

HOME SCHOOLING MATERIAL

PASS A'LEVEL

**GEOGRAPHY, ECONOMICS,
LITERATURE & IT**



YOUR GUIDE AWAY FROM SCHOOL

SUBSIDIARY ICT



PAPER 2 MARKING GUIDE.

1. WORD PROCESSING

			Heading				Sub-headings			Picture								
SKILL	File	End note	Bold	Underline	Font type	Font size	Identify	Font	Paragraph	Insertion	Align	Brightness	Watermark	Margins	Saving	Printing	Saving	Total
EXPECTED	1	1	1	1	1	1	1	1	2	1	2	2	1	1	1	1	1	20
ACTUAL																		

2. SPREADSHEETS

2. SPREADSHEETS																				
			Average			Comments		Colour			Sheet 2		Chart and items							
SKILL	Load	Heading	Per subject	Per learner	Rank	Function	Results	Row	Column	Marks	Copy	View	Choice	Data	Heading	Axes	New sheet	Save	Print	Total
EXPECTED	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	20
ACTUAL																				

3. ELECTRONIC PRESENTATION

					Column slide			Table										
SKILL	Load	Slides	Order	Title	Heading	Column1	Column2	Insertion	Data	Link	Photo	Master	Date	Click	Notes	Save	Print	Total
EXPECTED	1	3	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	20
ACTUAL																		

4. DESKTOP PUBLISHING

A. DESIGN PRACTISING																	
					Image		Margins										
SKILL	Load	Spread	Prevention	Conclusion	Insertion	align	Top	Bottom	Border	Colour	Design	Background	Watermark	Save	Print	Total	
EXPECTED	1	2	2	2	2	2	1	1	1	1	1	1	1	1	1	20	
ACTUAL																	

5. DATABASE MANAGEMENT SYSTEMS

							Report			Food suppliers			Report					
SKILL	Load	Table	Primary key	Data types	Form	Entry	Query	Report	Data	Query	Data	Background	Footer	Data	Order	Header	Print	Total
EXPECTED	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	20



JORAM BWAMBALE,
ST MARY'S COLLEGE, KISUBI



GLORIA AKATUKUNDA,
NATIONAL TEACHERS COLLEGE, KABALE

SUBSIDIARY ICT PAPER ONE (AI003)

1. (a) Define the term computer literacy.
(b) How can ICT devices be used in the following fields.

- (i) Police
- (ii) Business
- (iii) Health

2. (a) What is the difference between cold booting and warm booting?
(b) If your computer seems sluggish, list three things you could do to try to speed it up without resorting to purchasing an entirely new system.
3. Fill in the best word that describes the statements given in the table below.

Statement	Word
A collection of related Web pages usually belonging to an organisation or individual.	
An Internet address, usually beginning with http:// or https://, that uniquely identifies a Web page.	
The operation of saving data, programmes or output for future use.	
The fastest, most expensive and most powerful type of computer.	
The largest and most well-known computer network, linking billions of devices all over the world.	

4. (a) Differentiate random access from sequential access of data?
(b) A computer user wishes to store 100GB of data using

single-layer blue-ray discs. How many discs shall be required by this computer user to store the data?

5. (a) Define a utility software.
(b) Mention three utility programmes which are available on smartphones?

6. (a) What is the difference between a storage medium and a storage device?
(b) Suppose you have a 500GB hard disk with the following data:

ITEM	STORAGE SPACE USED
Operating system	15 GB
Other software	1350 MB
Digital Photos and videos	50 GB
Other documents	85 MB

How much storage space is currently used and how much is left?

7. (a) What type of utility programme is designed to automatically make duplicate copies of your hard drive content for safe keeping?
(b) For the following file path, identify the drive on which the file is located, the name of the file, type of the file and whether or not the file is stored inside a folder.
D:\Download\school\important.ppt
8. (a) Most software development companies first give a shareware to its customers. What is a shareware?
(b) Why is it important for companies to give their customers a shareware?

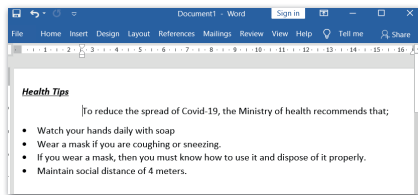
- (c) Give one example of a software suite which can be used on a computer.

9. (a) The National Identification and Registration Authority (NIRA) ensures that all Ugandan citizens are registered and this helps it formulate a database about all the citizens. State three advantages of having an electronic national database?
(b) How can the information about an individual citizen be differentiated from other citizens within the NIRA database?
(c) What database tool can a NIRA officer use to retrieve records of a given district?

10. For each of the following list of computer input and output devices, write the appropriate abbreviation (I or O) in the space provided to indicate whether each device is used for input (I) or output (O).
- (a) Biometric reader.....
 - (b) Speaker
 - (c) Data projector.....
 - (d) Microphone.....
 - (e) Touch pad.....

11. (a) For a customer database containing 30 customers and recording data about the customers' number, last name, street, city, state, ZIP code and current balance, answer the following question.
- (i) How many records are in the database?
 - (ii) How many fields are in the database?
- (b) Would re-arranging the paragraphs in a document using a word processing programme be an editing operation or a formatting operation? Explain your answer.

12. (a) Distinguish Word processing from a Word processor.
(b) Identify three formatting features used in the text shown below.



13. (a) When some internet services are shut down by the Uganda Communications Commission, people talk about using a Virtual Private Network (VPN). Define a VPN?
(b) Explain the difference between WI-FI and Bluetooth, including speed, range and the purpose of each networking standard.

14. (a) Why would a person opt to use a fiber-optic cable other than a coaxial cable?
(b) If you need to transfer a 35MB file from one computer to another over a Fast Ethernet network that supports data transfer rates of 100Mbps, how long should it take to download the file?
(c) What real-world condition might affect the download time in (b)?

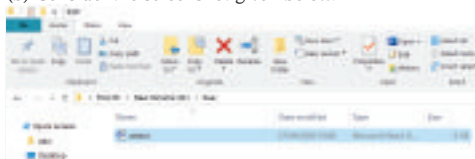
15. (a) A computer user was advised to use a search engine to locate for information about COVID-19. Define a search engine?
(b) Why should an individual use online shopping over the traditional method of visiting the shop?

16. (a) Identify the following from the email address provided ictteacher@gmail.com
(i) Domain name
(ii) Top level domain
(iii) Username
(b) Mention two examples of web browsers that can be used to access email service.

17. (a) When you wish to use social media, you will either need to sign up or sign in. Distinguish between sign in & sign up.
(b) State any three social media Apps running on the Internet.

18. (a) Define the term plagiarism?
(b) Indicate plagiarism or no plagiarism for the statement given. "A teacher sharing a poem with a class, clearly identifying the poet".
(c) A person finds a lost device (like a memory card), is it ethical to look at the contents in order to try to determine its owner? Why?

19. (a) What is the difference between moving a file and copying a file?
(b) Consider the screenshot given below.



- (i) Write the file path for the document named senior.
(ii) On which disk partition is the above file stored.
(iii) Suggest the application software a person would use to create the specified document?

