Home Schooling Material

Pass A' Level

Geography, Economics, Literature & IT

Lesson 1: Use of Adverbs

Learning Outcomes
By the end of this lesson, you should be able to:

i) identify ways of doing things.

ii) use of adverbs in your daily life activities.

You will need:

• a pen

• a book

Introduction

An adverb is a word that tells more about a verb, an adjective and another adverb. Adverbs tell us how an action is done: when? why? how? and where?

Examples

i) The cyclist is riding slowly.

ii) Children should cross the road carefully.

Activity 1

Use the correct form of the word in the brackets to complete the sentences below. Examples have been given to guide you.

1. Tino cleverly avoided the punishment. (clever)

2. Uganda's population is steadily rising. (steady)

3. St Thomas choir sang the second compulsory song _______________. (beauty)

4. The host welcomed us _______________. (cheer)

5. We ____________________ waited for his return from Ojipaku market. (patience)

6. Italians have seen the __________________ coronavirus attacked. (worse)

7. They answered the question _______________. (wise)

8. A machete is ___________________________ bigger than a knife. (usual)

9. The hungry boy ate the mango _________________. (greed)

10. The hunter _________________ attacked the lion in its den. (brave)

Activity 2

Order of Adverbs

When more than one adverb is used in a sentence, they usually follow in this order: manner (how?), place (where?) and time (when?).

Example

The pedestrian crossed the road carefully (how?) at the zebra crossing (where?) yesterday (when?).

From the sentences below, underline the adverbs of manner, place and time.

1. The traffic officer called the driver loudly at the junction in the morning.

2. Many cyclists ride carelessly at the traffic lights every day.

3. The bus driver spoke politely to the passenger on the bus on Tuesday.

4. My mother nicely made cakes from the kitchen last weekend.

5. It rained heavily in our area last year.

Lesson 2: Informal Letter Writing

Learning Outcomes

By the end of this lesson, you should be able to:

i) express your views on safety on the road.

ii) write a letter about safety on the road.

Introduction

Letter writing is one way of sending a message between or among people. You can write a letter to a friend, parents, relatives and many others.

Activity 1

1. (a) Write a letter to your father appreciating him for his effort to keep everybody well in this period of COVID-19 pandemic. Wish him a longer stay in this life. Use your school address.

(b) The letter below has some words missing. Using the words in the box, complete it by filling in the gaps correctly.

- reap
- advise
- purpose
- academic
- not
- arua
- discussions
- hear
dear
examinations
Pass A’level

YOUR GUIDE AWAY FROM SCHOOL

SOLUTIONS TO PAPER TWO (AICT004)

1. WORD PROCESSING

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2. SPREADSHEETS

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3. DATABASE MANAGEMENT SYSTEMS

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4. DESKTOP PUBLISHING

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5. ELECTRONIC PRESENTATION

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SUBSIDIARY ICT PAPER ONE (AICT006)

1. (a) Define a computer system.
   (b) State any three components of a computer system.

2. (a) Explain two ways how ICT can be used in hospitals.
   (b) For each of the following statements, identify an ICT device which can be used:
   (i) Payment of electricity bills.
   (ii) Monitoring security at home.
   (iii) Obtaining news about what is happening around the country.

3. (a) In which way have computers been made user-friendly for persons who are visually impaired?
   (b) For each of the health risks given, state the cause and prevention.
<table>
<thead>
<tr>
<th>Health risk</th>
<th>Cause</th>
<th>Prevention</th>
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<tr>
<td>Repetitive Strain Injury</td>
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<td></td>
</tr>
<tr>
<td>Eye strain</td>
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</tr>
</tbody>
</table>

4. (a) A computer user accidentally deleted a file from the desktop. State two ways this user can recover the file.
   (b) The screenshot below represents the organisation on a hard disk partition.

5. (a) Define the term file management.
   (b) State the file extensions for each of the following type of files.
   (i) Executable file
   (ii) Audio file
   (iii) Video file

6. For each of the following list of devices, write the appropriate word in the space provided to indicate whether each device is used for Input, Output, Storage, Communication or Processing.
   (i) Touchpad
   (ii) Router
   (iii) SD card
   (iv) Printer
   (v) CPU

7. (a) Define a port.
   (b) Identify the following connectors which are used on a computer.

8. (a) (i) Define the term pipelining.
   (ii) Why is pipelining important in a computer processor?
   (b) Explain the importance of a system clock in a computer system.

9. The screenshot below is obtained from a computer’s user interface. Use it to answer the questions that follow.

   - Connection-specific DNS Suffix .:
   - Ethernet adapter Bluetooth Network Connection:
   - Media State . . . . . . . . . . Media disconnected
   - Connection-specific DNS Suffix . :
   - @Users\Sarah\ документов

   (i) Write the file path of the document with the file name as MARY.
   (ii) What is the file extension of the document named HISTORY?

10. (a) Define an operating system.
    (b) Mention three functions of Android on a smartphone.

11. (a) Explain the term spyware?
    (b) State three antivirus programs which can be used on a desktop computer.

12. (a) Define the term Internet service provider.
    (b) Mention three Internet service providers in Uganda.

13. (a) Explain the term e-commerce.
    (b) State three Uganda government services which can be accessed online.

14. (a) Explain the term social media.
    (b) State one example of social media.
    (c) How can social media be used to enhance businesses in Uganda?

15. (a) Explain the difference between bandwidth and throughput.
    (b) Why is Bluetooth technology replacing infrared technology in mobile phones.
    (c) Apart from a mobile phone, mention one device which uses infrared technology.

