



GREENHILL ACADEMY SECONDARY

S2 HOLIDAY WORK

TERM II 2026



S.2 ENGLISH HOLIDAY WORK TERM 2-2026

Theme

Human Rights, Roles and Responsibilities

Project Title

My Community, My Rights, My Responsibilities

Background

Human rights are the basic freedoms and entitlements that belong to every person regardless of age, gender, religion, tribe or social status. These rights include the right to education, health care, protection, freedom of expression and a safe environment. However, every right comes with a responsibility. Responsible citizens respect the rights of others, obey the law, protect public property and contribute positively to their communities.

During this holiday, you will carry out a simple research project in your home area to discover how human rights are respected, protected and promoted. You will also investigate the responsibilities of different members of the community and reflect on how young people can become responsible citizens.

PROJECT TASK

Investigate **ONE community** (your village, parish, town, estate or trading centre) and prepare a well-organised project under the following headings.

1. Community Information

Provide:

- Name of the community.
- District and sub-county/division.
- Approximate population (if known).
- Main economic activities.
- Important public institutions (schools, health centres, churches, mosques, police posts, etc.).

2. Human Rights in My Community

Identify and explain **at least five human rights** enjoyed by people in your community.

For each right:

- Explain what it means.
- Give one example showing how it is respected.
- Give one example showing how it is violated.

3. Roles and Responsibilities

Choose **three groups** from the following:

- Parents
- Children
- Teachers
- Local leaders



- Police
- Religious leaders
- Health workers

Explain the roles and responsibilities of each group in promoting and protecting human rights.

Support your work with practical examples from your community.

4. Community Interview

Interview **at least two people** (for example a parent, teacher, Local Council leader, police officer or religious leader).

Ask questions such as:

- What human rights are most respected here?
- Which rights are commonly violated?
- Why do these violations occur?
- What responsibilities do citizens have?
- How can young people help promote human rights?

Summarise the responses in your own words.

5. Case Study

Describe **one real-life situation** (without mentioning people's names) where a human right was either respected or violated.

Include:

- What happened?
- Which human right was involved?
- How was the matter resolved?
- Lessons learnt?

6. Creative Activity

- Design a poster promoting human rights.

Your work should encourage respect for human rights and responsible citizenship.

7. Personal Reflection

Write about:

- Three new things you learnt from this project.
- Four responsibilities every student should fulfil.
- How you intend to promote human rights at school and in your community.
- Why respecting other people's rights is important.



Support your ideas with practical examples.

PRESENTATION GUIDELINES

- Your project should:
- Be neatly handwritten on ruled paper or typed and printed.
- Have a clear and attractive title page.
- Include suitable headings and subheadings.
- Use correct English grammar, spelling and punctuation.
- Include labelled drawings, photographs or illustrations where possible.
- Show evidence of research through interview notes, observations or photographs.
- Be creative, colourful and well organised.

Be submitted in a file folder on the first day of next term

S.2 MATHEMATICS HOLIDAY WORK TERM 2-2026 **MATHEMATICS – CIRCLE**

REFERENCES:

1. Secondary School Mathematics Learner's Book 2
2. <https://youtu.be/jWgFVgLnWAY>
3. <https://youtu.be/MQptV71V8Go>

➤ **My Home uses circles.**

At home, identify and record 10 circular objects and fill in the information in the table of the format shown below

Object	Radius	Diameter	Circumference	Area	Use

- On one A4 page, design a colourful circular wheel poster and use it to show the different parts of a circle, radius, diameter, chord, arc, circumference, centre, sector, segment, tangent and area. Indicate the formula for circumference and the formula for area.
- Using one of the circular objects at home, what distance does it cover if it makes; 10 rotations, 48 rotations and 65 rotations.



S.2 PHYSICS HOLIDAY WORK TERM 2-2026

INSTRUCTIONS TO STUDENTS:

Read through the information below and carry out the assigned tasks:

Guiding Question

How does the shape and position of a curved mirror affect the formation, size and nature of an image?

Project scenario:

You have been asked to investigate how curved mirrors are used to control and form images of objects. While at home, have access to a very shiny metal spoon, a torch or phone flashlight, a ruler or tape measure, paper and other simple materials. *(If you may you can purchase a concave and convex mirror both of focal length 10 cm.)*

Your task is to investigate the behaviour of light and images when objects are viewed in the two curved surfaces of a spoon. You should then use your observations to explain how concave and convex mirrors work and where they are used in everyday life.