20. In the table below, write T for the statements which are right and F for statements which are false.

Statement	T/F
The amount of data that can be transferred over a bus in a given time period determines the bus's volatility.	
Cache memory is typically built into a CPU.	
A bus is a pathway, such as on the motherboard or inside the CPU, along which bits can be transferred.	
Computers that process data with light are referred to as quantum computers.	
A storage medium that can hold 256 GB can hold about 256 billion characters.	

SUBSIDIARY ICT PRACTICAL A1003

1. WORD PROCESSING

- (i) In the folder Support 000 open the file S0001 using an appropriate software.
(ii) Edit the work and format it with relevant paragraphs.
(iii) The following information indicates how the various players work in curbing the coronavirus.

- The president heads the team and works directly with the national taskforce. The national taskforce in turn works with the Ministry of Health, Ministry of Finance, Ministry of Education and Ministry of local Government.*
- Ministry of Health works with hospitals and medical personnel*
- Ministry of Education works with NCDC, which in turn collaborates with teachers, learners and parents.*
- The Ministry of Local Government works with the district local governments, which in turn work with the district taskforce and local councils.*
- Local councils work with communities.*

Using an appropriate SmartArt, add the above information into the document.

- (iv) Insert a textbox and in it, add at least one sentence that represents your own thoughts about the COVID-19. Format the textbox to gradient fill and gradient line. Format the text to solid line red and a 110% shadow effect.
(v) Insert a watermark with the words "Stay Home, Stay Safe"
(vi) Present your work as landscape with two columns.
(vii) Set the top margin and bottom line to 1.
(viii) Insert your name as a footer.
(ix) Save the file as your name.
(x) Print the work.

2. SPREADSHEETS

The following information is a hypothetical report of food distribution in Wakiso district during the COVID-19 lockdown.

Name	No of people in household	Beans (Kg)	Posho (Kg)
Mukasa	6	30	60
Ninsiima	4	20	40
Odong	3	15	30
Chemutai	7	35	70
Kia	2	10	20
Apuuli	5	25	50
Esselle	4	20	40
Kipsiro	6	30	60
Mutebi	8	40	80
Mahoro	5	25	50

- (i) In folder Support 000 open the file S0002.
(ii) From the file, choose the most appropriate worksheet and enter the above information.
(iii) Set the column width to 10 and the row height to 20.
(iv) Adjust the worksheet names by adding the words "Phase 1" for each of the names. Delete the worksheet Kabale and adjust the position of Luwero to appear right after Wakiso.
(v) Insert an appropriate heading for the work.
(vi) Set the row heading and the column heading to automatically appear on every page.
(vii) Format your work to have cell borders and a thick outside border.
(viii) Present your work in an appropriate well-labelled chart.
(ix) Save the work as your name.
(x) Print your work.

3. ELECTRONIC PRESENTATION

You are required to give a presentation to a group of students on how to effectively benefit from homeschooling during the COVID-19 lockdown

Slide 1 is the title slide

Slide 2 the reasons for homeschooling.

Slide 3 necessary discipline to observe during homeschooling.

Slide 4 a chart that shows proper flow of information during lockdown that is from learner-to-school-to-teacher, then back to the school and, finally, back to

learner

Slide 5 conclusion

- (i) In folder Support 000 open file S0003
(ii) Complete the slides by inserting the relevant information using the information above.
(iii) Adjust the layout of slide 3 to become a two-column slide.
(iv) Set the slides background to a pattern design.
(v) Choose an appropriate chart for slide 4
(vi) Insert another slide at the end of the document. Put a banner with the words "Stay Home Stay Safe"
(vii) Add animation effects for entrance and emphasis for the chart and the banner.
(viii) Insert automatic date.
(ix) Using slide master, set transition that appear on mouse click.
(x) Save your work as your name.
(xi) Print the work as handouts

4. DATABASE MANAGEMENT

The Ministry of Education and Sports is preparing to send homeschooling materials to all Senior Six students across the country. You are now required to prepare a database which schools will use to enter the data needed for proper distribution of the materials. Data will be entered using the following fields:

Serial number, Name, Class, Telephone number, Region, Sex

Class will be categorised under Arts/ Sciences
Region will be categorised under Northern, Southern, Eastern and Western.

Sex will be categorised under Male or Female

- (i) Using a database management system, create a database and save it as your name.
(ii) Using the above fields, create a table that will be used to present that above data.
(iii) Set the data types using the following choices, text, number and lookup wizard.
(iv) Set the telephone number to number and adjust the data to automatically add (256).
(v) Set an appropriate primary key.
(vi) Create a form that will be used to enter data into the table.
(vii) Format the form with an appropriate background.
(viii) Set the names to appear in font type bold and telephone numbers font type italics.
(ix) Create a query that will be used to return students in the science class that come from the Eastern Region.
(xi) Create a report that shows the students in western and southern region in the arts class with the heading "Group A".
(xii) Set the report to appear in landscape.
(xiii) Print the report.

5. DESKTOP PUBLISHING

You are required to make a certificate of appreciation to your headprefect for the work well done during his term of office.

- (i) In folder Support 000 open the file S0004.
(ii) Insert the company name as "XYZ secondary School".
(iii) Choose any available picture on your computer and insert it as a logo for the school. Align the picture in line with the school name.
(iv) Insert a textbox with the words "Better Together". The textbox should have no border and should have a fill colour that allows the words to be seen.
(v) Use an autoshape to draw attention to the textbox.
(vi) Complete the certificate by adding the relevant information in the certificate.
(vii) Vary the font type and font size for the different text in the certificate.
(viii) Set a pattern background for the certificate.
(ix) Adjust the page size to top 1" and left 1". Set the orientation to landscape.
(x) Insert your name as a footer.
(xi) Save the work as your name.

SUPPORT FILES

Note: support files can be accessed from the link shorturl.at/lnOV6



PAPER ONE

Answers to poetry

ADVICE TO MY SON

(a) Subject matter

The poem is about a concerned/caring parent advising a son/his son on how to go about life. He encourages him to enjoy each day to the fullest, saying life is short and that young men can die unexpectedly. However, at the same time, he advises his son to plan long-range for the future with long-term goals in case he survives accidents and wars. He adds that planning determines good and bad life. He cautions the son not to marry a woman only for her outside beauty, but also for her inner beauty and hardwork. He reminds the son to be honest, sociable and generous.

(b) How symbolism has been used

- shattered windshield – accidents.
- bursting shell – war/bullets/bombs.
- peony and rose – flowers for outside/physical beauty.
- squash, spinach, turnips, tomatoes – productivity/hardwork, life sustenance/inner beauty of a woman (her productivity, especially in relation to food).
- nectar in a desert; honied vine – just a sweet liquid not enough when you are hungry/beauty only pleases the mind.
- nectar – temporary sweetness/ satisfaction.
- bread and wine – generosity/ hospitality/ being sociable.
- heaven and hell – good or bad life/future.

(c) Tone

- advisory
- educative/informative
- cautionary/warning
- light-hearted
- inspirational/ inspiring
- caring
- descriptive
- calm but serious, etc.