16. (a) Explain the term computer network.
    (b) Which type of cables would you use to connect the following devices at home?
    • A television screen to a satellite dish.
    • A printer to a laptop.

17. (a) Explain the term computer ethics.
    (b) Write “plagiarism” or “not plagiarism” for the statements indicated below.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>WORD</th>
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<tr>
<td>A student getting online documents to create her research paper without crediting the original authors.</td>
<td>A student copying parts of his research paper from another source without citation.</td>
</tr>
<tr>
<td>A newspaper reporter changing a few words in a paragraph written by another author and including the revised text in an article without crediting the original author.</td>
<td>A newspaper reporter using a few sentences from another author's work and editing them to fit their article.</td>
</tr>
<tr>
<td>A student including a few sentences written by another author in his essay, either indenting the quotation with a citation of the author.</td>
<td>A student paraphrasing a passage from a book without crediting the original author.</td>
</tr>
</tbody>
</table>
18. (a) Define data type as used in database management system.

19. (a) Define data type as used in database management system.

19. (b) Of the data types, Text, Number, or Yes/No, which would be the most appropriate for a phone number field that needs to store data in the format (254) 788-390/962?

20. (b) Mention three ways of keeping files in a system secure.

LITERATURE IN ENGLISH PAPER ONE SOLUTIONS

SECTION I

1. (a) Racial injustice/inequality.
   - Freedom from slavery and all its tendencies.
   - Segregation/discrimination.
   - Poverty.
   - Oppressive life; they live like exiles in their country.
   - Undemocratic governance/tendencies.

2. (b) Govern by democratic principles.
   - Instant action/implementation, no more promises.
   - Stop all manner and forms of racial injustice.
   - Give blacks freedom and equality.
   - Grant the Negroes citizenship rights.

3. (i) Momentous decree/historical/crucial/declaration
   (ii) Cuffed/tied/held down by racism
   (iii) Wealth/riches
   (iv) Burning need/desire to act immediately
   (v) Equal treatment regardless of race
   (vi) Strikes/srots/demonstration
   (vii) View and treat each other as one.
   (viii) Hot/heat filled/incinerating.

SECTION II

1. The passage is a description of the strange experience or feeling of being hit by a bullet.

2. It is quite cumbersome as one needs to be alert and on the lookout for harm almost 24/7.

LITERATURE IN ENGLISH PAPER THREE (NOVELS)

PREPARING FOR A LITERATURE EXAMINATION

As you prepare for your examinations, refresh your mind by reading all the texts at least twice. Make use of group discussions. These will enrich your textual knowledge and enhance your ability to interpret questions. Guided discussions are recommended because you can be corrected where you go wrong. Consult your teacher where you get stuck.

To be original, do not entirely depend on commentaries. Regard them as a supplement to your own interpretation of the texts. As you revise, take note of the following areas:

The title
  - Titles are intriguing, suggestive and, therefore, appropriate if well thought out.
  - First contact with any text, it is important to identify whether the title is: symbolic, ironic, descriptive, metaphoric, and derived from the name of the main character or if it is to be literally understood.
  - Cite incidents in the text where reference to the title is made.
  - Determine the suitability of the title to the text or if it is to be literally understood.
  - The title should relate to and hint at the plot, central conflict and themes of the text.

Themes
  - Study the major themes in the text and the ideas that contribute to the development of the theme.
  - A theme should be a life issue that is predominant in the text; not every small idea should be considered a theme.

Setting
  - A thorough understanding of when and where events in the story occur should be exhibited. Knowledge about historical, social and physical setting is essential.
  - Determine how the writer uses setting to develop themes and to convey his message.
  - Take note of outstanding characteristics of the setting in a given text. It may be physical environment, a war situation, a shift from one geographical location to another.

Characters
  - Review character traits and character development.
  - Determine role or contribution of characters to the development of the different aspects of the text.
  - Pay attention to how characters connect with one another (character relationships).

Narrative techniques
  - Identify and describe the narrative perspective/voice, for example, first person narrator or the omniscient narrator.

MOOD:

Nostalgic – him trying to recollect the day’s happening.
- The mood is also relaxed initially as all the soldiers/serenades go about their routine before one of them is fat.
- It gets humorous at the point when the speaker says “he felt a vague satisfaction” that his wife will be pleased that he got wounded, so she would not worry about him dying soon at the battle.
- Mood gets grim on the reader’s realisation of where and how badly he has been hit.

SECTION III

1. (a) Second person

2. The youth/young people

3. - The poem is a pack of messages/advice to the young people to seize opportunity while they are younger to do what they are supposed/expected to do rather than pushing those to the future by procrastinating. The speaker warns them that they will not be young forever and that once certain opportunities are missed/lost, they will never be regained.

   - “And while ye may, go marry: For having lost but once your prime, You may forever tarry.”

4. - Capitalisation in the title is used to draw attention and for emphasis.

- Punctuation marks – much use of commas and semi-colons create a calm/contemplative mood, thus enabling the audience to reflect on the message and their choices as he enumerates the risks they stand to face one at a time, through the various pauses created by commas and semi-colons.

HOW TO ANSWER ESSAY QUESTIONS

These questions require detailed analysis of the literary elements/ aspects of the play/novel like title, setting, plot, character and characterisation, themes, narrative techniques, emotions/feelings, atmosphere, relevance to the contemporary society and lessons derived from the book. The student is expected to demonstrate an in-depth understanding of the text and critical terms. Vague statements that are not supported with textual evidence score no marks.

Narrating at the plot says without analysis also scores no marks.