Materials Required

The learner is encouraged to use materials that are readily available at home.

- A shiny stainless-steel spoon
- A ruler or tape measure
- White paper or a piece of cardboard
- A torch or phone flashlight
- A candle or small object *(if safe and supervised)*
- A small plane mirror, if available
- Pen/pencil
- Notebook
- Smartphone/camera for taking photographs as evidence
- A wall or white screen

Safety: Do not use the Sun directly as a light source or look at the Sun through the mirror. If using a candle, it should be done under adult supervision and away from flammable materials.

ACTIVITY: Comparing the Two Curved Surfaces

The learner should use the inside and outside surfaces of a shiny spoon.

Procedure

- Hold the inside of the spoon in front of your face.



- Observe your image.
- Move the spoon closer to and farther away from your face.
- Record what happens to the image.
- Repeat the investigation using the outside surface of the spoon.
- Compare the two surfaces.

Observation Table.

Surface of spoon	Position of object	Size of image	Orientation	Nature of image
Inside	Very close			
Inside	Farther away			
Inside	Very far			
Outside	Very close			
Outside	Farther away			
Outside	Very far			

S.2 BIOLOGY HOLIDAY WORK TERM 2-2026

Design a Chart Showing the Types, Arrangement, and Number of Teeth in an Adult Human Being

Objective

By the end of this project, the student should be able to:

- Identify the four types of human teeth.
- Show their correct arrangement in the upper and lower jaws.
- State the correct number of each type of tooth in an adult human.
- Care for the keeping our teeth healthy.

Materials Needed

- Manila paper or chart paper
- Pencil and eraser
- Ruler
- Coloured pencils or markers
- Glue (optional)
- Printed or hand-drawn pictures of teeth (optional)

Instructions

1. Draw a large outline of the upper and lower jaws.
2. Divide the jaws into four equal sections (quadrants).



3. Label the four types of teeth:
 - ✓ **Incisors (I)** – Cut food
 - ✓ **Canines (C)** – Tear food
 - ✓ **Premolars (PM)** – Crush food
 - ✓ **Molars (M)** – Grind food
4. Arrange the teeth in the correct order from the Centre of the mouth to the back:

I – I – C – PM – PM – M – M – M
5. Show this arrangement in all four quadrants.
6. Colour each type of tooth differently and include a key (legend).
7. Write the total number of each type of tooth.

NB: Interview one of your family members about how they care for their teeth, then summarize his/her responses at the edge of the same chart.

S.2 CHEMISTRY HOLIDAY WORK TERM 2-2026

Scenario

Many families in your community depend on firewood and charcoal for cooking. However, charcoal has become expensive, while cutting trees for firewood is contributing to deforestation. At the same time, large amounts of agricultural and household wastes such as dry leaves, sawdust, maize cobs, rice husks, groundnut shells, coffee husks, banana peelings, paper waste and charcoal dust are dumped or burnt in open spaces, causing environmental pollution.

The Local Council (LC1) has started a campaign encouraging learners to develop affordable and environmentally friendly cooking fuels using materials that are readily available in their communities. As an S.2 Chemistry learner, you have been invited to participate in this community initiative by designing and making fuel briquettes from locally available waste materials.

Task

Using locally available materials, prepare a batch of briquettes that can be used as an alternative source of fuel.

1. Identify the problem in your community that your briquettes are intended to solve.
2. List the locally available materials you used and explain why you selected each one.
3. Describe the procedure you followed to make the briquettes.
4. State the safety precautions you observed while preparing the briquettes.
5. Test your briquettes and record your observations by considering: ease of lighting, amount of smoke produced, burning time, amount of heat produced, and strength of the briquettes.
6. Suggest two improvements that could make your briquettes more efficient.
7. Recommend whether your briquettes should be adopted by households in your community. Support your recommendation with evidence from your observations.

Evidence to Submit



A sample of 8–10 briquettes.
A written report (2–4 pages) containing: Title, Aim, Materials, Procedure, Results and observations, Challenges, Improvements, and Recommendation.

S.2 GEOGRAPHY HOLIDAY WORK TERM 2-2026

Topic: Formation of Landforms in East Africa

Scenario.

