PRIMARY SIX
SELF STUDY MATERIALS
ENGLISH LANGUAGE
PRIMARY SIX
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.

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(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.

Dear Dad,

I hope this letter finds you well. I wanted to take this opportunity to express my gratitude for all the efforts you have put into keeping everyone safe during this pandemic. Your dedication and commitment to our well-being is truly admirable. I wish you many more years of good health.

Yours sincerely,

[Your Name]
SUBSIDIARY ICT P. ONE (AICT008)

1. (a) Define ICT. 
(b) Discuss ways in which ICT can be used in education.
2. Discuss the positive impact of ICT on security in Uganda.
3. (a) Differentiate between a folder and a file. 
(b) Describe the process of creating a file on a computer desktop for the first time.
4. (a) Define a utility program (01 mark) 
(b) Explain at least three utility programs and what they do.
5. (a) What is a computer laboratory? 
(b) Explain at least four computer lab rules.
6. Explain five activities that can be done during computer system servicing and maintenance.
7. (a) What is troubleshooting? 
(b) What circumstances would require troubleshooting?
8. What are the advantages of using a word processor as opposed to using a typewriter?
9. Give three examples of: 
   a. Input devices.
   b. Output devices.
10. (a) Differentiate between a magnetic storage device and optical storage device. 
    (b) What advantages can be got from using a hard disk?
11. Discuss the functions of the following: 
    a. Control Unit. 
    b. Arithmetic Logical Unit. 
    c. Registers. 
    d. Central Processing Unit.
12. (a) Define an application software. 
    (b) What application software would be applicable for the following: 
       a. Creating an inventory. 
       b. Writing a letter. 
       c. Designing business cards.
13. (a) Preparing a presentation. 
    (b) Explain at least five word processing features that would be used to make a good advert.
14. Define the following as used in spreadsheet: 
    a. Rows 
    b. Columns 
    c. Cells 
    d. Worksheet 
    e. Cell referencing
15. (a) Mention at least three computer peripherals. 
    (b) Give at least one of the functions of each of the peripherals mentioned above.
16. (a) Differentiate between a window and a perimeter system. 
    (b) Explain at least three parts of a window.
17. (a) Differentiate between the following as applied in ICT: 
    a. A virus and a worm. 
    b. A hacker and a cracker.
    c. Software piracy and network piracy.
18. (a) List any two ways in which computer viruses are transmitted. 
    (b) Explain at least three ways that can be used to protect the computer against viruses.
19. (a) Distinguish between primary and secondary storage. 
    (b) Give an example of each of the types of storage mentioned above. 
    (c) Identify one advantage of a CD over a flash disk.
20. (a) Define video conferencing. 
    (b) Mention at least three devices that you would need to participate in a video conference. 
    (c) Give at least one program application that you can use for video conferencing.

LITERATURE IN ENGLISH PAPER TWO SOLUTIONS

SUITABILITY OF THE TITLE IN DRAMA

ANSWERS

Discuss the suitability of the title to the following plays:

The Floods by John Ruganda
The Country Wife by William Wycherley
The Snake Farmers by Yusuf Serunkuma

JOHN RUGANDA: THE FLOODS

Let us first look at the literal meaning of the word “floods”. We all know what happens when there is too much rain. Though rainfall is a sign of life and blessing from God, too much of it is catastrophic. It causes death and horror to everything that lives. All those who had high hopes despair and die in agony. In the book of Genesis, The Flood of Noah’s day was a year-long global catastrophe that destroyed the world, reshaped the continents, buried billions of creatures and laid down the rock layers. It was God’s judgment on man’s wickedness. Only eight righteous people and representatives of every kind of animal were spared aboard the Ark. The floods in the Bible were a sign of purification through destruction. God wiped out the wicked so that through the few survivors, He would bring a new breed of a righteous race.

The title, The Floods then is a symbolic title. Like the biblical floods, the title suggests a symbol of destruction and terror. The symbol of the floods in the play helps the reader envisage the floods in Noah’s times to help him relate the same horror that fills the hearts of the victims of the brutality and torture at the hands of a cruel government.

There are various instances in the play that, in relation to the explanation above, make The Floods a very suitable title for the play.

The citizens are severely oppressed by the government. They are underfed, unclad, abused, whipped, raped and even killed. Through the dialogue between Bwogo and Nankya, we are meant to know that men have been deprived of the land that they fought for and the mercenaries are being used to terrorise the populace. Bwogo, who is the agent of the oppressive government, gives orders to the State Research Bureau to kill the citizens in large numbers. If anybody dared
The play, The Floods, brings out a mood of horror and melancholy. The word, “floods” instantly paints in the reader’s mind an atmosphere of chaos, fear and morose. The title is further suitable as it directly aligns itself with one of the playwright’s greatest concerns in the play, namely, the theme of political oppression. Like the Biblical floods in Noah’s times that destroyed life and fill the hearts of men with dread, ‘’government’’ in the play horrifies its citizens with brutality and torture.