(d) Reactions

Consider lessons, feelings and opinions of the candidate, such as:

- treasuring life
- being generous
- honesty
- getting inspired
- appreciating the fathers
- being impressed by the words
- not marrying for outside beauty
- preparing/planning for the future, etc.

(e) Stylistic devices

1. Title (advice to my son) – gives a clue/ hint and summarises the message.
2. First person (my) – first-hand information.
3. Variety of descriptions, which create mental pictures.
4. Parentheses (bracketed information) – gives more details/ information about young men going fast in making mistakes/dying.
5. Free verse (entire poem) – free flow of the message.
6. Metaphors (peony and rose) – flowery outside beauty.
7. Contrast (outside beauty against inner beauty) – for the son to make an informed decision.
8. Visual imagery (peony and rose) – flowers to reflect beauty.
9. Closing statement (always serve wine) – emphasising generosity.
10. Etc.

LITERATURE IN ENGLISH

PAPER TWO (PLAYS) CHARACTERISATION

GUIDELINES AND QUESTIONS

The question on characterisation has five elements:

- **Character traits:** Here, we discuss the individual characteristics and personality qualities that make characters in the text come to life. We discuss attributes, such as one being loving, daring, understanding, irresponsible, etc.
- **Character role/contribution:** Here, we appreciate a character's contribution to the development of other dramatic aspects. We discuss how a character helps you appreciate aspects like plot, themes, other characters, atmosphere, lessons, feelings, etc.
- **Relationship between characters:** Here, we discuss how characters relate with each other in a text. Take, for example, the relationship between Nankya and Bwogo in *The Floods* by Francis Imbuga. Their relationship is intimate, hostile, casual, antagonistic, etc.
- **Character comparison:** Here, we compare and contrast characters. A discussion of this nature requires of us to look at the similarities and the absolute differences between characters.
- **Character appeal:** A discussion on character appeal may also present itself in two kinds, namely, appeal and dramatic appeal. By appeal, we discuss a character and how he/she enables us appreciate the ethical value of literature. This means that a character is more appealing than another if that character is morally upright, likeable, admirable and positive. For example, in *Oedipus the King* by Sophocles, we choose Creon as having an edge over Oedipus in this regard. On the other hand, dramatic appeal means we discuss a character and how he/she enables us appreciate the aesthetic value of literature. A character is more dramatically appealing if that character makes you enjoy the text more or is even more humorous.

Important tips on passing a question on characterisation

- ✓ Remember, we are able to tell a character's personality by: what he/she says, how he/she says it, how the author portrays him/her and what other characters say about that character. It is, therefore, essential to keep your eyes peeled for how characters interact with each other and, also, importantly so, whether the author presents a character in a positive light or otherwise.
- ✓ Always remember to give evidence of your points from the text. Always quote characters or cite events that back up your arguments. When you say a character is immoral, for example, you need to quote what he/she says that portrays him/her as immoral; you should cite events where we see him/her doing things that show that he/she is immoral.

With that guidance, attempt the following questions on characterisation:

William Shakespeare: *Richard III*

Question 1:

Compare and contrast Richard III and Richmond. Who do you find more appealing?

Sophocles: *King Oedipus*

Question 2:

What role does Jocasta play in the play, *King Oedipus*?

William Wycherley: *The Country Wife*

Question 3:

Compare and contrast the character of Harry Horner and Pinchwife. Who is more dramatically appealing?

Bernard Shaw: *Saint Joan*

Question 4:

Discuss Bernard Shaw's portrayal of Joan of Arc.

John Ruganda: *The Floods*

Question 5

Discuss the relationship between Nankya and Bwogo?

LITERATURE TEACHERS



KIMBUGWE JOSEPH,
ST MARY'S COLLEGE, KISUMBI



SARAH TUMWEBAZE,
ST MARY'S COLLEGE, KISUMBI

PAPER ONE (PROSE & POETRY) REVISION QUESTIONS

SECTION I

Read the passage below and answer the questions that follow.

I stand before you today the representative of a family in grief, in a country in mourning before a family in shock. We are all united not only in our desire to pay our respect to Diana...

But rather in our need to do so.

For such was her extraordinary appeal that the tens of millions of people taking part in this service all over the world, via television and radio, who never actually met her, feel that they, too, lost someone close to them in the early hours of Sunday morning. It is a more remarkable tribute to Diana than I can ever hope to offer her today.

Diana was the very essence of compassion, of duty, of style, of beauty. All over the world she was a symbol of selfless humanity. All over the world, a standard bearer for the rights of the downtrodden, a very British girl who transcended nationality. Someone with natural nobility who was classless and who proved in the last year that she needed no royal title to continue to generate her particular brand of magic. Today is our chance to say thank you for the way you brightened our lives, even though God granted you but half a life. We will feel cheated always that you were taken from us so young and yet we must learn to be grateful that you came along at all.

Only now that you are gone do we truly appreciate what we are now without and we want you to know that life without you is very, very difficult.

We all have despaired at our loss over the past week and only the strength of the message you gave us through your years of giving has afforded us the strength to move forward.

There is a temptation to rush to canonise your memory; there is no need to do so. You stand tall enough a human being of unique qualities not to need to be seen as a saint. Indeed, to sanctify your memory would be to miss out on the very core of your being, your wonderfully mischievous sense of humour with a laugh that bent you double. Your joy for life transmitted wherever you took your smile and the sparkle in those unforgettable eyes. Your boundless energy which you could barely contain.

But your greatest gift was your intuition and it was a gift you used wisely. This is what underpinned all your wonderful attributes and if we look to analyse what it was about you that had such a wide appeal, we find it in your instinctive feel for what was really important in our lives.

Without your God-given sensitivity, we would be immersed in greater ignorance at the anguish of AIDS and HIV sufferers, the plight of the homeless, the isolation of lepers, the random destruction of landmines. Diana explained to me that it was her innermost feelings of suffering that made it possible for her to connect with her constituency of the rejected.

And here we come to another truth about her. For all her status, the glamour, the applause, Diana remained throughout a very insecure person at heart, almost childlike in her desire to do good for others so she could release herself from deep feelings of unworthiness of which her eating disorders were merely a symptom.

The world sensed this part of her character and cherished her for her vulnerability whilst admiring her for her honesty. The last time I saw Diana was on July 1st, her birthday in London, when typically she was not taking time to celebrate her special day with friends but was guest of honour at a special charity fundraising evening. She sparkled of course, but I would rather cherish the days I spent with her in March when she came to visit me and my children in our home in South Africa. I am proud of the fact apart from when she was on display meeting President Mandela, we managed to contrive to stop the ever-present paparazzi from getting a single picture of her.

That meant a lot to her.

It is a point to remember that of all the ironies about Diana, perhaps the greatest is this: that a girl given the name of the ancient goddess of hunting was, in the end, the most hunted person of the modern age.

I would like to end by thanking God for the small mercies He has

shown us at this dreadful time; for taking Diana at her most beautiful and radiant and when she had joy in her private life. Above all, we give thanks for the life of a woman I am proud to call my sister, the unique, the complex, the extraordinary and irreplaceable Diana, whose beauty, both internal and external, will never be extinguished from our minds.

