



GREENHILL ACADEMY

S.2

TERM 1 -2025

HOLIDAY WORK

S2 HOLIDAY WORK TERM ONE 2025

NO.	SUBJECT																																							
1.	<p>ENGLISH</p> <p>BOTH NUMBERS ARE COMPULSORY</p> <p>1. The old prefectural body has just finished its term. The school has advertised different posts, and you are interested in being HEAD PREFECT. Write a speech you would give during your campaign.</p> <p>2. In your Dexter's Summary book, read and respond to passage 4 on page 22.</p>																																							
2.	<p>MATHEMATICS</p> <p>Activity One: Greenhill academy is to organize inter house competitions among four houses; Blue, Green, Red and Yellow. The games committee has been given Shs. 2 million to be shared among the four houses as follows: The houses participated in four games and they performed as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">House</th> <th colspan="4">Points</th> </tr> <tr> <th>Football</th> <th>Netball</th> <th>Athletics</th> <th>Swimming</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td align="center">5</td> <td align="center">4</td> <td align="center">21</td> <td align="center">15</td> </tr> <tr> <td>Green</td> <td align="center">4</td> <td align="center">5</td> <td align="center">16</td> <td align="center">14</td> </tr> <tr> <td>Red</td> <td align="center">6</td> <td align="center">6</td> <td align="center">11</td> <td align="center">17</td> </tr> <tr> <td>Yellow</td> <td align="center">2</td> <td align="center">6</td> <td align="center">20</td> <td align="center">12</td> </tr> </tbody> </table> <p>Conditions for awards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Position</th> <th>Percentage(%) share</th> </tr> </thead> <tbody> <tr> <td align="center">1</td> <td align="center">50</td> </tr> <tr> <td align="center">2</td> <td align="center">30</td> </tr> <tr> <td align="center">3</td> <td align="center">15</td> </tr> <tr> <td align="center">4</td> <td align="center">Remainder</td> </tr> </tbody> </table> <p>Knowledge: The knowledge of fractions, percentages and decimals is required. Task: Help the house captain to;</p> <ol style="list-style-type: none"> a) Describe how the games committee will share the money among the four houses and how much each house will get. b) Come up with a graphical representation for the data above. <p>Activity Two. Scenario: You're part of a historical exploration team studying old maritime routes. On your latest expedition, you have come across a coordinate map showing two significant landmarks:</p> <ul style="list-style-type: none"> • Point A represents the Old Lighthouse, located at (-6, 15). • Point B represents the Palm Tree, located at (4, 5). <p>A third point, W, lies somewhere along the straight path from A to B. Based on survey data, it's been determined that W lies one-fifth of the way from A to B, starting at the lighthouse.</p>	House	Points				Football	Netball	Athletics	Swimming	Blue	5	4	21	15	Green	4	5	16	14	Red	6	6	11	17	Yellow	2	6	20	12	Position	Percentage(%) share	1	50	2	30	3	15	4	Remainder
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	<p>Tasks: As part of your research, you are asked to:</p> <ol style="list-style-type: none"> Use the distance formula to represent the translation vector from the lighthouse and the palm tree. Determine the coordinates of the point that lies one-fifth of the way from A to B. Determine the coordinates of the reflection of point W across the y-axis. Apply the translation vector $\begin{pmatrix} -3 \\ 7 \end{pmatrix}$ to point W and find the new coordinates. What might this represent in terms of shifting your survey point?
<p>3.</p>	<p>PHYSICS <i>Provide an answer to the item below:</i> Item: Design a model of any simple machine and have a write up to explain how it simplifies work. Also highlight the limitations to its working.</p>
<p>4.</p>	<p>BIOLOGY Item Design a chart you can use to sensitize the Greenhill community about good nutrition.</p>
<p>5.</p>	<p>CHEMISTRY Using a locally available materials design a periodic table showing all the elements with their atomic mass and atomic number. Use the periodic table designed to identify all the blocks present in the periodic table.</p>
<p>6.</p>	<p>GEOGRAPHY</p> <p>TOPIC: Formation of major landforms and drainage in East Africa</p> <p>1. Carry out a library or internet search to answer the following tasks</p> <ol style="list-style-type: none"> with the aid of diagrams and examples, explain how each of the following processes is responsible for land form formation in East Africa. <ol style="list-style-type: none"> Volcanicity. Faulting. Warping. <p>NB. Use your geography classwork book, Clearly explain each process and the relevant diagrams Print and stick diagrams in every process.</p>

7. HISTORY AND POLITICAL EDUCATION INSTRUCTIONS

Answer all item

Remember to include historical knowledge, thinking and application.