The Ministry of Tourism, Wildlife and Antiquities is preparing an exhibition to promote the unique physical features of East Africa. The organizers have realized that many visitors do not understand how these landforms were formed or where they are found. Your school has been invited to participate in the exhibition by preparing educational materials that explain the processes responsible for the formation of landforms in East Africa.

As a young geographer, you have been assigned to work in a group to investigate the major processes that shape the landscape of East Africa. Your group will research **faulting, volcanicity, warping**

The findings will be presented to teachers, fellow learners, parents, and invited guests during the Geography Exhibition Day.

Project Tasks: Using textbooks, the internet, maps, photographs, and other reliable sources, research the following processes:

- Faulting
- Volcanicity
- Warping

Your group should:

1. **Define** the process in your own words.
2. **Describe** how the process takes place.
3. **Identify and describe** the landforms (resultant features) produced by each process.
4. **Give examples** of the landforms found in East Africa.
5. **Illustrate** the process and the resultant landforms using labelled diagrams of each process.

NB. Stick the diagrams for every landform in each process.

Use the holiday workbooks.



S.2 HISTORY AND POLITICAL EDUCATION HOLIDAY WORK TERM 2-2026

ITEM 1

Your class is preparing a history display for the school exhibition on World War I in East Africa. While collecting information, your group finds an old diary written by a village elder. The diary explains that many young men from the village were recruited as soldiers and porters because the area was under European colonial rule. It also describes how farming and trade were disrupted as people left their homes, and how, after the war, changes in colonial administration and boundaries affected life in East Africa for many years. However, some members of your group still believe that the war was fought only in Europe and did not have any important effects on East Africa. Your teacher asks the group to use the information from the diary and other sources like the internet and library to correct these misunderstandings before completing the history display.

Task:

Using evidence from the scenario, internet and library research

- Identify the reason why East African countries were involved in that war
- Explain ways the above war influenced the future history of East Africa.
- Examine the impact of this War on East Africa

ITEM 2

Scenario

Your school is organizing a **World War II remembrance exhibition**, and your class has been asked to prepare a display on East Africa's contribution to the war. While researching, your group discovers letters, photographs, and newspaper reports showing that many East Africans joined the war as soldiers because their countries were under British colonial rule. The records also mention some East African personalities who served during the war and describe how East African states provided soldiers, food, and other resources to support the Allied forces. The exhibition materials further explain that, after the war, many returning soldiers and educated Africans demanded greater political rights, contributing to the rise of independence movements in East Africa. However, some students in your group argue that East Africans did not play any important role in World War II and that the war had nothing to do with the struggle for independence. Your teacher asks your group to use the exhibition materials to prepare accurate information for visitors.

Task

Using evidence from the scenario:

- State **four reasons** why East Africa became involved in this War.
- Name **one East African personality** who was involved in the above War.
- Explain **four roles** played by East African states during the war.
- Explain **four ways** this War contributed to the rise of independence in East African states.

S.2 CRE HOLIDAY WORK TERM 2-2026

- Using newspapers or the internet to download pictures, design a chart showing pictures of types of family (Nuclear and Extended family), conduct research and write 7 characteristics of each family as shown in the pictures.

Use an A4size Exercise Book.



S.2 ICT HOLIDAY WORKTERM 2-2026

Instructions

- ❖ Submit your work to the email: jmwebe@greenhillacademy.ac.ug

Scenario

Sunrise Vocational Institute conducts end-of-term examinations to assess students' academic performance. The Director of Studies currently compiles examination results manually before preparing reports for the school management. As student enrolment has increased, the process of calculating totals, averages, grades, class positions and preparing performance reports has become slow, tedious and prone to errors.

To improve efficiency and accuracy, the institute has decided to use Microsoft Excel to automate the processing and analysis of examination results. The school management also intends to introduce an Academic Excellence Award to recognize students who demonstrate outstanding academic performance based on their average marks.

The Director of Studies requires a computerized report that will:

- ❖ Calculate each student's total marks and average score.
- ❖ Assign grades and grade points automatically.
- ❖ Determine whether each student has passed or failed.
- ❖ Identify students eligible for the Academic Excellence Award.
- ❖ Rank students according to their academic performance.
- ❖ Present the analysis using charts to support decision-making by the school management.

The following examination records have been provided.