Below are tips on the art of answering essay questions

Choice of question
- Study each question carefully
- Identify the task(s) in each question
- Give considered thought to each question set and then select the one on which you have rich knowledge

Answering the question
- Note key points using single words or short phrases
- Think about how you are going to arrange your answer
- Write your essay thoughtfully, referring to the question
SECTION A

1. (a) i) Factor Mobility refers to the ease with which a factor of production can change/move from one occupation or geographical location to another.

   ii) The following factors affect mobility of capital:
   - Level of development of infrastructure.
   - The level of income.
   - Level of savings and investment.
   - Political atmosphere.
   - Size of the market.
   - Availability of investment incentives.
   - The degree of accountability.
   - The level of capital inflow and capital outflow.
   - Existing stock capital.
   - Demonstration effects in consumption.
   - Cultural factors/degree of conservatism.
   - Level of interest rate on loans or savings.
   - The level of monetisation of the economy/the size of the subsistence sector.
   - The land tenure system.
   - The state of technology.

   (b) i) Population census refers to the official physical counting of people in a country after a given period of time.

   ii) Factors that hinder the operation of census in an economy may include:
   - Limited skilled labour.
   - Poor infrastructure hindering the movement of enumerators.
   - Concealment of information about e.g. number of spouses, children etc.
   - Remoteness of some areas, making them inaccessible.
   - Limited funds allocated to the activity.
   - Existence of many illegal immigrants who are reluctant to provide information.
   - Insecurity/political unrests in some areas.
   - Conservatism/cultural/religious beliefs against census.
   - Political interference which may lead to sabotage.
   - Inadequate equipment e.g. computers.
   - Failure to obtain adequate information from citizens abroad.
   - Corruption/diversion of funds.
   - Poor housing distribution without clear demarcation.

   (c) i) Critical minimum effort is the minimum investment or sacrifice which is required to attain or raise massive capital stock necessary for an economy to take off.

   ii) Factors that limit the application of the big push theory in developing economies include:
   - Limited basic infrastructure.
   - Political instability in some areas.

ECONOMICS PAPER ONE ANSWERS (AECO005)

ECONOMICS TEACHERS

PAUL KALINDI, UGANDA MARTYRS SS NAMUGONGO

RONALD JAGGWE, TRINITY COLLEGE, NABINGO

- Increase in the employment levels.
- Increase in awareness of workers.
- Improvement in the political stability in many developing countries.
- Improvement in strength of trade union leadership.
- Workers' increased interest in trade union activities.
- Reduction in political interference/favourable government policies on trade unions.

(ii) A national budget refers to an estimate of the revenue government intends to raise and how it plans to spend it in a given financial year. OR A national budget refers to a plan of government revenue and planned government expenditure in a financial year.

The country’s budget for the financial year ending 30th June 2023 includes:
- An estimate of the revenue the government expects to receive.
- An estimate of the expenditure the government intends to incur.
- A statement of how the government plans to raise the revenue it expects to receive.
- A statement of how the government plans to spend the revenue it expects to receive.

- A statement of the government’s financial policies for the financial year.
- A statement of the government’s financial goals for the financial year.
- A statement of the government’s financial targets for the financial year.
- A statement of the government’s financial strategies for the financial year.
- A statement of the government’s financial instruments for the financial year.
- A statement of the government’s financial indicators for the financial year.
- A statement of the government’s financial measures for the financial year.
- A statement of the government’s financial objectives for the financial year.
- A statement of the government’s financial constraints for the financial year.
- A statement of the government’s financial limitations for the financial year.
- A statement of the government’s financial challenges for the financial year.
- A statement of the government’s financial opportunities for the financial year.
- A statement of the government’s financial threats for the financial year.
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- A statement of the government’s financial opportunities for the financial year.
- A statement of the government’s financial threats for the financial year.
- A statement of the government’s financial risks for the financial year.

The country’s estimated revenue and expenditure for the financial year ending 30th June 2023 includes:
- An estimate of the revenue the government expects to receive.
- An estimate of the expenditure the government intends to incur.
- A statement of how the government plans to raise the revenue it expects to receive.
- A statement of how the government plans to spend the revenue it expects to receive.
- A statement of the government’s financial policies for the financial year.
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- A statement of the government’s financial risks for the financial year.

ECONOMICS PAPER ONE ANSWERS (AECO005)

ECONOMICS TEACHERS

PAUL KALINDI, UGANDA MARTYRS SS NAMUGONGO

RONALD JAGGWE, TRINITY COLLEGE, NABINGO

- Increase in the employment levels.
- Increase in awareness of workers.
- Improvement in the political stability in many developing countries.
- Improvement in strength of trade union leadership.
- Workers' increased interest in trade union activities.
- Reduction in political interference/favourable government policies on trade unions.

A STANDARD ESSAY

A standard essay in Literature Paper 3 must have the features below.

- A clear introduction: This is a clear demonstration of your knowledge of the book you have studied and ability to sustain the essay. At least four pages of a write-up for the chosen question are adequate.

- A clear conclusion: This is realised when right from the outset you have interpreted the question well and have identified the tasks in it.

- A clear analysis and discussion: Use your knowledge of the text to discuss the issues in the question. Answering a question in essay form requires critical thinking and cross-examination.

- A clear comprehensive and detailed approach: Explain your points clearly and do not gloss over issues.

- A clear illustration: An authentic answer must use evidence from the text, lest it remains a rumour. You can illustrate your answer by referring to particular incidents, moments, character situations and statements in the book.