Questions:

- Suggest an appropriate title for the passage. (3 marks)
- Describe the character of Diana as portrayed in the passage. (8 marks)
- What aspects in the passage suggest that it is taken from a speech? (8 marks)
- Describe the attitude of the speaker towards Diana. (5 marks)
- Explain the meaning of the following phrases as used in the passage: (10 marks)
 - transcended nationality
 - her particular brand of magic
 - canonize your memory
 - stand tall
 - constituency

SECTION II

May your road be rough!

I am not cursing you; I am wishing you what I wish myself every year. I, therefore, repeat; may you have a hard time this year, may there be plenty of troubles for you this year! If you are not sure what you should say back, why not just say, 'same to you'? I ask for no more.

Our successes are conditioned by the amount of risk we are ready to take. Earlier on today, I visited a local farmer about three miles from where I live. He could not have been more than 55, but he said he was already too old to farm vigorously. He still suffered, he said, from the physical energy he displayed as a farmer in his younger days. Around his hut were two pepper bushes. There were cocoyams growing round him. There were snail shells which had given him meat. There must have been snails around the banana tree I saw. He hardly ever went to town to buy things. He was self-sufficient. The car or the bus, the television or the telephone, the newspaper, Vietnam or Red China were nothing to him. He had no ambition whatsoever, he

told me. I am not sure if you are already envious of him but were we all to revert to such a life, we would be practically driven back to cave dwelling. On the other hand, try to put yourself in the position of the Russian or American astronaut. Any moment now the counts three, two, one, zero, are going to go and you are going to be shot into the atmosphere and soon you will be whirling around the earth at the speed of six miles per second. If you get fired into the atmosphere and you forget what to do to ensure return to earth, one of the things that might happen to you is that become forever a satellite, going round the earth until you die of starvation, and even then, your dead body would continue the gyration!

When, therefore, you are being dressed up and padded to be shot into sky, you know only too well that you are going to be in the roughest road man has ever trodden. The Americans and Russians who have gone were armed with the great belief that they would come back. But I cannot believe that they did not have some slight foreboding on the contingency of their non-return. It is their courage for going in spite of these apprehensions that makes the world hail them so loudly today.

When my sisters and I were young and slept on our small mats round our mother, she always woke up at 6:00am for morning prayers. She always said prayers on our behalf but always ended with something like this "may we not enter into any dangers or get into any difficulties this day." It took me almost thirty years to dislodge the cankerworm in our mother's sentiments. I found, by hard experience, that all that is noble and laudable is to be achieved only through difficulties and trials and tears and dangers. There are no other roads.

(From *Thinking with you by Tain Solarin*)

Questions

- Explain what the writer means by the New Year greeting. 'May your road be rough?' Why does he say it?
 - Suggest another appropriate title for the passage. Give a reason for your answer.
- Does the speaker admire the farmer or not? Give reasons for your answer.
- Describe the feelings of the speaker towards his/her mother's prayer.
- Comment on the techniques the writer uses in the passage.

SECTION III (POETRY)

Read the poem below and answer the questions

EMOTION

Murderer!

The gingers of revenge,
Gripped at my blackening heart.
And the pain I had suffered,
Ate into the fruit of reason.
Blinded by a darkness,
That prevented light
The acid of evil burnt at goodness.

The pain grew like a pimple,
Unwanted on a face.
It looked like a mountain,
That seemed unconquerable to Man.

I drowned in the waves of emotion.
What was this feeling
That like a tornado,
Swallowed me into its centre?
That engulfed me like a blanket,
But not one to provide warmth?
A cold blanket!

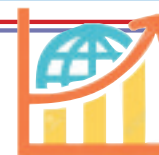
My anxiety to find release
Brought agony.

Pheona Muwanula

Questions:

- Identify the speaker in the poem.
- What is the subject matter of the poem?
- Discuss the aspects of style employed by the poet.
- Describe the tone in the poem.
 - the atmosphere.
- What lessons do you learn from the poem?

ECONOMICS PAPER TWO ANSWERS (MAY 16)



- Statutory monopoly** is where a firm owes its sole existence in the industry to a statute/Act passed by Parliament prohibiting entry of other firms into the industry.

OR

Statutory monopoly is a monopoly that is established through an Act of Parliament that prohibits other firms from producing similar products.

(ii) Demerits of statutory monopoly in Uganda.

- Inefficiency in the production process due to poor supervision.
- Bureaucracy/red tape syndrome/lengthy process during service delivery
- High rates of corruption/low levels of accountability.
- Poor resource utilisation.
- Inadequate output in the market because emphasis is not on profit
- Poor quality output due to absence of competition.
- Political interference

(b) (i) **Consumption multiplier** refers to the number of times an initial change in consumption multiplies itself to generate a final change in national income.

(ii) Given that the country's initial national income is shs849000 billion and the level consumption expenditure increased from shs352000 billion to shs512000 billion. Calculate the final income level assuming the marginal propensity to consume is 80%.

Solution:

Calculating the multiplier (K)


$$K = 1/1 - MPC$$

$$K = 1/1 - 0.8$$


$$K = 5 \text{ times}$$

- Change in national income = Multiplier(K) * Change in consumption expenditure
 - Therefore, $K = 5 \times (512,000 \text{ billions} - 352,000 \text{ billions}) = \text{shs}800,000 \text{ billion}$
 - Final level of income = original income + change in income
 - Final level of income = shs849,000 + shs800,000
- Therefore, the final level of income is shs1,649,000 billion.
- (c) (i) **Economic growth** is the persistent quantitative

ECONOMICS TEACHERS



PAUL KALINDI,
UGANDA MARTYRS SS NAMUGONGO



RONALD JAGWE,
TRINITY COLLEGE, NABBINGO

increase in the volume of goods and services produced in an economy over a period of time.

OR

It is the persistent quantitative increase in the GDP/GNP of an economy over time.

While

Economic development is the persistent quantitative and qualitative increase in the goods and services produced in an economy over time. This is accompanied with structural changes like improvement in technology, having a more even income distribution, providing basic education, etc.

OR

Economic development is the quantitative and qualitative increase in the productive capacity of the economy. It involves positive structural changes in the political, social and economic set-up of the country.

(ii) Indicators of economic development in Uganda.

NOTE: Uganda is not yet developed, but it is on the path towards development. Therefore, our points should be showing just the direction of Uganda towards development.

- Reduction in economic dependence through import substitution, diversification, etc
- Reforms in the education sector/improvement in skills development.
- Improvement in shelter/housing standards.
- Increase in environmental protection/awareness about environmental protection.
- Reduction in poverty levels.
- Reduction in income and social inequalities.
- Improvement in the level of resource exploitation/reduction in excess capacity.
- Maintaining political stability/security in many areas of Uganda.
- Improvement in infrastructural development. Eg construction of more roads, communication lines, etc
- Reduction in the level of illiteracy/increase in literacy levels.
- Improvement in technology/increase in the level of mechanisation.
- Reduction in cultural rigidities/conservatism/superstition. (there is social transformation)
- Expansion of the manufacturing sector.
- Expansion of the monetary production /reduction in subsistence sector.
- Creation of more employment opportunities.
- Improvement in democracy/ holding relatively fair and free regular elections.
- Increased support for the minority groups e.g. women, youths, orphans etc

(d) (i) **Cost push inflation** refers to the persistent increase in the general price level resulting from rising costs of production. E.g. rising demand for wages, rising costs of raw materials and rising rent, among others, which consequently lead to an increase in prices of final goods and services *while* **structural inflation** refers to the persistent increase in the general price level resulting from rigidities and structural bottlenecks in the sectors of the economy, leading to a decline in the supply of essential goods.