WILLIAM WYCHERLEY: THE COUNTRY WIFE
A wife is a married woman considered in relation to her spouse. In country life, a country wife is a woman who is ignorant of, or not familiar with, the ways of the town. However, she remains an honest character because she does not realise when it is and is not appropriate to lie. She only lies when Pinchwife threatens her or when she is persuaded by the other characters.

YUSUF SERUNKWA: THE SNAKE FARMERS
A farmer is a person engaged in agriculture, raising living organisms for food or money. The term may also apply to people who deal in commerce of raising field crops, orchard, vineyards, poultry or other livestock mainly for lucrative purposes.

LITERATURE IN ENGLISH PAPER ONE QUESTIONS

SECTION I

But I did not want to shoot a hunter. I watched him beating his bunch of grass against his knees, with that preoccupied grandmotherly air that elephants have. It seemed to me that it would be murder to shoot him. At that age I was not a squeamish fellow about killing things, but I had that animal fear of shooting an elephant and never wanted to. (Somewhere it always seems worse to kill a large animal.) Besides, there was the beast’s owner to be considered. An elephant was worth at least a hundred pounds; dead, he would only be worth the value of his tusks, five pounds, possibly. But I had got to act quickly. I turned to some experienced-looking Burmans who had been there when we arrived, and asked them how one should flatten an elephant’s tusks. They all said the same thing: he took no notice of you if you left him alone, but he might charge if you went too close to him. If you went too close to him with a gun, he might charge, and that would be all over. He might charge you with his tusks, or with his big bad-looking tusks. They were going to have their bit of fun after all. They were going to have their bit of fun after all. The tortured breathing continued as the ticking of a clock. In the end, I could not stand it any longer and went away.

Questions

a) Suggest a suitable title to the passage.

b) What does the writer mean by the following statements?

i) “with that preoccupied grandmotherly air that elephants have.”

ii) “and asked them how one should flatten an elephant’s tusks.”

iii) “He might charge you with his tusks, or with his big bad-looking tusks.”

iv) “They were going to have their bit of fun after all.”

v) “The tortured breathing continued as the ticking of a clock.”

vi) “They were going to have their bit of fun after all.”

vi) “The tortured breathing continued as the ticking of a clock.”

vii) “They were going to have their bit of fun after all.”

viii) “He might charge you with his tusks, or with his big bad-looking tusks.”

ix) “They were going to have their bit of fun after all.”

x) “The tortured breathing continued as the ticking of a clock.”

c) Explain the conflicts that go on in the mind of the writer according to the passage.

d) Suggest reasons why the writer hesitates killing the elephant and why he suddenly decides to shoot.

e) Explain the meaning of the following words and phrases as used in the passage:

i) squeamish

ii) charged

iii) a poor shot with a rifle

iv) would see me pursued, caught, trampered on

v) sagged flabbily

vi) slobbered

vii) remnant of strength

viii) long rattling gasps

ix) great mound

x) tortured breathing

SECTION II

2. Read the following passage and answer the questions that follow:

Knowing that Mrs. Mallard was afflicted with heart trouble, great care was taken to break her to us gently as possible the news of her husband’s death. It was her sister Josephine who told her, in broken sentences, veiled hints that revealed in half concealing. Her husband’s friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard’s name leading the list of “killed.”

He had taken time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.
Questions:

a) Who is the narrator in the story?

b) i. What news does Josephine bring to Mrs. Mallard?
   ii. How does Mrs. Mallard respond to the news?
   iii. What is the poem’s intention?

iii. Songbird’s response to the news.
iv. What effect does the news have on her?

iv. Songbird is at her window. Describe her actions.

b) How are the songbirds and the songbird’s voice described?

v. The poem ends with a question. What is the question?

vi. What does the songbird ask to do?

vi. The poem ends with a question. What is the question?

vii. The songbird asks to do what?

viii. The poem ends with a question. What is the question?

ix. The songbird asks to do what?

x. The poem ends with a question. What is the question?

xi. The songbird asks to do what?

xii. The poem ends with a question. What is the question?

xiii. The songbird asks to do what?

xiv. The poem ends with a question. What is the question?