Item 1

Today in east Africa several people are engaging in power struggle, some people have come up with different political movements which have developed into political parties aiming at acquiring political power. Due to this matter, some people have decided to ally with the whites for the support. However, some political analysts disagree with this and they clearly describe its dangers. However, some say that it will yield better fruits.

Task.

Support the above idea.

8. CRE ITEM

Mary a strong Christian got married in the church to a man who was a born a Muslim but later converted to Christianity. After one year, the couple welcomed a new addition to their family. Their marriage was full of happiness not until Mary caught her husband with another woman in a lodge which caused a scandal in that small town. However, the husband claimed that she was in love with the other woman before he converted to Christianity.

TASK

- a) Explain the Christian teachings that can guide Mary and her husband to have a stable marriage
- b) How can the contemporary approaches help to solve the challenges presented in the above scenario?

9. ICT

Your work/ files should be sent to jmwebe@greenhillacademy.ac.ug 3 days to start term 2

SCENARIO: The local health worker wants to better understand patterns in **childhood illnesses** over the past **two months** (8 weeks), so they can plan health education campaigns and request more supplies. They need your help to **collect, analyze, and visualize the data** using your computer skills.

You have been asked to act as a **data assistant** and prepare a report based on **weekly illness cases**.

1. Collect Weekly Illness Data:

Visit your nearby health center and request weekly records of child patients diagnosed with the following illnesses over the past **8 weeks**: malaria, cough, diarrhea, skin infection, Typhoid, toothache

Illness	Malaria	Cough	Diarrhea	Flu	Skin Infections
Week 1					
Week 2					

Enter this data in an appropriate computer program with proper labels and formatting.

2. Perform Calculations:

Use the following functions:

- calculate total cases for each illness
- find the average weekly cases per illness
- label any week where an illness had over 30 cases as “**High Risk**”
- find the week with the highest overall cases

3. Create Visual Charts:

- A **bar chart** comparing total cases of each illness
- A **line graph** showing trends in malaria over the 8 weeks
- Optional: a **pie chart** showing each illness as a percentage of total cases.

4. Health Decision-Making Analysis:

Write a **brief report (half a page)** answering these questions:

- Which illness is the most common?
- In which weeks was the situation worst?
- Which illness should be addressed first and why?
- Suggest **one health awareness activity or campaign** the health centre can run to reduce cases of the top illness

5. Get the **health worker’s signature or stamp** as proof that you consulted them and worked with real data.

- One written page for your findings and health recommendation
- Signature/stamp page attached
- Neatly presented (title, headings, labelled axes on charts)

10. ENTREPRENEURSHIP

INSTRUCTIONS

ANSWER ALL THE ITEMS

ITEM 1

Champ GUDO has secured a loan of UGX 5,000,000 and plans to start a mobile money business in a busy Centre. He doesn’t know the right procedures to follow before the business commences. This has made him develop fear to take the business decision since he has never tried to get customer opinions in relation to the new business he plans to start