OR

Structural inflation is one caused by breakdown in the

Turn to page VI



Continued from page IV

supply chain in an economy, which leads to a reduction in supply of goods and services.

(ii) Causes of structural/bottleneck inflation in Uganda include the following:

- Breakdown of infrastructure, such as bridges and roads, causing difficulty in transporting commodities from areas of plenty to areas of scarcity.
- Natural calamities/hazards, such as floods, hail stones, landslides, droughts, pests and infestations, epidemics and pandemics etc, causing drastic reduction in supply of agricultural commodities.
- Political unrest/insecurity in some parts of Uganda. These discourage production, causing shortage of goods and services, leading to an increase in prices of goods.
- Scarcity/exhaustion of raw materials/inputs used in production; e.g., minerals, sand, etc.
- Breakdown of production in major sectors e.g. agriculture and industry, hence causing shortage of goods in the country, leading to increase in prices.
- Shortage of foreign exchange/speculation by businessmen.
- Hoarding of goods by traders, causing artificial shortages, which consequently lead to an increase in the prices of commodities.

(e) (i) **Barter terms of trade** is the ratio of the price index of exports to the price index of imports.

OR

The relationship between the price index of exports and the price index of imports.

OR

The rate at which a country's exports are exchanged for imports. It is calculated as;

$$\text{Barter terms of trade} = \frac{\text{Price index of exports (Px)}}{\text{Price index of imports (Pm)}}$$

While/whereas

Income terms of trade is the measure of the import purchasing power of a country's exports.

OR

The ratio of the value of exports to the price index of imports. It is calculated as;

$$\text{Income terms of trade} = \frac{\text{Value of exports (Px.Ox)}}{\text{Price index of imports (Pm)}}$$

(ii)) Causes of poor or deteriorating terms of trade in Uganda include:

- Falling prices of exports. Uganda exports primary products that fetch low prices on the world market, yet they import manufactured goods at high prices, hence poor terms of trade.
- Importation of expensive manufactured capital and consumer goods. Uganda imports expensive manufactured goods, while exporting mainly low quality products that are lowly priced, hence poor terms of trade.
- Increasing competition/substitution of exports with synthetics produced by the developed countries. Developed countries substitute natural products, such as rubber, cotton, wool, silk, camphor, pyrethrum, sisal, etc with commodities that are artificially produced, such as nylon, linen, polyester and plastics, but which are cheaper and serve the same purpose. This results in declining demand and falling prices of natural products, hence deteriorating terms of trade since prices of imports are high or even rising.
- Exportation of semi-processed agricultural and other (mineral) products. Uganda exports mainly semi-processed agricultural and other natural products with low value added, hence lowly priced, while importing expensive manufactured products.
- Market flooding or oversupplying of raw agricultural products resulting in a fall in export prices. Uganda, like many developing countries, produces the same primary products. This results in market flooding. Due to continuous over supply relative to the fixed demand for the products, prices of the products are low or even fall due to the need by the suppliers to dispose of the products. This leads to unfavourable terms of trade because of low or falling prices of exports, while prices of imports remain high.
- Protectionist policies of developed countries. Developed countries restrict entry of products from developing countries like Uganda into their markets through measures, such as tariffs, quotas and quality control. Since only a small fraction of the products from the developing countries can be sold in the export markets, prices fall (because of competition by the producers to out-sell each other), yet imports are highly priced.
- Weak bargaining power of Uganda on the world market. Uganda has a weak bargaining position in the world market, therefore, prices of exports are determined by buyers who set low prices for exports from developing countries while selling expensively to the developing economies.
- Invention of raw material saving techniques of production.

Due to scientific advancements in the developed economies, raw material saving techniques of production which use less and less raw material inputs have been developed. This has resulted in reduced demand for raw material inputs used in the production of final products because supply of raw materials is high and inelastic. Terms of trade is unfavourable because export prices are low than the prices of imports.

- Low income elasticity of demand for exports. Exports are income inelastic in demand because even if incomes of consumers in the export markets increased, quantity demanded does not change. Increased supply of exports results in a fall in their prices due to the desire by producers to dispose of their products at even low prices. This leads to poor terms of trade due to exportation at low prices while importing at high prices.

- Low quality exports. Exports from Uganda like others from many developing countries are of low quality compared to imports from the industrialised economies. Consequently, the low quality products command low prices as compared to the high quality imports, which command higher prices.

- Exportation of products in raw form. Most of the exports from Uganda are raw in nature with no value added, therefore, sold at low prices, yet imports are expensive manufactured consumer and intermediate products.

SECTION B

2. (a) Demerits of relying on price mechanism in Uganda include:

- Economic instabilities like inflation, price fluctuations due to absence of planning, etc may arise.
- It leads to income inequalities due to accumulation of a lot of wealth by resource owners, while others live in poverty.
- It results in exploitation of consumers in form of high prices arising out of ignorance.
- There is danger of emergency of private monopoly and associated evils due to elimination of some firms out of production.
- There is divergence between people private benefits and social costs as firms consider the profit element and forget the social costs like pollution.
- Price mechanism doesn't allocate resources to public goods because they are costly, yet unprofitable.
- Doesn't respond to rapid structural change due to absence of planning.
- It may cause distortion of consumer choices through persuasive adverts.
- Resource over utilisation, leading to exhaustion/depletion due to greed for profit and absence of government supervision.
- There is danger of unemployment as weak firms are forced out of production and through substituting labour with machines.
- Resource wastage due to duplication resulting from stiff competition.

NOTE: This question requires you to give the problems Uganda faces or is facing because of government reluctance to regulate the means of production and just leaving it to the intersection of forces of demand and supply. Use present simple tense or continuous tense.(does/is)

(b) Measures that have been taken to control the short comings of price mechanism in Uganda.

- Progressive taxation has been carried out to control income inequalities.
- The government has provided public good, such as roads, security, bridges etc
- The government has encouraged the formation of consumer associations to fight against consumer exploitation.
- Government has set up regulatory bodies like NEMA, ERA, UNBS to ensure optimal resource utilisation and for quality enhancement.
- Taxation has been enhanced on non-essential or harmful products to reduce their production and consumption.
- Licensing only those firms dealing in urgently-required items has been done.
- Planning has been undertaken to ensure appropriate response to rapid structural changes.
- Subsidisation of consumers, especially on essential commodities has been done to control exploitation.
- Economic liberalisation has been undertaken/encouraged to encourage competition.
- Laws to regulate firms in resource exploitation have been set.