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xxvii. The songbird asks to do what?
ECONOMICS PAPER ONE ANSWERS (AECO007)

SECTION A

1. a) A change in demand refers to an economic situation where more or less units of a commodity are demanded at a constant price brought about by a change in other factors. Change in demand refers to an increase or decrease in demand for a given product brought about by changes in other factors affecting demand for it except its price/ when the price is constant.

b) i) Collusion Oligopoly enter into a cartel arrangement of independent producers that determines the output supplied on market and the price e.g. OPEC.

ii) The demerits of collusion oligopoly include:
- There is limited employment creation due to existence of a few firms, and restricted entry of new firms.
- It leads to limitedentrepreneurial development/limited investment due to restricted entry for new firms.
- Strong cartels exert pressure on government, hence limits the use of a tool of political agitation.
- It leads to underutilisation of available resources due to operation at excess capacity.
- It leads to production of limited variety of goods due to the supply quotas imposed on firms by the cartel.
- It leads to exploitation of consumers through overcharging due to collusion of firms.
- It leads high costs of production due to intensive sales promotional activities/high prices of the final products due to high costs of non-price competition.
- It leads to duplication due to production of similar products.
- It worsens the problem of income inequality in an economy due to supernormal profits enjoyed by the oligopoly firms under collusion.
- It leads to collapse of small firms due stiff competition.
- It distorts consumer choices due to widespread persuasive advertising for the products.

c) Consumption expenditure refers to the total expenditure on goods and services which provide utility in the current period, while investment expenditure refers to the total expenditure on capital goods/assets that are used to produce other goods and services. Investment expenditure is also defined as expenditure on capital goods/assets that are used to produce other goods and services.

2. a) Factors that affect the effectiveness of economic development planning in an economy include:
- Availability of funds from within and abroad makes the implementation of plans much easier.
- Improvement in economic certainty/ economic climate. This has encouraged people to borrow and invest.
- Improvement in the political atmosphere has encouraged investment due to confidence about profitability prospects of the economy. It has taken out loans, hence leading to an increase in credit creation.
- Expansionary monetary policy by the central bank e.g. lowering bank rates and buying back government bonds. This has led to an increase in credit creation as more money is available for lending.
- Increase in the size of number of bank deposits/increase in the level of savings that availed larger sums of money for banks to lend.
- Increase in number and distribution of commercial banks has reduced competition among commercial banks in the sector, resulting in an increase in the level of credit creation.
- Increase in income of the population has encouraged more savings, leading to an increase in credit creation.
- Reduction in the size of the subsistence sector/increase in the level of monetisation of the economy. This has increased demand for loanable funds as people use money as a medium of exchange, hence leading to an increase in the level of credit creation.

NOTE: The factors that cause a change in demand are generated from the determinants of demand, hence the change in the commodity’s own price. Words that can be used when stating the point include; Change in, shift in, variations in … Avoid words like high/low in your explanation.

Use words like increase, rise, decrease, decline, fall, etc.

b) i) The factors that cause a change in demand for a commodity include:
- A change in the price of its substitutes.
- A change in prices of its complements.
- A change in the level of consumers’ income.
- A change in the population size.
- Expectation of a future change in the price of the commodity.
- A change in government policy of taxation and subsidisation.
- A change in the level of advertisement for that commodity.
- A change in season for the commodity.
- A change in tastes and preferences towards the commodity.
- A change in the quality of the commodity.
- A change in the economic conditions.
- A change in the nature of distribution of income in an economy.

2. ii) The factors that cause a change in demand for a commodity include:
- A change in the price of its substitutes.
- A change in prices of its complements.
- A change in the level of consumers’ income.
- A change in the population size.
- Expectation of a future change in the price of the commodity.
- A change in government policy of taxation and subsidisation.
- A change in the level of advertisement for that commodity.
- A change in season for the commodity.
- A change in tastes and preferences towards the commodity.
- A change in the quality of the commodity.
- A change in the economic conditions.
- A change in the nature of distribution of income in an economy.

NOTE: The factors that cause a change in demand are generated from the determinants of demand, hence the change in the commodity’s own price. Words that can be used when stating the point include; Change in, shift in, variations in … Avoid words like high/low in your explanation. Use words like increase, rise, decrease, decline, fall, etc.

b) i) Change in demand refers to an increase or decrease in demand for a given product brought about by changes in other factors other than the commodity’s own price. Change in demand refers to an increase or decrease in demand for a given product brought about by changes in other factors affecting demand for it except its price/ when the price is constant.