- A clear systematic organisation: The essay must be well developed. One sentence paragraphs are a camouflaging of outline-form of answer. A point or related points must be dealt with in a substantial, but not too long a paragraph.

- A clear correct attitude/appropriate value judgment: Your appreciation of the issues and characters in the book must be morally, ideologically humanly apt.

Try this out

Thomas Hardy: Tess of d’Urbervilles

Question:
What role do Tess’s parents play in determining her fate?

Here, the candidate is required to illustrate the way in which the episode or character fits in and contributes to the wider effect of the novel. The incident or character may contribute effectively to the plot, our knowledge of some characters, themes of the play, feelings, the author’s intention and some lessons.

- Extent questions like To what extent...? How far...? require that you understand the extent of the case or issues in the question. You should write knowledgeably and critically about the issue or character with a view of portraying what is morally and humanly acceptable.

- Contribution of an episode, incident or role of a character.

- Discusss, either after a quotation or as part of a question, requires the candidate to explore or analyse the truth of the essay topic or assertion of the question.

- Examine and assess questions require that you closely look at both or all sides of the case or issues in the question. You should write knowledgeably and critically about the issue or character with a view of portraying what is morally and humanly acceptable.

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Types of essay questions and their approaches

- Discuss, either after a quotation or as part of a question, requires the candidate to explore or analyse the truth of the essay topic or assertion of the question.

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- Examine and assess questions require that you closely look at both or all sides of the case or issues in the question. You should write knowledgeably and critically about the issue or character with a view of portraying what is morally and humanly acceptable.

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NOTE: The steps MUST follow each other CHRONOLOGICALLY as above. Any alteration will result in loss of marks.

(i) Simple price index (Price Relatives) for each commodity.

(ii) \[ \text{A.S.P.I} = \text{sum of all items} \]

(iii) \[ \text{W.I} = \frac{\text{sum of weights}}{\text{sum of all items}} \]

(iv) \[ \text{W.I} = \frac{\text{sum of weights}}{\text{sum of weights}} \]

4. (a) Capital-saving/labour-intensive technique of production is a production method which uses/ employs relatively more units of labour than other factors of production especially capital, while labour-saving/capital-intensive technique of production is a production method which uses/employs relatively/ proportionately more units of capital than other factors of production especially labour.

(b) Arguments for and against adopting labour-saving/capital-intensive techniques of production.

Arguments for/merits/advantages/positive implications:

(i) Encourages mass production/scalings of economies are enjoyed due to large scale production.

(ii) Leads to production of high quality output because of the use of machines that are efficient and accurate.

(iii) Increases the rate of resource utilisation of resources due to the use of heavy machinery.

(iv) Encourages the development of heavy industries/leads to high rate of growth of the industrial sector.

(v) Increases labour efficiency and productivity. This is due to the use of specialised machines that increase skills and efficiency of labour, e.g. use of combine harvesters.

(vi) Reduces the wage bill since the method employs less skilled labour relative to machines.

(vii) Encourages mass production and standardisation of output. This is due to the use of advanced specialised tools and equipment.

(viii) Promotes infrastructural development through the use of machinery and equipment which facilitate development of economic and social infrastructure like water, power, dams, railways, roads etc.

(ix) Promotes technological transfer/development. This is through movement of advanced machinery and equipment from MDCs to LDCs.

(x) It saves time and energy because machines are quicker.

(xi) Minimises/avoids strikes/lockouts. This is because machines are easier to control and manage.

(xii) Improves the quality of labour/encourages development of new skills/training to use machines.

(xiii) Reduces labour-related costs.

Arguments against/disadvantages/merits/negative implications:

(i) Encourages foreign ownership and management of resources because most capital intensive industries tend to be foreign-owned, leading to profit repatriation.

(ii) Requires complex skills that are not readily available in LDCs.

(iii) Promotes income inequality and regional imbalance.

(iv) It is costly to undertake because the method requires a lot of capital for installation and maintenance.

(v) Leads to quick exhaustion/depletion of natural resources because the technique is associated with large-scale/ mass production, thus over-exploitation.

(vi) Requires a large and developed market/leads to over-production. The market is associated with mass production, yet there is limited market in LDCs.

(vii) It is associated with high social costs e.g. pollution due to poor disposal of industrial wastes.

(viii) It is inappropriate in areas or sectors where human judgement is essential. E.g. in the process of harvesting fruits, machines cannot determine those that are ripe.

(ix) It is not flexible. Once there is change in demand for a product, it is not easy to switch to the production of other commodities since there is high specificity in machines.

(x) Encourages rural urban migration because capital intensive industries concentrate in urban areas.

(xi) Perpetuates economic dependence of LDCs on MDCs due to limited opportunities to diversify production.

5. (a) Account for the divestiture of public enterprises in an economy.

(i) To increase output/economic growth. This is because privatised firms are more efficient due to competition.

(ii) To increase government revenue from taxes.

(iii) To widen consumer choice since privatised firms indulge in production of a variety of output.

(iv) To reduce government expenditure. After privatisation, the government spends less (does not spend) on subsidising the formerly inefficient state owned enterprises.

(v) To reduce foreign dependency due to increased local/ domestic production.

(vi) To reduce corruption in enterprises. Private firms are strict on financial control and accountability.

(vii) To reduce inflation. This is due to increased production of outputs by the highly efficient privatised firms.

(viii) To promote innovations and inventions.

(ix) To promote direct foreign investment. Some public enterprises are sold to private investors which boosts foreign investment, leading to increased capital inflow.

(x) To increase social/economic welfare. Since privatised firms grow and expand, more jobs are created thus improving people’s welfare.