NOTE: The question requires you to write the measures that the government has already undertaken to control the problems resulting from allowing the Uganda's economy to operate on its own without much government regulations. Then, go on to explain showing how the measures have controlled the shortcomings of price mechanism . Use: The government has...or...has been done

3. (a) Reasons for acquiring of foreign aid in Uganda include:

- To fill the savings investment gap.
- To fill the forex gap.
- To fill the government expenditure gap.
- To fill the skilled manpower gap.
- To fill the technological gap.
- To facilitate infrastructural development.
- To fill the employment gap.
- To accelerate industrial growth.
- To strengthen international relations.
- To alleviate/offset effects of natural calamities like floods, earth quakes, epidemics and pandemics etc.
- To improve skills and productivity.
- To improve security.

NOTE: The question requires reasons, so you should start your points using words like, "TO, FOR, IN ORDER TO and SO AS TO". In the explanation, show how acquiring foreign aid fills the gap/deficit mentioned in the point.

(b) Demerits/costs of relying on foreign aid in Uganda.

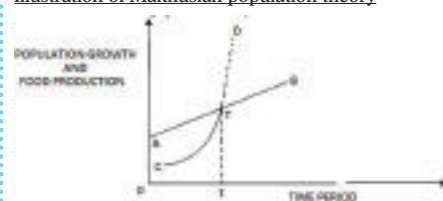
- Balance of payment problems due to repayment problems.
- Going without essentials due to debt servicing.
- Inappropriate technology thus unemployment.
- Pre-conditions/strings attached tend to be disastrous.
- Worsens economic dominance over recipient.
- Sometimes tied to unproductive projects.
- It is often inadequate.
- Erosion of social-cultural values.
- Underutilisation of resources.
- Tends to distort planning.
- Kills initiative and innovation.
- It makes citizens lazy.
- It substitutes instead of supplementing domestic savings.

NOTE: The question requires you to give the problems that come with foreign aid in Uganda. It is a general tense question that requires you to use, present perfect, past, present simple and present continuous tenses. ie "It has, it did, it does, it is doing". In the explanation, show how foreign aid has led or leads to the problem stated in the point.

4. (a) THE MALTHUSIAN POPULATION THEORY

The theory was advanced by a British economist called Rev. Robert Thomas Malthus in the 18th century and it explains the relationship between population growth and food production. Malthusian population theory states that, Whereas population grows at a geometric rate ie 2,4,8,16,32,etc food production tended to grow at an arithmetic rate ie 2,4,6,8,10,etc. Malthus stated that due to the above trend, population growth after a time, would equal food production (population trap) and further beyond that, outstrip it, and at such a time, there was need to control population growth through preventive (negative) checks like moral restraint and celibacy, among others, otherwise positive checks like pestilence, wars, diseases and epidemics, among others would serve to reduce the population. The notion behind this theory is that man's capacity to reproduce himself far much exceeds his capacity to produce food.

Illustration of Malthusian population theory



T is the population trap
ATB is food production
CTD is population growth

NOTE

- The population trap is the point in time according to Malthusian theory at which population growth is equal to food supply/growth.
- Positive checks are those which reduce the population growth by increasing death rates e.g. famine, epidemics, pestilence, pandemics, diseases, earth quakes, floods, wars, malnutrition etc.
- Negative (preventive) checks are those which reduce the population growth rate by reducing birth rates e.g. late marriages, family planning, discouraging polygamy, celibacy, etc.

ASSUMPTIONS OF THE THEORY

- Assumes a closed economy.
- Assumes constant technology applied to food production.
- Land is fixed in supply and subject to the law of diminishing returns.
- Food grows at an arithmetic rate.
- Population increases at a geometric rate.

- Population growth depends on only food supply.
- Assumes subsistence food production.

RELEVANCE/APPLICABILITY OF THE THEORY TO THE CURRENT COVID-19 PANDEMIC UGANDA

To a smaller extent, the Malthusian population theory is relevant/applicable to Uganda's current situation in the following ways.

1. **Land supply being fixed** and subject to the law of diminishing returns is what is being experienced in Uganda and Malthus predicted this situation.
2. **Natural family planning methods (control measures)** like celibacy, moral restraint, staying at home are being used. These control measures are his initiation.
3. **The positive checks on population** as predicted by Malthus exist in Uganda today e.g. wars, epidemics and the current COVID-19 pandemic etc.
4. **Land problems/disputes as assumed by the theory** are common issues in many areas of Uganda. Many districts have land conflicts even in this period of COVID-19.
5. Some areas of Uganda are facing **food shortage/ famine** like Malthus predicted. For example, All urban areas in Uganda cannot access food due to government lockdown.
6. Existence of a subsistence sector, which is still large. Many people have kept all food for only their families for the period of the lockdown.

NOTE: For relevance/applicability of the theory, just look at the assumptions and the statements in the theory that can be easily observed physically in Uganda today.

LIMITATIONS/IRRELEVANCE OF THE THEORY

To a greater extent, the Malthusian population theory is irrelevant to Uganda's current situation reasons being that:

- It assumes **constant technology**, which is unrealistic since technology is ever changing. For example, we are using modern technology like cloning, to increase food supply.
- It assumes a **closed economy**, yet Uganda is an open economy./ It ignores the role of international trade, yet Uganda imports food from other countries to cater for the population through such trade. A lot of food is being imported using trucks through Kenya and other entry points during this lockdown.
- **Agricultural modernisation** is not foreseen by the theory, yet this is taking place in most areas of Uganda and food supply can be increased within a short period of time. A lot of food has been supplied on short notice to government during this lockdown to offset effects of COVID-19 on people.
- It did not foresee **labour mobility** to reduce pressure on land and increase food supply in Uganda. Many people have left rural areas in Uganda as they move to towns.
- Population growth does not **depend on food alone**, but on many other factors in Uganda, for example, fertility, cultural/religious beliefs, government policy, improved medical care, etc.
- The theory is based on the **subsistence economy**, yet Uganda is becoming **now monetised** and produces a lot of products for exchange. It is currently selling foodstuffs to other countries affected by the COVID-19 pandemic.
- The theory did not foresee **great improvement in transport in Uganda** i.e. transportation of food from areas of plenty to those of scarcity. Currently, a lot of food is transported from rural areas to areas where the lockdown has resulted in scarcity.
- It did not foresee the **possibility of getting foreign aid/** relief aid from other countries to cater for the increasing population. Uganda is getting a lot of food relief from World Food Programme and aid from other countries to cover the shortages brought about by the lockdown of the economy due to the deadly COVID-19 pandemic.
- There is no **mathematical relation as regards** growth in food and population as Malthus stated.
- The theory ignored the deliberate and **scientific methods** of birth control (**modern family planning methods**) e.g. use of pills, condoms, etc. Uganda, like many other countries, currently uses such policies to control population growth.
- The theory did not realise that **rising living standards** can cause a fall in birth rates and population as it happens currently in Uganda
- It ignored the **possibility of emigration** to ease pressure on resources. Many Ugandans are now moving to other countries for settlement.
- Malthus was influenced by the **law of diminishing returns**, which is not always true, especially with Uganda's technological advancement in agriculture that is bringing about increasing returns.