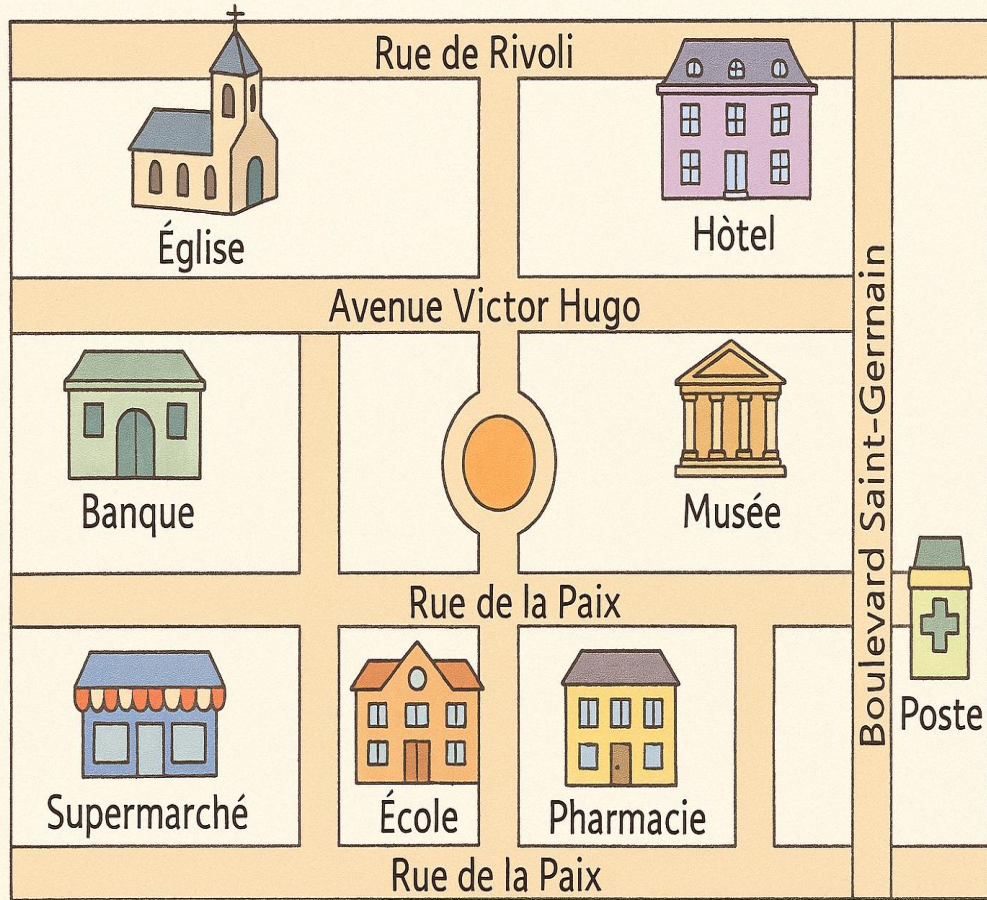
TASK

- a) Use your entrepreneurship skills to help Champ GUDO to solve the challenge in the scenario.
- b). Guide him on how to formalize the business.
- c). How will Champ GUDO determine where to locate his mobile money business.
- d). Help Champ GUDO to make a Budget for the business.

ITEM 2:

Joel, John and James want to start a poultry farm to own jointly. Each of them has to contribute Shs. 200,000 which seems not to be enough, and may require to raise more finances. However, they are

	<p>afraid of getting conflicts among themselves over different business matters. They also need guidance on developing a document that will help them to analyze the position and opportunities of their business in the present market situation</p> <p>TASK</p> <p>As a student of entrepreneurship Education, guide Joel, John and James to solve the challenge in the scenario.</p> <p>ITEM 3</p> <p>Mr. Omara, is a retired servant and has received his retirement package and is eager to start a business. However, He is unsure about what venture to pursue. He has a passion for agriculture and wants to utilize his skills to create a sustainable income stream. He is also determined to change the selected registered business in case it fails to do well in future. However, he has no information about how he can plan for the production requirements and need</p> <p>TASK</p> <p>Guide Omara on; -</p> <ul style="list-style-type: none"> i) Selecting viable type of business. ii) Benefits associated with any of the viable business selected. <ul style="list-style-type: none"> b) How to de - register the business? c) Assist Omara to plan for the projected needs for producing his proposed goods.
<p>11. ART</p>	<p>Scenario: Greenhill Academy is preparing for a school exhibition under the theme “<i>Our Environment, Our Responsibility.</i>” The art department has been asked to present creative artworks that show how nature can be appreciated and protected. As a Fine Art student, you are tasked to create a mosaic artwork that can be displayed during the exhibition.</p> <p>Task: Design and make a mosaic artwork inspired by nature. Your artwork should carry a message that encourages people to protect and appreciate their natural surroundings.</p>
<p>12. FRENCH</p>	



TACHES:

1. Use colored pencils to show movements from the supermarket to the church following the instructions given.

N.B: USE A RED COLRED PENCIL FOR THE FIRST SET OF DIRECTIONS AND A BLACK COLOR FOR THE SECOND SET OF DIRECTIONS.