(xi) To increase efficiency in resource utilisation. Since the main aim of privatised firms is to maximise profits, they put the available resources to better and effective use.

(xii) To reduce bureaucracy. Privatised firms make quick decisions to achieve efficiency and productivity.

NOTE: Divestiture is the same as total/ outright sale of government owned enterprises/assets to private individuals. The need for divestiture requires you to give the objectives/reasons for sale of state enterprises to private individuals. These come from merits of privatisation. Begin your points with ‘TO’. DO NOT ASK OR IN ORDER TO

(i) Challenges/problems/constraints/hindrances faced in the divestiture of public enterprises.

(ii) Corruption in the privatisation unit.

(iii) Opposition from the public/ lack of the public’s support, especially due to lack of sensitisation.

(iv) Poor valuation of the public enterprises.

(v) Opposition from the owners of state owned enterprises.

(vi) Lack of well-developed/poorly developed capital markets through which shares can be sold to the public.

(vii) Limited capital among nationals to buy the enterprises, exposing the economy to foreign dominance.

(viii) Unsuspecting/unsure investors who don’t pay fully, while others keep showing fluctuating interest.

(ix) Political instability in some leading countries of the part which creates uncertainty and fear for loss of life and property.

(x) Small domestic market which discourages potential investors/ consumers who are not the part of the economy.

(xi) Political sabotage, especially from opposition politicians who attach a lot of negativities to divestiture.

NOTE: To address each problem mentioned affects the divestiture/privatisation process.

6. (a) Criteria used to determine a good tax system in an economy (key skills/tricks/comparison to a good tax system).

(i) It should be fair/equitable. i.e. horizontal and vertical equality.

(ii) Equal horizontal equity requires that individuals who are the same in all relevant aspects be treated the same and vertical requires that some individuals who are in...
position to pay higher taxes than other do.
- It should be certain; the nature of tax, its base, amount, when to pay and where to pay should be known clearly.
- It should be convenient. Taxes should be collected at a time when the taxpayer has earned an income.
- Collection of economic benefit. The cost of collecting taxes should be substantially lower than the actual tax realised.
- It should be comprehensive/diverse. There should be a variety of taxes so that all citizens contribute tax.
- It should be consistent or in line with national economic objectives.
- It should be elastic/flexible. It should change with change in the taxpayer’s income.
- It should be neutral/impartial. All those with the same ability to pay should pay the same tax.
- It should be optimal. The taxpayers should get maximum satisfaction through public/government expenditure.
- It should be productive. A good tax system should be able to generate enough tax revenue for the government, but should not discourage investment/production.
- It should be simple to understand by both the taxpayer and tax collector.

NOTE: The question required qualities of a good tax system. Use the word “SHOULD” as a basis while you answer.

SECTION A
7. (a) To create more employment opportunities. This is achieved by subsidising domestic firms with revenues generated from taxes to lower the cost of production.
(b) To promote balanced regional development through taxing the developed areas to finance backward areas.
(c) To force individuals to save. E.g. NSSF. This is where the taxpayer has earned an income.
(d) To influence and regulate the level of exploitation of natural resources. E.g. heavy taxes are imposed on the high income countries.
(e) To encourage hard work among people. The rising cost of living creates scarcity of commodities, thus high prices.

ECONOMICS PAPER 2 (AECON006)

SECTION A
1. (a) (i) Define dualism.
(ii) Define net national income at factor cost.
(iii) Given that national income at market price is shs. 360 billion, indirect taxes are 40% of the national income at market price, subsidies are worth shs. 60 billion and the value of depreciation is a half the value of subsidies. Calculate Uganda’s national income at factor cost.
(b) (i) Define net national income at factor cost.
(ii) Given that national income at market price is shs. 360 billion, indirect taxes are 40% of the national income at market price, subsidies are worth shs. 60 billion and the value of depreciation is a half the value of subsidies. Calculate Uganda’s national income at factor cost.

(b) To force individuals to save. E.g. NSSE. This is where individuals’ incomes are compulsorily transferred to the state for public sector investment.

SECTION B
2. (a) The need to levy taxes in an economy/reasons/objectives of taxation.
(b) The need to levy taxes in an economy/reasons/objectives of taxation.

NOTE: We extract the circumstances from the positive effects of inflation. Note that, it is only mild inflation that has a positive effect. The presentation of points must be in a conditional/circumstantial tense. Therefore, begin with: WHEN OR IN CASE.

ECONOMICS PAPER 2 (AECON006)

SECTION A
1. Calculations for population density
Population density (PD) =

<table>
<thead>
<tr>
<th>Country</th>
<th>Area (km²)</th>
<th>Total population ('000*)</th>
<th>Population density (people/Km²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria</td>
<td>925,300</td>
<td>79,500</td>
<td>86.10</td>
</tr>
<tr>
<td>Niger</td>
<td>1,267,000</td>
<td>4,852</td>
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<td>Ghana</td>
<td>238,500</td>
<td>9,866</td>
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<tr>
<td>Ivory Coast</td>
<td>322,500</td>
<td>6,673</td>
<td>20.69</td>
</tr>
<tr>
<td>Liberia</td>
<td>135,400</td>
<td>1,603</td>
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</tr>
<tr>
<td>Mali</td>
<td>1,240,000</td>
<td>6,508</td>
<td>5.28</td>
</tr>
<tr>
<td>Mauritania</td>
<td>1,050,700</td>
<td>1,400</td>
<td>1.35</td>
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<tr>
<td>Sierra Leone</td>
<td>77,100</td>
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<tr>
<td>Burkina Faso</td>
<td>279,000</td>
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<tr>
<td>Jogo</td>
<td>56,000</td>
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<td>41.28</td>
</tr>
<tr>
<td>Benin</td>
<td>115,800</td>
<td>3,112</td>
<td>26.87</td>
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<tr>
<td>Senegal</td>
<td>196,200</td>
<td>5,100</td>
<td>25.99</td>
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<tr>
<td>Guinea Bissau</td>
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<tr>
<td>Guinea</td>
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<td>5,143</td>
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<tr>
<td>Gambia</td>
<td>10,500</td>
<td>494</td>
<td>47.04</td>
</tr>
</tbody>
</table>