ii) Factors that influence the level of consumption in an economy include:
- Availability of statistical data/information on population and levels of disposable income as sound targets are set, while limited information means unrealistic targets and objectives.
- The political climate. Political stability provides a conducive climate for plan implementation since facilities are safely kept, hence facilitating successful plan implementation while political instabilities destroy facilities for plan implementation.
- Availability of skilled manpower simplifies plan implementation while limited skilled labour limits plan implementation since it is difficult to identify viable projects.
- The level of external/foreign influence. A high level of external influence impedes implementation of plans since approvals and funding come from donors, while a low level of external influence eliminates bureaucracy.
- The economic climate/rate of inflation. A high rate of inflation limits successful implementation of plans since the money value keeps fluctuating.
- The rate of corruption. High rates of corruption by the plan implementers leave insufficient resources for establishment of projects while a high degree of accountability ensures success of plan implementation.
- Level of development of infrastructure. Well-developed infrastructure facilitates easy and cheaper movement of resources and manpower for plan implementation.
- Natural factors. Conducive natural factors like good climate make it easy to realise the plan objectives, especially in the agricultural sector while occurrence of natural disasters like drought disrupt the process.
- Will by the people and government. High degree of will by the people and the government make plan implementation successful since the masses easily rally behind the government to support the process while limited will by the people and government leads to resistance towards plan implementation, thus failure.
- Degrees of interference by politicians. A high degree of interference by politicians limits implementation of plans because they may divert resources to other projects or areas that suit their private and political interests.
- The degree of responsiveness of the private sector. Some of the plans made by the central authority are indicative. Government provides incentives, such as tax incentives to the firms to invest in particular sectors, but because private sectors are not under direct control of government and are profit-driven, they may not respond to the inducements, hence failure of indicative plans. Plan implementation is successful where private sector firms respond positively to government inducements.
- The degree of ambitiousness of planning. Some plans require more resources than those that can be sourced both locally and abroad, hence failure of plan implementation while plans that require minimal resources become easier to implement hence success of plan implementation.

NOTE: The question is neutral and so should the answers. Clearly show how the point either leads to successful plan implementation or inhibits the effective plan implementation.
(b) Benefits of economic development planning in an economy.
- Enables proper allocation of scarce resources.
- Facilitates equitable distribution of incomes through the use of measures such as progressive taxation, subsidies, and other development planning.
- Corrects the deficiencies of price mechanism, especially during periods of rapid structural changes. Price mechanism does not provide for social and economic infrastructure which requires huge capital investment, emergencies like floods, harmonious development of all the sectors, hence a need for planning.
- Helps to solve the unemployment problem through stimulating private and public investment.
- Used in soliciting for foreign aid. Government uses it to show potential donors planned revenue and expenditure to get them to close the budgetary deficits.
- Helps to relate present activities to future activities. Planning makes sequencing of projects possible.
- Enables harmonious and consistent use of resources. Planning leads to harmonious and consistent use of resources by avoiding duplication of projects.
- Ratifies public co-operation in the development process, hence winning political support.
- Aids in maintaining price stability by influencing production levels. In times of inflation, measures such as reducing government planned expenditure, increasing direct taxes to reduce aggregate demand and measures to stimulate production and aggregate supply are undertaken. All done through planning.
- Helps to correct balance of payments problems. Planning enables government to undertake strategies that aim at improving the country's earning abroad.
- Helps in determining the rate of economic growth and development. Planning enables government to set growth targets and carry out measures of achieving them.
- Helps to reduce economic dependence/promotes self-reliance. Planning reduces dependence on external resources by raising revenue locally, say through import substitution.
- Enables identification of areas suitable for public and private investment. Planning enables government to identify sectors where highly profitable campaigns are attractive to private investors for a country’s development.

3) Multinational corporations are international companies which have their headquarters in one country, but with a number of affiliate branches and areas of operation in other countries; in both developed and developing countries. Examples are: Coca-Cola, Callex, Shell, MTN etc.

4) Role of education in the development of an economy.
- Promotes the development of skills and knowledge.
- It facilitates innovations and inventions through research.
- It enables creation of more employment opportunities.
- It reduces illiteracy, which reduces backward latitudes.
- It facilitates easy implementation of government policies.
- It reduces government expenditure on hiring expatriates.
- It encourages industrial development. The skilled labour like mechanical engineers are hired in industries.
- It facilitates rural transformation by setting up schools in rural areas, sending agricultural officers to rural areas to teach rural farmers the modern farming methods.
- The education sector creates linkages with other sectors. E.g. industries are established to produce goods needed in education institutions like books, etc.
- It is a source of revenue to government through taxation the private education institutions and employee salaries.
- It promotes international relations due to educational exchange programs with other countries.
- It encourages the development of infrastructure. The education institutions have to be connected to well-developed roads, telephone facilities, water supply, etc.
- It accelerates economic growth/GDP.

NOTE: For questions on the role that involve the words EXPLAIN, WHAT IS and DISCUSS the role. Give only positive role.

5) Marginal productivity theory of distribution states that a factor of production should be paid a reward which is equal to the marginal revenue product (MRP) of the physical product OR It states that a factor should be paid a price equivalent to the marginal revenue product.