Possibilité 1 :

- Sortez du supermarché et allez tout droit sur **Rue de la Paix**.
- Tournez à gauche sur **Avenue Victor Hugo**.
- Continuez jusqu'à la **Rue de Rivoli**. L'église se trouve devant vous.

Possibilité 2 :

- Sortez du supermarché et tournez à droite sur **Rue de la Paix**.
- Montez jusqu'au **Boulevard Saint-Germain** et tournez à gauche.
- Continuez tout droit jusqu'à **Rue de Rivoli**. Tournez à gauche. L'église est à votre gauche.

2. Donnez les directions pour aller à l'hôtel du point x en vous servant des flèches bleues.

13. PERFORMING ARTS

ITEM 1

Masaka Kids Africana is a group performing artists. They have for the past 2 years been organizing concerts but getting a low turn up for their performance shows thus, making losses. They are not willing to continue making losses like this. They have hired you to be their marketer and ensure that they have a successful show.

Task

1. Write out an appropriate advert for this including all details of the show. (10 marks)
2. Design a poster to market this show (5 marks)
3. Chose an appropriate advertisement media you will use to market the show and give reason for your choice (5 marks)
4. Make a budget that you will follow when organizing the show (10 marks)

Item 2

Bruce is a new student to your school. He is interested to join the Performing arts class. He has never attended any Performing arts lesson, and found when you have finished studying the elements of music chapter. The teacher has requested you to help him.

Task

Guide the learner to plot the melody below in the key of C major

Oh-t lord my God and com - for ter we have come to you for you are our e-very-thing.

14. KISWAHILI

KIFURUSI CHA LIKIZO

KIDATO CHA PILI 2025

KISA: Kila muhula shule ya upili ya greenhill academy huandaa siku ya usafi ilikuwasaidia wanafunzi kueneza usafi katika maeneo wanamoishi. Muhula huu mwalimu mkuu amekuomba uzungumze na wanafunzi hawa kabla ya kufanya usafi.

SHUGHULI: Toa wasilisho lako mbele ya wanafunzi.

15. PHYSICAL EDUCATION

TOPIC: AGREEEABLE AND DISAGREEEABLE BEHAVIOR

REFERENCES:

1. New Vision Secondary Physical Education Learner's Book 2 pgs. 37- 50
2. Banks, Aaron. (2010). Self-Defense Education Five Steps for Developing Awareness and Prevention Tactics. Journal of Physical Education, Recreation & Dance. 81. 1-60.
3. <https://kravmagadallas.com/2019-4-22-june-post-campus-safety/>
4. <https://www.mayoclinic.org/healthy-lifestyle/tween-and-teen-health/in-depth/teen-drug-abuse/art-20045921>

QUESTIONS

1. Research and make short notes on the steps you would follow when performing self-defense when attacked;
 - (a) from behind
 - (b) and held from the front
 - (c) and are being choked
 - (d) by an animal
2. Research and make short notes on the steps you would follow to handle the following crises;
 - (a) Flooding
 - (b) Fires and use of a fire extinguisher
 - (c) Lightnings
3. You are to be part of the group that is to take part in a play at the school assembly on the theme "**Drugs Abuse Awareness among the Youth**". Your group must explore; how drugs affect health and sports performance, how young people can **prevent drug abuse**, how to **support classmates or friends** who may be struggling with addiction, and what **laws in Uganda** say about drug abuse.
Task:
Make a write up to address each of the issues raised above.

16. LITERATURE

The Thorn and the Dove

Characters:

- Dove
- Thorn Bush
- Squirrel
- Rabbit
- Wind

Scene 1: A Gentle Greeting

(A bright forest clearing. Morning light filters through. The Dove enters cheerfully, wings fluttering gently.)

Dove: Good morning, Thorn Bush! The forest is alive today. Look, I brought you a petal from the lilies by the stream.

Thorn Bush: Petals? For me? Why?

Dove: Because beauty belongs everywhere, even near thorns.

Thorn Bush (grumbling): You're wasting your time. I don't need kindness. I was made to be left alone.