NOTE:- All theories are to a great extent irrelevant/inapplicable so the irrelevant side should always be larger than the relevant side.

-For the irrelevant side, point out those statements and assumptions in the theory that cannot be physically observed

to exist in Uganda. You are also required to bring out other factors the theory ignored/forgot yet they are currently observed to influence the phenomenon considered in the theory.

5. (a) Causes of income inequalities in Uganda include:
 - Uneven distribution of natural resources/variation in the natural resource distribution. People in areas with abundant natural resources, such as fertile land, reliable climate and mineral resources use them to generate high incomes and become better off unlike those in areas with few resources who earn low incomes.
 - Differences in the level of education and skills. Highly trained and skilled people receive higher incomes from employment compared to those people with low levels of training. This is because the highly educated and skilled people are more efficient than those who are not.
 - Difference in the quality of products produced. Individuals and firms dealing in high quality products earn more income compared to those whose products are of a poor quality. This is because better quality products attract more customers who are willing to pay the price of the commodity.
 - Differences in family / social background. People from rich families have higher chances of inheriting massive wealth and using family influence to get well-paying jobs therefore earning more income compared to their counter parts from poor families.
 - Differences in talents and other natural abilities. Individuals who are naturally talented e.g. musicians, footballers, etc tend to earn higher incomes because they are capable of doing certain jobs or tasks which other people cannot do thus causing an income gap.
 - Differences in experience of seniority or responsibility. Workers with a high level of experience earn higher incomes than junior workers in the same organisation e.g. senior army officers earn higher incomes than junior officers.

OR

Workers who hold more responsibilities at places of work earn higher incomes than those who hold fewer responsibilities because they are more accountable to the authority. E.g. a headteacher earns more income than a classroom teacher in a school.

- Differences in the elasticity of labour supply. A labour force which is inelastic in supply such as doctors and engineers earns more incomes than labour force which is elastic in supply for example sweepers. This is because it is not easy to limit entry of unskilled and semi-skilled labour into an occupation by specifying minimum entry requirements, hence making it hard to negotiate for high incomes.
- Differences in the bargaining strength of trade unions. Strong and well organised trade unions are in position to negotiate for a higher pay for their members compared to weak and disorganised trade unions.
- Differences in the bargaining strength of individuals. Workers with strong bargaining power for incomes are paid highly than those with weak bargaining power even when they have the same qualifications and do the same job, hence causing income inequality.
- Variations in employer's ability and willingness to pay. Workers in organisations with greater ability and willingness to pay earn more than those whose employers are unable and unwilling to meet their wage payments. For example, people working in NGOs earn more than those in public service.
- Discrimination in the labour market based on religion, race, sex, tribe, political affiliation, appearance etc. Workers who are favoured because of their tribe, race, etc earn higher incomes than those who are less favoured even when they have the same qualifications and are performing the same tasks.
- Variations in accessibility to developed infrastructures. Places with well-developed and maintained infrastructures like better roads attract investment opportunities from which people earn high incomes, while areas with poor infrastructure have less investment activities, leading to low incomes in such areas.
- Differences in the nature of occupation and risks. Some jobs are more risky than others and people employed in more risky jobs, such as mines and quarries, tend to earn higher incomes than those in less risky jobs like office management. This is to compensate for the risks they are exposed to.
- Differences in the number of hours worked. People who work for longer hours earn more than those who work for shorter hours where the time rate method of payment is used.
- Differences in the quantity of output produced. People who are hardworking and producing large amounts of output earn higher incomes than those who are lazy and produce small amounts of output where the piece rate method of payment is used.
- Differences in the cost of living. People who work in areas with high costs of living, such as urban centres, earn more than those in areas with low costs of living e.g. rural areas.

This is because people living in areas with high costs of living need more money to survive than people who work in areas with low costs of living who need less money to survive.

- Differences in the political climate. People who live in areas which are politically unstable earn lower incomes because they fear to effectively engage in production due to fear of loss of their lives and property, while people who live in areas that are politically stable earn higher incomes because they engage in production on a large scale due to assured security of their lives and property.
- Political influence in the allocation of resources in favour of certain regions / sectors. The government can deliberately plan to develop certain regions and sectors faster as compared to others. Therefore, people who live in areas which are favoured become richer because they have access to national resources compared to those who live in areas which are not favoured and, thus, have little access to national resources.
- Non matching wage policies by the employers i.e. Wages are not uniform. There are differences in the salary structure of civil servants. According to the government policy, some professions are paid more than others. For example in Uganda, workers in the judiciary, KCCA, URA, Parliament etc, earn more than those in the ministry of health and education.
- Differences in access to credit. People who have more access to loans borrow money and invest in more profit making businesses and become richer than those people who have limited access to credit or loans. Also, people who have more access to contracts earn more than those who have less access to contracts.

NOTE: Inequalities are disparities/differences in income or wealth distribution. Always state your points in a way that shows that opportunities and problems are not available in the same magnitude/proportion to individuals, sectors or regions. In your explanation show us how such disparities/differences in the point statement are observed/manifested.

MEASURES THAT ARE BEING TAKEN TO CONTROL INCOME INEQUALITY IN UGANDA

- Carrying out education reforms. The government is changing the education system so as to train job-creators instead of job-seekers. This is achieved through having programmes that provide relevant training and practical skills required in the job market. Such skills include training in tailoring, carpentry, entrepreneurship skills, building and construction, etc.
- Carrying out continuous land tenure reforms. The government is reforming the land tenure system to allow the landless have access to land. This is being attained through making amendments in the Land Act to outlaw eviction of squatters by landlords, without compensation. This is encouraging many people to have long-term income earning plans for land use. It is also enabling people to use land as collateral security to acquire loans from financial institutions.
- Using of progressive taxation. The government is taxing the rich highly through Pay As You Earn (PAYE) and the income generated is being used to provide services to the poor, for example, provision of universal education. This is narrowing the gap between the rich and the poor in Uganda.
- Improving basic infrastructure. The government is improving basic infrastructure like roads to ease transportation of raw materials to production centres and finished goods to market centres. This is encouraging investment and, as a result, more jobs are being created for the people.
- Undertaking further liberalisation of the economy. The government is removing unnecessary restrictions on trade. This is increasing the number of economic activities carried out in an economy. This can lead to creation of more employment opportunities for the people.
- Decentralising power. The government is transferring economic decision making to the local governments. This is increasing employment opportunities for the locals through increased projects to utilise local resources and placements in the local government administration.
- Controlling population growth rates. The government is encouraging the use of family planning methods to reduce the birth rates and, consequently, reduce the dependency burden. This is increasing the level of savings in Uganda, therefore, leading to an increase in the level of investment.
- Modernising agriculture. The government is increasing agricultural research so as to come up with varieties of crops that are resistant to pests and diseases in order to increase agricultural output in the country. This is improving the incomes of farmers, thereby narrowing the gap between those engaged in agriculture and other occupations.
- Diversifying the economy. The government is facilitating development of many sectors in order to reduce dependence on only one sector. It is encouraging growth of sectors, such



Continued from page VI

as mining, industry, fishing and tourism in order to increase the rate of job creation.

