

# AITEL EXAMINATION

UGANDA CERTIFICATE OF LOWER SECONDARY CURRICULUM

AGRICULTURE S.1 END OF YEAR

Time allowed: 2 hours

Please write clearly in block capitals

Index Number:

Name:

Signature:

1. As students of *standard high school s1*, write report about the project your doing in agriculture.

**2.(a)** Part of soil formation involves breaking down parent material, such as rock. Describe how parent material is broken down by chemical weathering. (04marks)

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(b) Suggest two farming practices that can result in soil becoming acidic. (02 marks)

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(c) Explain why Uganda needs Agriculture as its “backbone” (04 marks)

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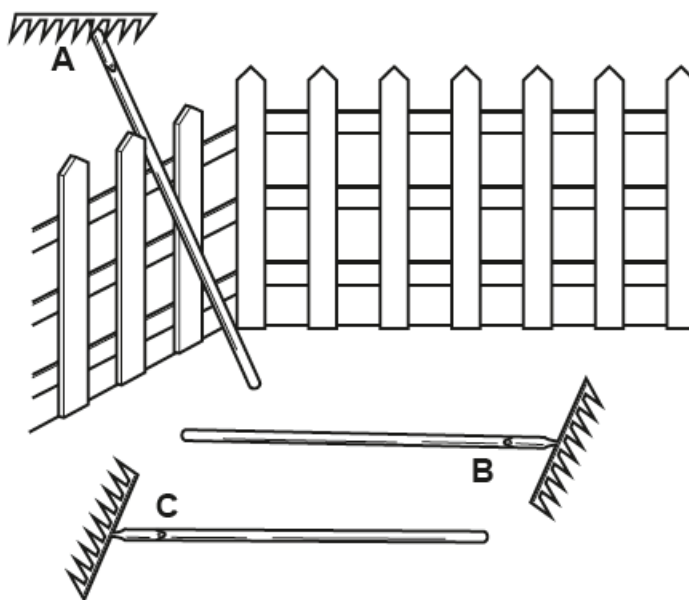
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3. (a) The diagram shows three different positions, A to C, where a rake has been placed after being used.



Use the letter **A**, **B** or **C** to identify a position. Suggest a possible accident that could occur as a result of leaving a rake in this position.

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possible accident

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.....(04 marks)

(b) (i) Describe one reason to use a rake for cultivation. Describe one way to maintain a rake after this use.

reason .....

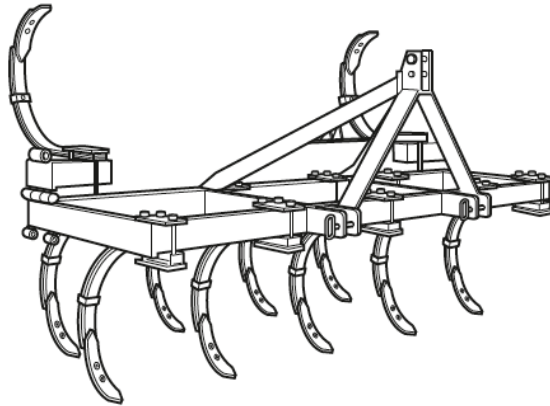
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way to maintain

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.....(03marks)

(ii) The diagram shows another tool used for cultivation.



Suggest one advantage and one disadvantage of using this tool compared with using a rake.

advantage .....

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disadvantage .....






.....(03marks)

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4. Vegetables are grouped as shown in Table below. Complete the table in the blank columns. (10 marks)

Group	Names of the Example	Other examples in your community
 <p>Leafy</p>		
 <p>Fruit</p>		
<p>Root</p> 		
<p>Bulb</p> 		
 <p>Legumes</p>		

## SECTION B

**5. Read the following case study and do the activity that follows**

*Porena and Minu operated a small scale business. They sold fruits of all varieties: pineapples, oranges, passion fruit, bananas, watermelons, grapes and many others. They received their supplies directly from the farmers. To ensure good operation of the business, they tried very hard to keep good records.*

*They maintained a supplies book that recorded all the supplies from each supplier.*

*In the supplies book, they recorded the quantities supplied and the amount of money the supplies were worth. In addition, they maintained a cashbook that recorded the cash sales. They recorded any credit given to their customers on small pieces of paper but recorded all the business expenses in a hard cover book.*

*Porena and Minu were very happy with the record keeping. One day the pieces of paper on which they recorded the creditors disappeared. They were not able to tell how much they owed their creditors. This had taken two seasons. Yet each season many people carried out business with them. Porena and Minu found it difficult to recall off their head or memory the exact person they gave credit and the total amount they owed. So they kept on wondering who was to pay then and how much. In 2018, the Uganda Revenue Authority (URA) staff visited Minu and Porena's vegetable and fruit business and demanded to see their records. They had no clean book to present. The data was difficult to understand. On some pages, you could find phone numbers with names in the column of total amount. Minu and Porena were surprised to hear that vegetable and fruit sellers were required to maintain records for inspection by the URA staff. The URA staff gave them one month to prepare the records. They did not know where to begin.*

Read the case study above.

- (i) What is it about?
- (ii) How effective in your opinion are Minu and Porena at record keeping?
- (iii) Identify the records that Minu and Porena should maintain to meet the requirements of the URA.
- (iv) If you were Minu and Porena, what methods could you employ to improve the system they have?

(20 marks)

END