'un

Vocabulaire

- métiers : médecin, enseignant, ingénieur
- loisirs : sport, musique, voyage

Exemples

- Il est médecin et travaille à l'hôpital.
- Elle aime la musique et le sport.

2. Caractériser une personne

Adjectifs

- gentil(le), sérieux(se), intelligent(e), actif(ve)

Exemples

- Il est sérieux au travail.
- Elle est gentille et travailleuse.

2. Décrire une personne malade

Vocabulaire

- symptômes : fièvre, toux, douleur

3. Le gérondif

Formation

en + verbe -ant

Utilisations

- manière : en travaillant
- simultanéité : en étudiant
- condition : en lisant

Exemples

- Il apprend en travaillant.
- En étudiant, il réussit.

4. Contextes

- classe
- cuisine
- voyage
- travail
- sport

UNITÉ 3 : EXPRESSION ET COMMUNICATION

1. Entrer en contact

Pronoms relatifs

- qui
- que
- où

Exemples

- Le garçon qui parle est mon ami.
- La maison où j'habite est grande.

- état : fatigué, faible
- soins : médicaments, repos

Exemples

- Il a de la fièvre.
- Elle doit prendre des médicaments.

3. Décrire une école ou un lieu

Vocabulaire

- école, ville, campagne, climat, saison

Exemples

- Mon école est grande et propre.
- Le climat est chaud.

GRAMMAIRE ESSENTIELLE

Structure	Utilisation
Présent	actions actuelles
Passé composé	actions terminées
Imparfait	habitudes / descriptions
Futur	actions futures
Gérondif	en + -ant
Pronoms relatifs	qui, que, où

S.5 HOLIDAY ICT PROJECT ASSIGNMENT

Tools to be used: Microsoft Word and Microsoft PowerPoint

SCENARIO

Kampala City Education Department, in partnership with organizations supporting youth innovation, is organizing a major event called The Young Innovators Expo 2026. The aim of this expo is to bring together students from different schools to present creative ideas that can solve real-life problems in their communities and the country at large. Students are expected to identify problems and propose innovative solutions in areas such as education, health, environment, technology, and community development. You have been selected as one of the participants representing your school.

YOUR TASK

You are required to develop and present an innovation idea that solves a real problem in your community. Your work must be presented in **TWO APPLICATIONS** ie; **Microsoft Word (Written Report) and Microsoft PowerPoint (Presentation)**.

TASK 1: MICROSOFT WORD – INNOVATION REPORT

Prepare a well-organized report explaining your innovation idea.

Your report must include:

1. Title page (Project title, name, class, school)
2. Introduction (idea and inspiration)
3. Problem statement (issue and affected people)
4. Proposed solution (how it works)
5. Expected impact (benefits and users)
6. Formatting requirements: (tables, images, headings, bold/italics)

TASK 2: MICROSOFT POWERPOINT – PRESENTATION

Create a PowerPoint presentation based on your Word report.

Slides required:

1. Title slide
2. Problem statement
3. Innovation idea
4. How it works

5. Benefits

6. Conclusion

IMPORTANT RULES

- PowerPoint must be based on Word report
- Work must be original
- Both documents must be submitted together
- Creativity and clarity are important

Send your work to;

“jmwebe@greenhillacademy.ac.ug” two days before reporting

LEARNING OUTCOMES

Students will develop skills in Microsoft Word, Microsoft PowerPoint, creativity, communication, and ICT competency.

Nice holiday

S.5 PHYSICS HOLIDAY WORK

INSTRUCTIONS TO THE STUDENTS

Answer any **one** other item.

Item 1

Design and make a model of an instrument that could be used by the fishing community on Lake Victoria to determine their relative position from the main land basing on angles of elevation. In your report include the cost budget of the materials used to come up with the model.

Item 2

While at home investigate the Power rating of a source of heat energy for domestic use at home; using heat capacity and compile a full scientific report. Using two mineral water bottles of 500ml divide the volume in one full bottle to get equal halves each volume 250ml. Pour the water in a saucepan and determine the total time taken for the water to start boiling. Repeat the experiment for six different volumes and analyse your results using a graph.

Hint : Room temperature is about 24°C , boiling point of water is about 96°C , density of water is 1gcm^{-3} and specific heat capacity of water is $4200\text{Jkg}^{-1}\text{K}^{-1}$

Item 3

While at home, get a spherical ball (such as a tennis ball, shotput ball, volley ball, football), set the ball rolling, measure the dimensions of the rolling ball and calculate its speed. Using dimension analysis verify the expression for the speed of the spherical ball and ensure consistency in units.

Hint: The speed of a rolling ball down depends on mass of the ball and its radius.

END

S5 SUBSIDIARY MATHEMATICS HOLIDAY WORK

Instructions

- Answer all questions.
- Show all working clearly.
- Explain your answers where required.
- Attempt discussion questions thoughtfully.

Question 1

A produce dealer in Kampala recorded the weights (in kg) of sacks of maize delivered in one week.

Weight (kg)	Number of sacks
10 – 20	5
20 – 30	9
30 – 50	12
50 – 80	8
80 – 100	6

Tasks:

- Explain why the class intervals are unequal.
- Calculate the class widths.
- Determine the frequency density for each class.
- Draw a histogram using frequency density.
- Comment on the distribution of the data

Question 2

A student tracks how their internet data usage increases over time. The usage doubles every day.

Day	Data Used (MB)
1	2
2	4
3	8
4	16

Tasks:

- (a) Express the data usage on each day as a power of 2.
- (b) Write a general expression for the data used on day n .
- (c) Find the data used on day 10 using indices.
- (d) Explain how indices help simplify repeated multiplication.

END