GEOGRAPHY 2 SOLUTIONS (AGE0002)

SECTION A
4. (a) Discuss the justification for the allocation of a lot of funds to infrastructure development in Uganda’s current budget.
(b) What factors may limit effective development of infrastructure in Uganda?

NOTE: The question required qualities of a good tax system. Use the word “SHOULD” as a basis while you answer.

SECTION B
2. (a) Explain the pricing of fee/taxation in a unit–bank credit creation process.
(b) What factors have favoured the success of credit creation in a unit–bank credit creation process.

NOTE: We extract the circumstances from the positive effects of inflation. Note that, it is only mild inflation that has a positive effect. The presentation of points must be in a conditional/circumstantial tense. Therefore, begin with: WHEN OR IN CASE.
b) Merits of using the method.

- Gives good visual impression.
- Easy to draw since it involves few mathematical calculations.
- Easy to interpret.
- It can be used for comparison purposes.
- Its shows the location on a map.

Limitations of using the method

- Occupies large space compared to pie-chart.
- Time consuming while shading.
- Not easy to choose a suitable scale.
- Few mathematical calculations.
- Method shows that population density changes abruptly at the boundary which is not true.

c) Nature of the population density as portrayed on the base map:

- Nigeria has the highest population density of 86.1 people/Km².
- Mauritania has the lowest population density with 1.35 people/Km².
- Sierra Leone, Togo, Ghana have the same population density of 41 people/Km².
- Guinea and Ivory Coast have the same population density of 20 people/Km².
- Gambia has the second highest population density of 47 people/Km². This is a small country with growing population.

b) Possible means by which agricultural productivity could be improved.

- The governments should provide farmers with soft loans so that they can buy improved implements.
- Farmers should be encouraged to cross-breed their animals for better breeds of cattle.
- Irrigation farming should be done to ensure crop production throughout the year.
- Governments should set up cheap training institutions for farmers, especially in rural areas.
- The government should improve the existing roads to make rural farms accessible for market.
- The governments should train more soldiers to ensure security so that crop production can go on uninterrupted.
- The government should provide adequate capital by way of government policies to protect local farmers from foreign competition.
- The governments should search for market from foreign countries to encourage local farmers to produce more.
- The governments should invest in research of pesticides to control pests and diseases.
- The governments should allocate more funds for improvement of agriculture productivity.

SECTION B

2. Approach

- Locate tropical region.
- Identify some of the countries within the tropics.
- Suggest reasons for this low agricultural productivity in the tropics.

Tropics are regions of the world of the earth surrounding the equator. They are delimited in latitude by the Tropic of Cancer in the Northern Hemisphere as 23.5° North of the Equator and the Tropic of Capricorn in the Southern Hemisphere at 23.5° South of the Equator.

Most of the countries within the tropics depend on agriculture in terms of exports and subsistence family survival, yet agricultural output per unit area is relatively low. This is attributed to the following factors:

- The majority of farmers still use rudimentary tools like hoes, digging sticks and oxen plough, which are low production farming tools. They cannot match the modern methods of farming like use of tractors.
- The animal farmers still use poor methods of farming like nomadic pastoralism. They depend on nature for the success of farming, yet nature is unreliable. The Fulani of West Africa, for example, each year experience various unfavourable climatic conditions like prolonged drought.
- Unfriendly climatic conditions like prolonged drought conditions in the Sahel region leads to deaths of animals.
- In the central and southern states of Africa, such as Zimbabwe, Zambia, Malawi, Zimbabwe, frequent failure in the rains lead to severe shortage of foodstuffs and starvation of the people. Also in eastern states like Kenya, Somalia, Ethiopia, Tanzania and Uganda, periods of prolonged drought affect the productivity of farming.
- High population growth rates that characterise many tropical countries like Kenya, Tanzania lead to land fragmentation, thus reducing agricultural output.
- The urban soils in some regions are fertile and lead to low productivity. The infertile soils require fertilisers, yet they are expensive and out of reach for some.
- Lack of adequate capital to invest in large scale farming.
- Money is needed to buy land, pay workers, buy farming inputs and purchase seed, fertilisers and irrigation.
- Majority of local farmers in the tropics lack the required skills in modern methods of farming. The financing facilities which exist and available to local farmers sometimes are expensive.
- The land tenure system in most tropical countries limits agricultural productivity. For example, in some areas where there is communal ownership of land. There is less initiative in making the land more productive through use of modern and scientific methods of farming.
- Majority of people within the tropics practice subsistence farming to provide food for home use.
- Poor roads in the tropics is also responsible for low agricultural output. During rainy seasons most areas within the tropics are inaccessible. This leads to loss of agricultural produce which cannot access market in time.
- The political instabilities in some countries in the tropics like Somalia, DRC lead to low agricultural output as people are always on the run.
- The governments should allocate more funds for development of fishing industries in countries like China and Japan.
- The governments should invest in research of modern methods of fishing such as drifting, seining and trawling.
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4. (a) Approach
- Introduce your work by identifying choice of case study.
- Locate your case study
- Identify species of trees and describe methods used in harvesting trees.
- Explain problems faced in harvesting forests in relation to your case study.