Student Examination Records

Adm no	Student Name	Gender	English	Mathematics	ICT	Biology	Geography
GV001	Amina Nakato	F	78	82	90	75	80
GV002	Brian Kato	M	65	58	72	61	69
GV003	Catherine Ollo	F	88	91	85	89	93
GV004	David Okello	M	45	52	48	50	47
GV005	Esther Atwine	F	72	68	74	70	66
GV006	Frank Mugisha	M	55	60	58	62	57
GV007	Grace Nabbosa	F	91	87	94	90	89
GV008	Henry Ouma	M	63	71	67	65	70
GV009	Irene Kwame	F	49	44	55	52	48
GV010	James Bogere	M	81	79	84	77	83
GV011	Kevin Nsereko	M	69	73	70	68	72
GV012	Linda Nabwire	F	95	92	96	94	91
GV013	Moses Mato	M	58	55	61	59	60
GV014	Nancy Achieng	F	76	80	79	82	78



GV015	Oscar Odongo	M	39	46	42	40	44
GV016	Patricia Twino	F	67	74	71	69	73
GV017	Robert Asiim	M	84	88	86	83	87
GV018	Sarah Namire	F	53	57	60	56	58
GV019	Timothy Okot	M	74	69	77	72	75
GV020	Vivian Nansu	F	86	90	88	85	92

Use the information provided in the following tables to develop the required workbook.

Grading Table

Minimum Average	Grade
0	F
50	D
60	C
70	B
80	A

Each grade has points as seen below;

Grade	A	B	C	D	F
Points	5	4	3	2	1

The school recognizes students with outstanding academic performance through the Academic Excellence Award.

Average Mark	Award Status
75–100	Eligible
0–74	Not Eligible

Performance Remarks Table

Average	Remark
80–100	Excellent
70–79	Very Good
60–69	Good
50–59	Fair
0–49	Needs Improvement

Pass Criteria

Average Mark	Status
50–100	Pass
0–49	Fail



The Director of Studies has basic Microsoft Excel skills but is unable to perform advanced calculations and data analysis. He has therefore requested your assistance.

Task

Using the support data provided, design and develop a Microsoft Excel workbook that meets the requirements of the Director of Studies.

Your workbook should be professionally formatted, easy to use, and capable of producing the required reports and charts for presentation to the school management.

S.2 ENTREPRENEURSHIP EDUCATION HOLIDAY WORKTERM 2-2026

At school in your entrepreneurship lesson, you learnt that some goods can be produced from home using raw materials bought from the supplier. Recently the prices of goods have gone up and you noticed that some supplies were used up at home and yet they were needed. You decided to use the knowledge in the topic of production management you got to produce these items from home using the raw materials necessary for the production of them.

Task:

Identify the product needed at home and produce one useful item using the necessary raw materials. The item should solve a practical problem or meet a community need.

Instructions:

1. Choose an item that can be made at home and will solve the challenge
2. Plan the materials and tools required before beginning production.
3. Produce the item individually or with the help of any of your relative.
4. Ensure the item is neat, functional, durable, and safe to use.
5. Prepare a brief report (4-6 pages) explaining:
 - The name of the product
 - Production plan
 - Challenges encountered and how they were solved.
 - Photographs of you buying the raw materials, during the production process and the final product.



S.2 ART AND DESIGN HOLIDAY WORKTERM 2-2026

DURATION: 2 WEEKS

Theme: Drawing and Painting

Topic: Introduction to Painting

Scenario:

The management of your school is planning to decorate the school reception with paintings created by learners instead of buying expensive artwork. However, they have discovered that many paintings produced by learners fail to communicate ideas effectively because of poor colour selection, lack of planning and incorrect painting techniques.

As one of the young artists in the school, you have been given the opportunity to create a painting that could be displayed in the reception area. Your artwork should celebrate the beauty of your school, community or environment while demonstrating your ability to use colour to express artistic ideas.

The school will only select paintings that are well planned, creatively executed and show an understanding of appropriate painting techniques.

Task:

Create **one original painting** that responds to the challenge presented in the scenario above.

Your submission should clearly demonstrate that you have explored ideas, selected appropriate painting materials and tools, and applied colour effectively to communicate your message.

Also make a write-up explaining how your painting solves the problem presented in the scenario and why it deserves to be displayed in the school reception.

S.2 LITERATURE HOLIDAY WORK-PROJECT TERM 2- 2026

Scenario

Literature helps us understand human behaviour, society, and ourselves. During this holiday, you are expected to revisit one of the literature texts studied in class and produce a reader-friendly summary that demonstrates your understanding of the text.