Dove (placing the petal near the roots): Then I'll leave this here anyway. In case you change your mind. *(Dove flies off slowly. Thorn Bush stares at the petal in silence.)*

Scene 2: Forest Chatter

(Squirrel bounds in energetically. The rabbit enters more calmly, observing.)

Squirrel: Did you see that? The Dove brought the Thorn Bush a flower!

Rabbit: She's been doing that every day for weeks.

Squirrel: Why would anyone talk to a Thorn Bush?

Rabbit: Because some hearts are just hiding behind sharpness.

Thorn Bush: Don't waste your thoughts on me, either. The Dove is foolish. One day, she'll get pricked, and she'll learn.

Rabbit: Or maybe... one day you'll learn to stop pricking.

Scene 3: Whisper of the Wind

(Leaves rustle. Wind enters, swaying through trees, circling Dove who perches near.)

Wind: Little Dove, why do you keep loving what wounds you?

Dove: Because love doesn't stop when it's hard. It grows stronger.

Wind: What if that love is never returned?

Dove: Then I will still have loved. That matters more than being loved back.

Wind (gently): You are brave, Dove. May your wings stay strong. *(Wind sweeps away.)*

Scene 4: The Storm

(Lights dim. Thunder rumbles. Rain begins to fall. Trees bend with the wind. Dove enters in panic, fluttering low.)

Dove: My nest! My eggs! I must find shelter!

Thorn Bush (alarmed): Dove! Come here! Quickly—under me!

Dove (frightened): Your thorns—

Thorn Bush: I'll bend them. Hurry!

(Dove crawls under Thorn Bush's branches. Thorn leans protectively, covering her. Wind and Rain rush across the stage. Then silence.)

Scene 5: Morning After

(Soft sunlight returns. Thorn Bush looks changed—softer posture, small flower buds visible. Dove stirs and stretches wings.)

Dove: You saved me.

Thorn Bush: You kept coming back. Even when I pushed you away.

Dove: I never saw a monster. Only someone who had been hurt.

Thorn Bush: Maybe... maybe I don't want to stay bitter forever. *(Pause. They share a quiet moment. Enter Rabbit and Squirrel.)*

Squirrel (gasps): Look! The Thorn Bush is blooming!

Rabbit (smiling): Love has a way of bringing life... even to the thorny places.

Wind (passing through): Even the hardest hearts bloom when touched by gentle love.

Scene 6: The Forest Restored

(The forest is peaceful. Flowers bloom around Thorn Bush. Dove sits beside it.)

Thorn Bush: I used to believe love was weakness. Now... I think it's the strongest thing of all.

Dove: Love is not what we say. It's what we do—again and again.

Squirrel: Will you keep blooming, Thorn Bush?

Thorn Bush (smiling slightly): As long as the Dove keeps visiting... I think I will.

Rabbit: And maybe we'll all learn to love a little more like her.

 **All Together at Center Stage:**

All Characters: “True love is patient, persistent, and kind. Even the hardest hearts can bloom when touched by gentle love.”

(Curtain closes with soft music or birdsong.)

 **Scenario:**   **One Year Later...**

It has been a year since the Thorn Bush helped the Dove during the storm. Since then, the forest has been full of life. Flowers have grown, the Thorn Bush looked happy, and the Dove often came by to visit. She even had little chicks, and she sang every morning. But now, something is wrong. The Dove is getting weaker. Her feathers are falling off. Her songs are not sweet like they used to be. She coughs when the wind is cold. She flies more slowly and rests more often. The Thorn Bush starts to change too. His flowers fall. His thorns grow back. He feels sad and angry, but he doesn't understand why. He thinks maybe the Dove is ignoring him. He thinks she doesn't care anymore. But the truth is, the Dove is sick and she doesn't want to make the Thorn Bush sad. So she hides it. One day, she stops coming. The Thorn Bush is left with his thorns... and a broken heart.

 **TASK: Write two extra scenes** for the play. In your scenes, show:

1. How the Thorn Bush and Dove talk to each other now.
2. What happens when the Thorn Bush finds out the Dove is sick.
3. What the Thorn Bush feels and says when the Dove is finally gone.

Guide

Scene 1: “Are You Still My Friend?”

- **Setting:** Afternoon in the forest.

Scene 2: “The Last Feather”

- **Setting:** A cold morning.
