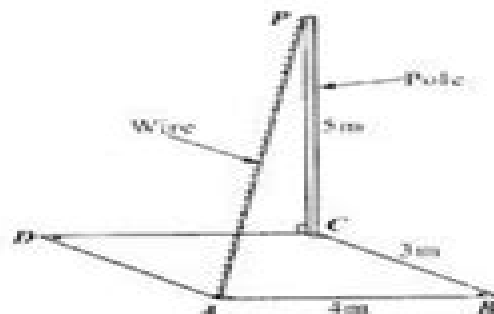


$4AX = 3AB$ . Find the position vector of  $X$  in terms of  $a$  and  $b$ .

9. An examination body pays its setters Shs 100,000 as basic fee and Shs 8,000 for each question set. A withholding tax of 6% is deducted from a setter's gross pay. ~~Okot~~ set ten questions. How much was his net pay?
10. The figure below shows a vertical pole,  $CP$  of height 5 m standing on a rectangular horizontal slab  $ABCD$ .  $\overline{AB} = 4$  m and  $\overline{BC} = 3$  m.  $PA$  is a wire that supports the pole.



Calculate the angle between the wire  $PA$  and the slab  $ABCD$ .

### SECTION B

11. A group of 84 tourists were asked whether they had ever visited Gulu, Mbarara or Soroti. The number of tourists who had visited Gulu was equal to the number of tourists who had visited Mbarara. 54 had visited Soroti. 14 had visited Soroti and Gulu only. 12 had visited Soroti and Mbarara only. 16 had visited Gulu and Mbarara only. 13 had visited all the three towns. 8 had not visited any of the towns.
- (a) Represent the given information on a Venn diagram.
- (b) How many tourists had
- visited Mbarara?
  - not visited Gulu?
- (c) Given that a tourist is selected at random, what is the probability that the tourist had visited two towns only?
12. Towns  $P$  and  $Q$  are 100 km apart. A pick-up starts from town  $P$  at 5.00 am at a steady speed of 30 km/h for 1 hour. It increases its speed to 100 km/h until it reaches town  $Q$ . At 5.30 am, a taxi starts from town  $Q$  towards  $P$  at a steady speed of 60 km/h until it breaks down 1½ hours later.
- (a) On the same axes, draw distance-time graphs for the pick-up and the taxi. (Use scale 2 cm: 30 minutes on the horizontal axis and 2 cm:

(b) Use your graphs to find

- the time the taxi and the pick-up passed each other and how far they were from  $P$ .
- how far the taxi was from town  $Q$  when it broke down.
- the time the pick-up reached town  $Q$

13. (a) Evaluate  $\frac{2\frac{1}{2} + \left(\frac{3}{5} + 1\frac{1}{2}\right)}{1\frac{1}{2} - \frac{3}{4}}$

(b) A lake occupies an area of 43.75 km<sup>2</sup>. What would be its area in cm, on a map whose scale is 1:250,000?

14. (a) Given that  $T = \{2, 5, 6, 8, 9, 10, 12, 13\}$  illustrate on papagrams the relations:
- "Greater than by 3."
  - "Factor of."
- (b) If  $f(x) = x + 13$  and  $g(x) = \log_{10}(x + 2)$ , find
- the value of  $x$  when  $(x) = 0$ .
  - $g(85)$ .

15. (a) A bank in a certain country buys and sells foreign currency as follows:

Currency	Buying (Shs)	Selling (Shs)
1 US Dollar (\$)	2,900	3,000
1 Pound Sterling (£)	4,650	4,700

A tourist arrived in that country with \$4500. She converted all the dollars to shillings at the bank. During her stay she spent Shs 9,900,000 and then converted the remaining shillings to Pound Sterling. Calculate the amount she received in Pound Sterlings.

(b) A generator is being sold in cash or on hire purchase. Its cash value is Shs 894,000. On hire purchase, a deposit of 50% of the cash value is made and followed by equal monthly instalments of Shs 65,000 for 8 months. Calculate the money saved when one buys the generator in cash rather than on hire purchase.