Problems facing harvesting of forests in Scandinavia
Scandinavia is a large region of northern Europe that is mainly comprised of the Scandinavian Peninsula and its adjacent countries—Norway, Sweden, Denmark, Finland, and Iceland. Geographically, the Scandinavian Peninsula is the largest peninsula in Europe and it extends from above the Arctic Circle to 51°N latitude in the Baltic Sea. The Scandinavian coniferous forest includes species like Pine, Fir, Larch, and Spruce.

Harvesting of trees in the Scandinavian Peninsula is faced by the following problems
- Skilled and semi-skilled labour force. This is because Scandinavians are economically well-off and have the presence of Scandinavian mountains, making the transportation between different regions difficult.
- The southern part of the Scandinavian Peninsula consisting of many closely spaced trees with mossy ground cover, making it difficult to harvest trees using machines.
- During winter seasons, harvesting is impossible due to too much coldness and snow blocks communication routes.
- Dangerous wild animals (carnivores) that can kill humans such as wild cats (Siberian Tiger) and wild dogs.
- Existence of many climbing plants make harvesting difficult.
- Difficult in lifting heavy big logs from the forest to the processing centre.

Problems facing harvesting of forests in the Democratic Republic of Congo
The Democratic Republic of the Congo (DRC), located in central Africa, officially known as the Democratic Republic of the Congo, the country has a 25-mile (40-km) coastline on the Atlantic Ocean but is otherwise landlocked. It is the second largest country on the continent; only Algeria is larger. The capital, Kinshasa, is located on the Congo River about 320 miles (515 km) from its mouth. The Democratic Republic of Congo (DRC Congo) has the greatest extent of tropical rainforests in Africa, covering more than 100 million hectares. The forests of the DRC represent 60% of the entire Congo Basin forests. About 45% of DRC Congo is covered by primary forest, which provides a refuge for several large mammal species extirpated to other African countries. Overall, the country is known to have more than 11,000 species of plants, 450 mammals, 1,150 birds, 300 reptiles, 80 amphibians and 200 angiosperms.

Harvesting of trees in the Democratic Republic of the Congo (DRC) is faced by the following problems
- Poor transport and communication, the equatorial rainfall is inaccessible, especially during rainy season.
- Tropical tree species such as Mahogany and Mvule are so heavy and, therefore, do not float on water-making transportation difficult.
- The major tree species in DRC which are highly demanded, such as Mahogany and Mvule, do not grow in pure soils, this present many exploitation problem in terms of selection felling.
- The major tree species which are highly demanded in international markets have long gestation period. In some regions, the heavy rainfall and extreme weather in the tropical rainforest lead to rapid multiplication of tropical pests like tsetse fly and mosquitoes. These pests destroy the lumber jacks like sleeping sickness and malaria, respectively. Therefore, the pests scare off lumber jacks.
- Unfavorable relief of DRC like the rugged terrain hinder effective use of water transport in the process of forest exploitation.
- Political instabilities and civil strikes scare off lumber jack. Rebels hide in thick DRC forests.
- Low level of technology used in harvesting tree make it difficult. For example, it is difficult to harvest a huge Mahogany tree using a hand saw.

(b) Effects of forest destruction in the region chosen:
Effects of forest destruction
- Loss of trees make growth throughout the century. It was completed in the 1930s. Before the construction of the Tennessee Valley project, the states of Alabama, Kentucky, Georgia, Virginia, North Carolina, and Tennessee experienced a lesser number of environmental problems among such as: severe soil erosion, large-scale deforestation, flooding of River Tennessee, high rate of unemployment, and various housing problems, famine, poor inland water transport due to many waterfalls and rapids.
- Therefore, the Tennessee Valley Project was set up to: control Tennessee's severe flooding and improve on the inland water transport along the Nile valley. This has led to plenty of supply of wood fuel which was originally lacking.
- A natural sector that was highly modernised along the Tennessee valley. This helps the government of USA earn foreign income that is used to improve on infrastructure.
- There has been complete eradication of human diseases which used to rampant along the valley.

The significance of the transport network to the development of Switzerland
Switzerland is a European nation located in the central part of the continent. Its official name is Swiss Confederation and it is a landlocked country bordered by Italy in the south, Germany in the north, France in the west, Liechtenstein and Austria in the east. Switzerland is a small country with a total area of 41,277 sq. km. There is no coastline as Switzerland is a landlocked country.

Switzerland predominantly has temperate climate with some variation with altitude. Switzerland's topography is mainly mountainous, with central plateau region and some plains. The landmass and longitudinal extent of the country is 45° and 48°N and 5° and 11°E. Switzerland's largest city Zurich and the capital city Bern are few of the top most tourist destinations of the country. In fact, the country itself is a famous tourist destination of Europe. Swiss Alps, Jura Mountain, Lake Geneva are some of the natural tourist attractions of the country.

Switzerland is one of the least developed countries whose rapid economic development and growth is largely dependent on the railway system. Switzerland is the pioneer country to electrify her re-forestation and afforestation programme as a means to facilitate her rapid economic development.