Illustration of the marginal productivity theory of distribution

Where:
- ARP is average revenue product.
- VMRP is value of marginal revenue product.
- QOs: units of factor service employed.
- OPs is the factor price.

From the diagram above, the factor price is determined at a point where ARP = MRp. Thus each factor service is paid OPs price according to the value of its marginal revenue product.

Assumptions of the theory are:
- They assume that all units of factors of production are identical.
- Output can be quantified into measurable units.
- The marginal product of a factor of production can be calculated.
- The marginal product is the number of factors of production.
- It assumes full employment of factors of production.
- It assumes perfect knowledge in the factor market.
- It assumes perfect competition in the factor market.
- It assumes full employment of factors of production.
- It assumes that the demand for labour is equal to the supply of labour.
- It assumes that the demand for capital is equal to the supply of capital.
- It assumes that the demand for land is equal to the supply of land.
- It assumes that the demand for entrepreneurship is equal to the supply of entrepreneurship.
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To a larger extent, the theory is inapplicable/irrelevant because of the following criticisms.
- The assumption that all units of a service are homogeneous is unrealistic. Fertility of land, for example, differs from one piece of land to another. Likewise, labour efficiency differs from worker to worker.
- Factors are not perfectly mobile between different employments. In reality, factors are mainly immobile. Perfect mobility does not exist. The market situation. I.e. it does not exist in the factor and product markets. Factors are exploited by paying them lower than their marginal productivity.
- Factors are not fully employed as assumed by the theory. There are cases of unemployment and underemployment of factors of production.
- The assumption that factor units are divisible and, therefore, can be increased by small quantities does hold true. Some factor units are not divisible.

The theory states that the entrepreneurs are motivated by profit maximisation. This is not true because some entrepreneurs are motivated by other factors.

Productivity is not a result of one factor alone hence difficulty in determining the contribution of each factor to marginal output.
- Assumptions the law of diminishing returns which is unrealistic, especially with improved technology.
- The value of marginal product is not necessarily equal to the value of factor utilised to produce it, but determined by other factors like forces of demand and supply.
- Government legislation of factor prices is not taken into consideration by the theory.
- It ignores the fact that factor rewards can be bargained for such as the wage rate for labour.
- It ignores the effects of historical factors in determining factor rewards, e.g. the inherited wage/salary structure.

To a minor extent, the theory can be applicable.
- The payment to a factor according to the value of its marginal product can be used where output can be quantified.
- Some factor inputs are relatively homogeneous e.g. unskilled labour, farm land and money capital.
- Technology in many developing countries has tended to be rudimentary, therefore, the theory can be applicable.
- The government has no influence over factor rewards in the private sector.

6) Full employment is a situation in which everyone who is capable of work at the prevailing wage rate is capable of getting a job OR It is a situation in which the rate of unemployment in an economy is less than 3% of the physically possible force OR It is an economic situation in which productive resources are fully utilised, while under-employment refers to a state of underutilisation of labour. OR It is that situation where labour works for less than the prescribed hours of work per day or per week or per month.

NOTE: It should be noted that full employment is not the same as zero unemployment because in the real world it is not possible to employ all the labour force at a given time.

b) It is difficult to attain full employment because:
- Poor education systems reduce manpower planning. Labour supply exceeds its demand, making it hard to attain full employment.
- Technological development/substitution of labour with machines.
- Poor land tenure system. There is limited access to more land to expand investments leading to low job creation.
- Discrimination in the labour market on the basis of race, ethnicity, religion, national political affiliation etc.
- Unfavourable climatic seasons.
- High population growth rate, which causes excess labour relative to demand for labour.
- Rural-urban migration, flooding urban centres with more job seekers than the available job vacancies.
- Physical and mental incapacitation. Some individuals who have physical impairment are considered less efficient and are not hired by employers.
- Limited capital. Investors fail to acquire the inputs for use in production. This leads to low levels of investment, thus low job creation.
- Limited investment incentives increase production costs, leading to low levels of investment this few jobs created.
- Small market size/low aggregate demand. This results in low sales, limiting expansion of firms, thus fewer jobs.
- The retribution policy. This involves laying off some civil servants to reduce government expenditure.
- Break-down of the production process. Fewer people are employed and this increases the number of job seekers.
- Underdeveloped infrastructure increase costs of production and low profit margins, leading to low investment, thus few jobs created.
- Limited entrepreneurial skills. There is inefficiency due to poor organisation of factors of production. This limits expansion of firms and fewer jobs are created.
- The large subsistence sector. There is low drive to provide commodities.Fund and this limits investment.
- Low level of accountability. Funds meant for job creation are diverted for personal gains.
- Political instability. Investors fear for their lives and property which limits expansion of firms to create more jobs.