16. Given that  $OP = \begin{pmatrix} 3 \\ 4 \end{pmatrix}$ ,  $PQ = \begin{pmatrix} 4 \\ -8 \end{pmatrix}$ ,  $OR = \frac{1}{2} OQ$

and  $S$  is a point on  $\overline{PQ}$  such that, find

- $OR$
- $PR$
  - $PS$
- $OS$

17. The diagram below shows a lampshade made out of the lower part of a cone. The base radius is 28 cm, the top radius is 12 cm and the slant height is 20 cm.

# O Level Uneb Question Papers

**Christian Drosten**



## O Level Uneb Question Papers:

**Teaching Chemistry Around the World** Björn Risch, 2010 As teachers we often tend to expect other countries to teach chemistry in much the same way as we do but educational systems differ widely At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world Teaching Chemistry around the World 25 countries have participated in the project The resulting country studies are presented in this book This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries Especially in the case of the school subject chemistry which is very unpopular on the one hand and occupies an exceptional position on the other hand due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving we have to learn from each others educational systems Uganda Confidential ,2002 **Uganda Vision 2025: Background papers** Uganda,1998

National Bibliography of Uganda ,2011 **Uganda** Jörg Wiegratz, Giuliano Martiniello, Elisa Greco, 2018-11-15 For the last three decades Uganda has been one of the fastest growing economies in Africa Globally praised as an African success story and heavily backed by international financial institutions development agencies and bilateral donors the country has become an exemplar of economic and political reform for those who espouse a neoliberal model of development The neoliberal policies and the resulting restructuring of the country have been accompanied by narratives of progress prosperity and modernisation and justified in the name of development But this self celebratory narrative which is critiqued by many in Uganda masks the disruptive social impact of these reforms and silences the complex and persistent crises resulting from neoliberal transformation Bringing together a range of leading scholars on the country this collection represents a timely contribution to the debate around the New Uganda one which confronts the often sanitised and largely depoliticised accounts of the Museveni government and its proponents Harnessing a wealth of empirical materials the contributors offer a critical multi disciplinary analysis of the unprecedented political socio economic cultural and ecological transformations brought about by neoliberal capitalist restructuring since the 1980s The result is the most comprehensive collective study to date of a neoliberal market society in contemporary Africa offering crucial insights for other countries in the Global South *African Nationalism P210/1* Moses Kamya, 2002 *Parliamentary Debates (Hansard)* Uganda. Parliament, 2011 **A New**

**Educational Agenda for Uganda** ,2004 *Software Ecosystems, Sustainability and Human Values in the Social Web* Rodrigo Pereira dos Santos, Cristiano Maciel, José Viterbo, 2020-04-22 This book constitutes extended revised selected papers presented during the 8th Workshop of Human Computer Interaction Aspects to the Social Web WAIHCWS 2017 held in Joinville Brazil in October 2017 and during the 9th Workshop of Human Computer Interaction Aspects to the Social Web WAIHCWS 2018 held in Bel m Brazil in October 2018 The 5 full papers presented were thoroughly reviewed and selected from 14 submissions for WAIHCWS 2017 and 3 full papers were selected for publication from 20 submissions for WAIHCWS

2018 The authors were given the opportunity to extend and revise the papers after the conference The topics included in this volume cover the following fields connected to the social web user experience emotion analysis interoperability systems of information systems knowledge intensive processes ontology transportation domain mobile systems privacy policies digital legacy social networks recommendation models scientific events accessible web software ecosystems and sustainability