The contribution of transport network to the development of Switzerland
- The railway system in Switzerland is important in the collection of raw materials for her industrial establishment.
- The railway system in Switzerland helped to distribute raw goods to final consumer, hence promoting trade and commerce.
- The railway system creates a lot of employment opportunities to the people of Switzerland like railway personnel.
- The railway system in Switzerland helped the country to overcome unfavourable terrain, especially in Swiss Alps.
- The railway system has a large influence on the country overcome the lack of fuel resources like petroleum and coal.
- Because of successful railway and road network in Switzerland, the Swiss people are always hired for various international consultancies.
- The railway system in Switzerland helps in diversification of the economy through providing a livelihood in transport.
In fact, the country itself is a famous tourist destination of Europe. Swiss Alps, Jura Mountain, Coniferous forests, National parks, Castles, Villas, Lakes, Jungfraujoch, Matterhorn, Zermatt, red deer, Lakes Geneva, Neuchatel, Lucerne, rivers like Rhine, Rhone, Inn, Aare are some of the natural tourist attractions of Switzerland. The Rhine Falls, first, the Bernese Bear exhibit, and third, with over 1.8 million paid entries: Zoo Basel. Tourist centres in Switzerland include: St. Moritz, Davos, Lugano, Geneva, Zurich, Lucerne, Zermatt.

The role of physical factors in the development of tourism in Switzerland:

- Strategic location of Switzerland in the centre of Europe, where there are many people with high incomes.
- Climate: Winter for skiing, Summer for skiing.
- Presence of different vegetation types like the coniferous, alpine. The tree species like fir, pines and spruce above 2,200 metres attract tourists.
- Presence of mountains ranges in Swiss Alps. These have attractive scenery such as pyramidal peaks, alps and cirques.
- Presence of many national parks in Zermern, Charil, Scoul and Four pass in Engadina valley is a major tourist attraction.
- These national parks have many animal species like reindeer, ibex, red deer live features like River Nile delta, meanders, floods plains which all attract tourists.
- Major tourist destinations include the millennia-old monuments in the Nile Valley. Principal among them are the Pyramids and Great Sphinx at Giza, the Abu Simbel temples south of Aswan and the Karnak Temple Complex of Egypt. Valley of the Kings near Luxor. Attractions in Cairo include the Cairo Museum and the Mosque of Muhammad Ali Pasha. The coast of the Sinai Peninsula has well-visited seaside resorts. Sixty-one per cent of the visitors come from western and southern Europe. Tourists from other parts of the Middle East, especially from the Arab Gulf region, account for 19% of the total number, while Americans and Eastern Europeans each represent 6% of the total and Asian tourists make up 5%.
- Major international hotels have in Egypt. These include the Four Seasons, Sheraton, Hilton and Marriott chains, among others. There are major resort complexes, especially on the Red Sea.

Approach

- Introduce your work by identifying choice country.
- Describe the status of tourism and tourist attractions in the geographical region.
- Explain the role of physical factors in development of tourism.
- Give other factors that support development of tourism.

Tourism development in Switzerland.

Switzerland is a European nation located at the central part of the continent. Its official name is Swiss Confederation and it is landlocked. It is bordered by Germany to the north, France to the west, Italy to the south, and Austria to the east. Switzerland is a small country with a total area of 41,277 sq. km. There is no coastline as Switzerland is a landlocked country. Switzerland predominantly has temperate climate with some variation with altitude. Switzerland's topography is mainly mountainous with central plains region and some plains. The latitudinal and longitudinal extent of the country is 45° and 48°N and 5° and 11° E. Switzerland's largest city Zurich and the capital city Bern are a few of the top most tourist destinations of the country.

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Approach

- Introduce your work by identifying choice country.
- Describe the status of tourism and tourist attractions in the geographical region.
- Explain the role of physical factors in development of tourism.
- Give other factors that support development of tourism.

Tourism development in Switzerland.

Switzerland is a European nation located at the central part of the continent. Its official name is Swiss Confederation and it is landlocked. It is bordered by Germany to the north, France to the west, Italy to the south, and Austria to the east. Switzerland is a small country with a total area of 41,277 sq. km. There is no coastline as Switzerland is a landlocked country. Switzerland predominantly has temperate climate with some variation with altitude. Switzerland's topography is mainly mountainous with central plains region and some plains. The latitudinal and longitudinal extent of the country is 45° and 48°N and 5° and 11° E. Switzerland's largest city Zurich and the capital city Bern are a few of the top most tourist destinations of the country.

In fact, the country itself is a famous tourist destination of Europe. Swiss Alps, Jura Mountain, Coniferous forests, National parks, Castles, Villas, Lakes, Jungfraujoch, Matterhorn, red deer, Lakes Geneva, Neuchatel, Lucerne, rivers like Rhine, Rhone, Inn, Aare are some of the natural tourist attractions of Switzerland. The Rhine Falls, first, the Bernese Bear exhibit, and third, with over 1.8 million paid entries: Zoo Basel. Tourist centres in Switzerland include: St. Moritz, Davos, Lugano, Geneva, Zurich, Lucerne, Zermatt.

The role of physical factors in the development of tourism in Switzerland:

- Strategic location of Switzerland in the centre of Europe, where there are many people with high incomes.
- Climate: Winter for skiing, Summer for skiing.
- Presence of different vegetation types like the coniferous, alpine. The tree species like fir, pines and spruce above 2,200 metres attract tourists.
- Presence of mountains ranges in Swiss Alps. These have attractive scenery such as pyramidal peaks, alps and cirques.
- Presence of many national parks in Zermern, Charil, Scoul and Four pass in Engadina valley is a major tourist attraction.
- These national parks have many animal species like reindeer, ibex, red deer live features like River Nile delta, meanders, floods plains which all attract tourists.
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