NOTE: Reasons why it is difficult to attain full employment level in an economy are the same as causes of unemployment.

7) There are two forms of government expenditure:
- Recurrent/consumption/expending expenditure is the day-to-day spending of government aimed at maintaining Turn to page Vi
GEOGRAPHY ONE SOLUTIONS (AGE0006)

Mapwork
1. a) Grid reference of the; i) Dam near OPIT- 423892
   ii) Feature found at grid reference 409973: Air
   b) i) Direction of flow of river Otwala: Flows from
   South East to North West direction.
   ii) Bearing is 270˚
   iii) The railway line trends from 123˚ to 303˚
   (We accept ± 2˚)

2. a) A LANDSCAPE SKETCH OF THE AREA SHOWN
    ON THE PHOTOGRAPH SHOWING: THREE
    PHYSIOGRAPHIC REGIONS, TWO LAND USE TYPES
    AND TWO VEGETATION TYPES

   b) Relationship between land use types and relief in the
   area shown in the photograph.
   q There is forestry in the right middle ground within the
   foot hills due to presence of fertile soil eroded from above.
   q There is transport and communication in the broad
   flat valley within the fore ground.
   q There is settlement within the foot hills in the left
   middle ground.
   q There is no settlement with in the steep slopes due to
   difficulty to move construction materials and increased
   soil erosion.
   q There is crop growing with in the foot hills and gentle
   slopes. This is carried out on terraced land.

   c) Problems facing land use types shown in the
   photograph.
   q Soil erosion which reduces the fertility of the soil due to
   steep gradient.
   q Landslides due to heavy rainfall and steep gradient.
   q Insecurity affecting settlement due to remoteness.
   q Dusty road because the road is not of tarmac, the
     road also becomes impassable during the rainy season.
   q Insecurity affecting settlement due to remoteness.
   q There is crop growing with in the foot hills and gentle
   slopes. This is carried out on terraced land.

e) Reasons for the land use types in the area shown
   on the map:
   i) Trade and commerce in the grid square 4189 due to
   dense population, well-developed transport
   network for transporting goods.
   ii) Wildlife conservation and Tourism due to
   presence of a Forest Reserve (FR) in the grid
   square 4289 and well-developed transport
   network to ease movement of tourists.
   iii) Fishing due to presence of rivers such as; Otwala,
   Laminamak, Lokome.

SECTION A:

1. (a) (i) Define the term wealth.
   (ii) Mention three merits of social wealth in Uganda.
   (b) (i) Distinguish between industrial inertia and footloose
   industries.
   (ii) State two positive implications industrial inertia in Uganda.
   (c) (i) Distinguish between a customs union and a common market.
   (ii) State two limitations to the effective operation of the
   East African Community.
   (d) (i) Define supply price.
   (ii) Given that the supply price of a factor is Shs.
   350,000. Given that its economic rent is a half of the
   supply price. Calculate its market price.
   (e) Distinguish between liquidity preference and liquidity ratio.
   (ii) Give any two reasons for the high liquidity
   preference in Uganda.

SECTION B:

2. (a) Differentiate between Elasticity of labour supply and
   elasticity of demand of labour.
   (b) What factors have affected the rate of increase in supply
   of labour in Uganda?
   (c) Why have monopoly tendencies increased in Uganda.
   (b) Explain the measures that have been taken to control
   monopoly tendencies in Uganda.
   4(a) Describe the objectives of the monetary policy in Uganda.
   (b) What factors have favoured the successful
   implementation of the monetary policy in Uganda?
   5(a) Explain the reasons for the existence of private sector in Uganda.
   (b) Discuss the measures that can be taken to improve
   the performance of the private sector in Uganda.
   6(a) Distinguish between agricultural modernisation and
   agricultural transformation.
   (b) Examine the factors that limit modernisation of
   agriculture in Uganda.
   7(a) Why did the minister of Finance present an unbalanced
   budget for the next financial year 2020/2021?
   (b) Suggest measures of reducing deficits in Uganda’s
   national budget.
e) The photograph could have been taken from Kisoro district in southwestern Uganda due to presence of rolling hills in the area.

**SECTION B:**

3. The plate tectonic theory in relation to landform development.

Developed from the 1950s through the 1970s, plate tectonics is the modern version of continental drift, a theory first proposed by scientist Alfred Wegener in 1912. Wegener did not have an explanation for how continents could move around the planet, but researchers do now. Plate tectonics is the unifying theory of geology, said Nicholas van der Elst, a seismologist at Columbia University's Lamont-Doherty Earth Observatory in Palisades, New York.