Instructions

Choose **ONE** of the following texts:

- *Animal Farm* by George Orwell
- *Betrayal in the City* by Francis Imbuga

Read the text carefully and complete the following tasks.

TASK 1: BOOK PROFILE)

Provide the following information:

- Title of the book
- Author
- Genre
- Setting (Time and Place)
- Two main characters, their physical and social identity, and their personal traits.
- Main Conflict
- At least five well-explained themes reflected.
- Moral lessons learnt after reading the text.



TASK 2: CREATIVE TASK

Choose **ONE** task.

Option A

Design an attractive **Book Review Poster** encouraging other students to read the text.

Option B

Create a **Character Relationship Map** showing how the major characters are connected.

Option C

Illustrate your favourite scene from the text and explain why you selected it.

S.2 PERFORMING ARTS HOLIDAY WORK TERM 2-2026

Instructions: write in your performing arts class books

Context

In your performing arts class, You have been learning about pitch, Your performing arts teacher aligned some of the lyrics with the rhythm passage below, using the school anthem as a reference. Study it and answer the questions below.

1.

Go - ing be - fore us is our God. from our ranks we will
s f m r d l t d' m m m r d

4
build our na - tion and en de - ar it for all to see
f s l f m s f m r d l t d'

Task

A, Notate the above context on a staff in the key of C major and G major respectively

B, write the number of beats for the above rhythm passage.

Nice holidays

S.2 KISWAHILI HOLIDAY WORK TERM 2-2026

Kidato cha kwanza.

Kazi ya likizo Agosti/ Septemba 2026

Swali la Mradi

"Chunguza na utaje aina za mimea ya matunda inayolimwa katika eneo lako. Eleza faida zake kwa familia na jamii, changamoto zinazowakabili wakulima. "



S.2 PHYSICAL EDUCATION HOLIDAY WORK TERM 2-2026

TOPIC: BASIC THROWING SKILLS

REFERENCES:

1. New Vision Secondary Physical Education Learner's Book 2 pgs. 71- 92
2. <https://www.olympics.com/en/video/sport-guide-throwing-discus>
3. <https://www.olympics.com/en/news/how-to-throw-javelin>
4. <https://www.olympics.com/en/video/sport-guide-shot-put-explained>

QUESTIONS

- Research and write short notes on the rules, the activity areas and the exercises that develop the basic skills used in the following throwing events;
 - a) Shot put
 - b) Javelin
 - c) Discus
- Using one A4 page (portrait or landscape). Prepare a **one-page picture compilation** that demonstrates your understanding of throwing skills with the heading "Basic Throws of Discus, Javelin and Shotput in Pictures"

S.2 FRENCH HOLIDAY WORK TERM 2-2026

Thème : Les verbes irréguliers au présent

Consigne :

Réalisez une belle affiche grammaticale sur les verbes irréguliers au présent de l'indicatif.

Votre affiche doit présenter les huit verbes suivants :

1. Être
2. Avoir
3. Aller
4. Faire
5. Prendre
6. Venir
7. Pouvoir
8. Vouloir

Pour chaque verbe, vous devez :



- écrire le verbe à l'infinitif ;
- donner sa signification en anglais ;
- conjuguer le verbe au présent avec les six pronoms personnels ;
- écrire une phrase simple avec chaque forme du verbe.

Exemple :

Pronom| Verbe « aller »| Phrase
Je| vais| Je vais à l'école.
Tu| vas| Tu vas au marché.
Il/Elle| va| Elle va à la maison.
Nous| allons| Nous allons au parc.
Vous| allez| Vous allez en classe.
Ils/Elles| vont| Ils vont à l'école.

Présentation de l'affiche

Votre affiche doit être :

- propre et bien organisée ;
- colorée et attrayante ;
- écrite avec une bonne écriture ;
- divisée en différentes parties pour faciliter la lecture ;
- accompagnée de petits dessins ou illustrations si nécessaire.

Écrivez clairement votre nom, votre classe et votre stream sur l'affiche.

Présentation orale

Note: À la rentrée, chaque élève devra être capable de présenter son affiche et de conjuguer oralement au moins deux verbes devant la classe.

Date de remise : Le premier cours de français de la nouvelle période.

EXTEND YOUR HORIZONS