- Providing tax incentives to investors.

The government is encouraging more foreign investment through provision of investment incentives to foreign investors in form of tax holidays and tax exemptions. This is helping to increase investment and creating income earning opportunities to the people.

- Providing credit facilities for example start-up capital, especially to the poor. The government is facilitating the expansion service sector through supporting the microfinance institutions, commercial banks and other credit schemes such that soft loans are provided to the poor to enable them establish income generating projects. This is helping to break the vicious cycle of poverty, hence reducing income inequality among the people.

- Improving the political atmosphere. The government is maintaining a peaceful political atmosphere in most parts of the country to reduce disruption of production activities, displacement of settled people and destruction of social and economic infrastructure. This is encouraging more investment, hence increasing in income earning opportunities.

- Encouraging development of small-scale enterprises. The government is encouraging the setting up and expansion of small-scale enterprises in most areas of the country like grain milling industries and metal fabrication, among others. Establishment of such industries is increasing income earning opportunities in the country, hence narrowing the gap between the rich and the poor.

- Rural development policies. Such policies include rural electrification, development of small scale industries and improvement of social and economic infrastructure in rural areas. This is helping to reduce the rural-urban imbalances.

- The government is empowering the disadvantaged groups in the society, especially women and the physically handicapped. This is done through provision of special employment skills like shoe making, tailoring, crafts making to such groups and provision of affordable credit for them to start income generating projects that increase their income.
- Undertaking wage reforms; The government is constantly

revising upwards the wages of people at low wage scales for example, teachers, police officers, etc. This is reducing the income gap between salary earners.

- The government is fighting corruption/ increasing level of accountability. This is helping to ensure even distribution of resources/wealth among individuals and regions.

NOTE: The question is set in a continuous form, so, consistently maintain the tense even in the explanation. In your explanation, tell us how the point given in your statement is solving inequalities in income. Don't tell us how eg how the government is fighting corruption, but rather tell us how fighting corruption reduces income inequalities.

6. (a) Features of the informal sector in Uganda
 - Predominantly small scale firms.
 - Mainly use simple technology.
 - Mainly produce low quality goods.
 - Predominantly urban based.
 - Poor record keeping is high
 - Mostly sole proprietors.
 - Dominated by semi and unskilled labour.
 - Mostly produce consumer goods and simple goods.
 - Mainly produce for the local market.
 - Many use local inputs.

NOTE: No sector in Uganda assumes 100% or 0% of a given feature. Therefore, while presenting your points, describe in terms of probabilities of existence of a given factor. Use descriptive words, such as, "Mainly, Dominated by, Majorly, Predominantly, few, many, low, high, mostly".

- (b) Impact of expansion of the informal sector (**Positive impact**)
 - It has led to development of entrepreneurship.
 - Technological development is encouraged.
 - Created more employment opportunities.
 - Helped to reduce size of subsistence sector.
 - Production of more affordable goods.
 - Training ground for more local labour.
 - Facilitated increased resource utilisation.
 - Helped to increase GDP.
 - Reduced income inequalities.

- Widened consumer choices through variety.
- Has widened tax revenue to government. (**Negative impact**)
 - Created more congestion in urban areas.
 - Encouraged duplication and wasteful competition.
 - Hampered provision of quality services.
 - Raised administrative costs.
 - Gives rise to disguised unemployment.
 - Led to increased pollution of air and water.
 - Public revenue instabilities due to their nomadic nature.

NOTE: Questions of impacts require both positive and negative responses. This particular question is asking for impact of the expansion of the informal sector. Your answers should also show points related to expansion but not just the existence of the informal sector. In the explanation show us how the expansion of the informal sector has led to the item/factor mentioned in the point.

7. (a) **Nationalisation** is where the government takes over and runs an enterprise that was formerly run as a private entity. Or It is the transfer of ownership from the private sector to the public sector.

- (b) Reasons for reluctance of government to nationalise
 - Fear of discouraging foreign investors.
 - Fear of worsening corruption after take over.
 - Fear for unnecessary increase in government expenditure.
 - To ensure efficient operation of firms.
 - Fear of worsening balance of payment.
 - To control inflation.
 - Fear of encouraging bureaucratic tendencies in doing businesses.
 - To avoid lowering quality of output.
 - Nationalisation is likely to cause a fall in government revenue.
 - Fear of lowering levels of resource utilisation.

NOTE: The question requires you to provide reasons that make the government less interested in taking over private enterprises or privately owned assets. In your explanation, tell us how/ why the government takeover would have led or worsened the phenomenon it feared.

ECONOMICS P1 (AL003)

SECTION A

- 1 (a) Distinguish between public goods and merit goods.
 - (i) Mention any two advantages of government involvement in provision of public goods.
- (b) (i) Distinguish between product differentiation and price discrimination.
 - (ii) Give any two conditions necessary for price discrimination.
- (c) (i) Distinguish between a subsistence wage and a living wage.
 - (ii) Give any two advantages of earning a living wage by majority of people in an economy.
- (d) (i) Define the term "disguised unemployment".
 - (ii) State any three causes of disguised unemployment.
- (e) Given that a micro-finance bank has an initial deposit of shs. 200,000 and the required cash ratio is 0.4. Calculate the;
 - i) Credit multiplier.
 - ii) Total deposits created.

SECTION B

- 2 (a) Distinguish between minimum price and maximum price.
 - (b) Explain the reasons why the government may be reluctant to legislate prices in an economy.
- 3 (a) Examine the factors that determine the strength of trade unions in an economy.
 - (b) Under what circumstances may trade unions be justified to demand for higher wages for their members?
- 4 (a) Distinguish between an inward looking and an outward looking strategy of industrialisation.
 - (b) What are the implications of adopting an inward looking strategy of industrialisation?
- 5 (a) Distinguish between debt financing and taxation financing.
 - (b) What are the advantages of debt financing over taxation financing?
- 6 (a) Account for the need for economic development planning in an economy.
 - (b) Explain the constraints for Economic development planning in an economy.
- 7 (a) Explain the tools of protectionism in an economy.
 - (b) Examine the role of protectionism in an economy.

GEOGRAPHY PAPER ONE AG001

COMPULSORY PHOTOGRAPH INTERPRETATION QUESTION (25 MARKS)

Study the photograph provided below and answer the questions that follow



- 1 Draw a landscape sketch of the area shown on the photograph on it mark and name;
 - i) an arch
 - ii) bay
 - iii) cliff
 - iv) head land
- 2 Account for the formation of landform in (a) above.
- 3 Explain the economic importance of bays and headlands in East Africa.
- 4 Suggest one area in East Africa where this photograph could have been taken.

SECTION B

3. Describe the influence of tectonic processes on landform development of East Africa.
4. Discuss the features resulting from glacial erosional processes.
5. Explain the landform development formed by the river in lower course.

SECTION C

6. To what extent is aridity in East Africa caused by natural factors?
7. Justify the view that vegetation in East Africa can be used for land use planning.
8. a) Differentiate between soil profile and soil catena.
 - b) Explain the factors responsible for development of a complete soil profile.