Tectonic theories attempt to explain why mountains, earthquakes, and volcanoes occur where they do, the ages of deformational events, and the ages and shapes of continents and ocean basins.

The driving force behind plate tectonics is convection in the mantle. Hot material near the Earth's core rises and colder mantle rock sinks. It's kind of like a pot boiling on a stove," Van der Elst said. When the convection drive plates tectonics through a combination of pushing and spreading apart at mid-ocean ridges and pulling and sinking downward at subduction zones, researchers think. Scientists continue to study and debate the mechanisms that move the plates.

Plates are composed of lithosphere, about 100 km thick, which float on the flexible asthenosphere. While the continents do, indeed, appear to drift, they do so only because they are part of larger plates that float and move horizontally on the upper mantle asthenosphere. The plates behave as rigid bodies with some ability to flex, but deformation occurs mainly along the boundaries between plates.

There are three types of plate boundaries:

- **Divergent Plate Boundaries**, where plates move away from each other.
- **Convergent Plate Boundaries**, where plates move toward each other.
- **Transform Plate Boundaries**, where plates slide past one another.

Divergent Plate Boundaries. These are oceanic ridges, where new oceanic lithosphere is created. As the overlying plate lifts up, it forms mountain ranges. These convergent boundaries also occur where a plate of ocean diveres in a process called subduction, under a landmass.

Ocean-ocean convergences, one plate usually dives beneath the other, forming deep trenches like the Mariana Trench in the North Pacific Ocean, the deepest point on Earth. These types of collisions can also lead to underwater volcanoes that eventually build up into island arcs like Japan. If the subduction occurs beneath continental crust, a continental volcanic arc is produced (such as the Cascades of the western U.S. or the Andes mountains of the South America).

Sediment deposited along the convergent margin and particularly in the trench will be deformed by thrust faulting. This will break the rocks up into a chaotic mixture of broken, jumbled, and thrust faulted rock know as an accretionary prism. Where plates serving landmasses collide, the crust crumple and buckles into mountain ranges. India and Asia crashed about 55 million years ago, slowly giving rise to the Himalaya, the highest mountain system on Earth. As the mash-up continues, the mountains get even higher. Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today.

If one of the plates has continental lithosphere on its margin, the oceanic plate will subduct because oceanic lithosphere has a higher density than continental lithosphere.

Convergent Plate Boundaries:

- When a plate of dense oceanic lithosphere moving in one direction collides with a plate moving in the opposite direction, one of the plates subducts beneath the other. This occurs an oceanic trench forms on the sea floor and the sinking plate becomes a subduction zone. The Wadati-Benioff Zone, a zone of earthquakes located along the subduction zone, identifies a subduction zone. The earthquakes may extend down to depths of 700 km, before the subducting plate heats up and loses its ability to deform in a brittle fashion. As the oceanic plate subducts, it begins to heat up, causing the release of water into the overlying mantle asthenosphere. The water reduces the melting temperature and results in the production of magmas. These magmas rise to the surface and create a volcanic arc parallel to the trench.

- If the subduction occurs beneath oceanic lithosphere, an island arc is produced at the surface (such as the Japanese islands, the Aleutian Islands, the Philippine islands, or the Caribbean islands).

4. Influence of river action in its torrent stage on landform development in East Africa.

**Approach**

- Define a river.
- Describe the characteristics of a river in torrent (youthful/upper) course.
- Describe the processes of river erosion.
- Connect the processes to different landforms with illustration and examples.

A river is a large natural stream of water flowing in a channel to the sea, lake or another river. River performs three major functions of erosion, transportation, and deposition. Erosion is dominant in the youthful/torrent stage of the river.

River erosion occurs where a stream has excess energy to erode its banks and bed through abrasion, hydraulic action, solution and attrition. Abrasion is the process of erosion through the rubbing or hitting river of materials that are carried by river (load). Solution is process through which river valley is eroded by the solvent action of water as it flows over the soluble rock.

Hydraulic action is the sheer force of water the river uses to erode its banks and bed. Attrition is the process by which fragments carried by the river hit and collide with each other and also with protruding rock out cots on river bed and banks and they reduce in size.

The torrent stage of the river is associated with the following features:

- The V-shaped valley
- Gorge
- River Canyon
- Water fall
- Rapids
- Potholes
- Punge pools
- Interlocking spurs.

V-shaped valleys are formed due vertical erosion which exceeds the lateral (horizontal) erosion. As the valley floor deepens, the sides are worn back by weathering and mass wasting leading to a V-shaped valley.

A Gorge is a narrow, steep sided river valley. It is formed due to over deepening of the valley floor by vertical erosion. Examples are the Mitano gorge on river Bireia in South Western Uganda.

A river Canyon is similar to a gorge in formation. When a gorge is extremely over deepened due to prolonged undercutting of the valley successively, it turns into a canyon. Example Kalambo river canyon in Tanzania.

A Waterfall is a sharp break in the bed of a river that causes water from river to fall off in one jet. Waterfalls are formed in several ways:

- Differences in rock hardness into which river is cutting that is, when a hard rock layer lies across a river course. The soft rocks are eroded and the water drops on reaching the edge of hard rock.

- Example, Ssezibwa falls in Mukono-Uganda.

Water falls can also be formed due to faulting which causes fault scarps where river flows over. Example Murchison falls. Plunge pools are formed by waterfalls which flow over soft rock that alternates with hard rock. It forms at the base of waterfall where the force of the fall digs a hole in the soft rock.

Example on river Tana-Yatta plateau in Kenya.

- Rapids are closely related to waterfalls and are formed due to resistant intrusion of rocks. The river flows here is very fast and uneven over hard rocks which dip gently downstream.
- Potholes are round/oval shaped holes in the bedrock of a river bed formed due to saltation and traction movement of large pebbles and boulders that hit against the valley bed as they are rolled through. There are number of potholes on river Athi in Kenya.

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Coral reefs are rocks composed of organic materials and are formed from the accumulation of the skeleton of dead ocean animals called coral polyps. When the coral polyps die, their skeletons accumulate and pile up to form rocks called coral reefs. The skeletons are deposited to the coast by waves and then cemented by calcium carbonate salts that are contained in the bones of the coral polyps. The conditions necessary for coral reef formation include: warm salty and well-oxygenated water. The water must be deep enough between 40-60 metres. Plenty of planktons and no strong waves. The process responsible for coral reef formation begins with death of coral polyps, accumulation of their skeletons on the continental shelf, compaction, cementation and finally hardening of the landform. There are three types of coral reefs:

- Fringing reef: This forms close to the coast, has a narrow and shallow lagoon. Fringing reefs can be found around Kilifi and Tiwi along the East African Coast.
- Barrier reef: This forms far away from the coast. It is separated from the mainland by a wide and deep lagoon. Fringing reefs can be found around Mayotte Island between Madagascar and the East African coast.
- Atoll reef: This appears like a circular array of rocks around an island when viewed from above. It has a wide, flat and shallow lagoon.

There are three major theories of coral reef formation. These include:

- **Darwin's theory of subsidence:** According to Charles Darwin, coral reefs form on submarine platforms which float on molten rocks. Consequently, the platform begins to sink (subside) and as a result, coral reef on top begin to grow upwards in order to maintain its position at the water level. The growth is upwards and outwards at the same rate of the subsidence. Darwin further observed that coral reefs start as fringing reefs but later turn into barrier coral reefs due to subsidence.

- **Daly's theory of glacial control:** According to Daly, coral reefs grow with changing level of the sea. He suggested that glaciation is the major cause of these changes in sea level. According to Daly, coral reefs started with fringing reefs before glaciation. However, during glaciation, sea level fell and the coral reefs stopped growing because of cold temperatures. Due to the fall in the sea level, wave erosion reduced the fringing reefs and eroded them to sea level. After glaciation, warm temperatures returned and glaciers melted, leading to a rise in sea level. As a result, the coral reefs started to grow upwards again, forming a barrier reef.

- **Murray's theory of antecedence (uplift):** According to Murray, coral reefs are built on submarine platforms which are slowly uplifted (raised) by accumulation of pelagic deposits (sediments deposited beneath deep ocean waters that are rich in the remains of microscopic organisms). When the pelagic deposits accumulated enough in the sea level, coral reefs started to form until a fringing reef developed. Murray believed that fringing reefs then form the barrier reef. He further suggested that tops of some islands were eroded by wave action, forming a platform on which Atoll coral reefs formed.

**Criticism of Daly's theory:** Daly assumed that coral reefs did not grow during glaciation (ice age) due to cold temperatures but resumed growing after glaciation. One wonders how something dead can resume growing.

**Murray's theory of antecedence (uplift) level:** According to Murray, coral reefs are built on submarine platforms which are slowly uplifted (raised) by accumulation of pelagic deposits (sediments deposited beneath deep ocean waters that are rich in the remains of microscopic organisms). When the pelagic deposits accumulated enough in the sea level, coral reefs started to form until a fringing reef developed. Murray believed that fringing reefs then form the barrier reef. He further suggested that tops of some islands were eroded by wave action, forming a platform on which Atoll coral reefs formed.

**Criticism of Murray's theory:** It is much easier for wave action to erode a way the pelagic deposits, which are unstable. Pelagic materials accumulate very slowly over time and could not account for the marine platforms on which coral reefs are built.