Gender Differences in Performance of Chemistry Practical Skills Among Senior Six Students in Kampala District Fredrick Ssempala, 2009 The aim of this study was to determine if there were gender differences in the performance of Chemistry practical skills among senior six girls and boys in selected mixed secondary schools in Kampala District from February to March 2004 The study participants were drawn from five mixed secondary schools in the district A total of fifty students participated half of them girls and the other half boys A cross sectional descriptive research design was used involving both quantitative and qualitative research strategies The instruments of data collection were a Chemistry practical test Quantitative analysis student questionnaires and in depth interviews Questionnaires were filled out by all students and forty randomly selected students were interviewed by the researcher The following were the findings 1 There were no statistical significant differences between girls and boys in their ability to manipulate the apparatus equipment take observation report record results correctly and compute interpret analyze results during the Chemistry practical 2 Both female and male students perceived interpreting analyzing results to be the most difficult skill to perform whereas manipulation of apparatus equipment was perceived to be the easy skill to perform during Chemistry practical by both gender 3 Girls had a poor self confidence in their ability to perform Chemistry practical as most of them 90% believed that boys are better than them Although girls performed slightly better than boys overall the skills in which boys performed slightly better than girls in recording reporting results correctly and computing interpreting analyzing results contributed a higher percentage in the assessment of Chemistry practical examinations by the UNEB examiners Hence it may be the reason why boys perform better than girls in UNEB Chemistry practical examinations and in A Level Chemistry examinations generally The recommendations were that Chemistry teachers in O Level should make sure that students are taught mole concept volumetric analysis and Ionic Chemistry and balancing equations early enough so that both girls and boys are able to compute interpret analyze results Also further research should be done on gender and Chemistry practical skill performance considering qualitative analysis practical for both O and A Level so that more knowledge is gained about the effect of gender on performance of Chemistry practical skills

**Multilingualism and Education in Africa** Ruth W. Ndung'u, Martin C. Njoroge, Daniel O. Orwenjo, 2014-10-16 This book is a must read for every language teaching professional and researcher working in a multilingual context Multilingualism and Education in Africa The State of the State of the Art is an up to date exploration and wide ranging review of the symbiotic relationship between multilingualism and education in Africa The African continent is rich in languages Most of her inhabitants are multilingual and many of the nations have embraced

multilingual education This book examines multilingualism in education from three broad perspectives multilingualism and language in education policy in Africa multilingualism as an educational resource in Africa and attitudes and challenges of multilingualism and education in Africa The book s nineteen chapters discuss these three perspectives from East West Central and South Africa All the contributors are leading authorities in multilingualism and education The chapters combine a wide range of viewpoints based on theoretical empirical and personal experiences The reader is left with a deeper understanding of the unique features of multilingualism and education in Africa that have seldom been addressed by those who experience them first hand The book demonstrates successful practices in multilingualism and education showing how African nations have determined what works for them without ignoring challenges such as policies on paper attitudes towards African languages and limited resources The benefits of multilingual education override the challenges The book s extensive coverage makes it an important resource for scholars and policy makers in the field of multilingualism and education Overall this book represents an important contribution to an important subject in education globally The editors have provided an introductory overview to the book and commentaries on the three sections

**The Triumph of National Movements and New States** Mpagi Tonny Ssewanyana,2001 *Report of the Presidential and Parliamentary Elections, 1996* ,1996

**Integrating Human Rights Education in Primary and Post-primary Institutions in Uganda** Uganda Commission for UNESCO,2012 *Report of the Presidential and Parliamentary Elections 1996* Uganda. Interim Electoral Commission,1996

**Computational Science and Its Applications -- ICCSA 2012** Beniamino Murgante,Osvaldo Gervasi,Sanjay Misra,Nadia Nedjah,Ana Maria Alves Coutinho Rocha,David Taniar,Bernady O. Apduhan,2012-06-16 The four volume set LNCS 7333 7336 constitutes the refereed proceedings of the 12th International Conference on Computational Science and Its Applications ICCSA 2012 held in Salvador de Bahia Brazil in June 2012 The four volumes contain papers presented in the following workshops 7333 advances in high performance algorithms and applications AHPAA bioinspired computing and applications BIOCA computational geometry and applicatons CGA chemistry and materials sciences and technologies CMST cities technologies and planning CTP 7334 econometrics and multidimensional evaluation in the urban environment EMEUE geographical analysis urban modeling spatial statistics Geo An Mod 7335 optimization techniques and applications OTA mobile communications MC mobile computing sensind and actuation for cyber physical systems MSA4CPS remote sensing RS 7336 software engineering processes and applications SEPA software quality SQ security and privacy in computational sciences SPCS soft computing and data engineering SCDE The topics of the fully refereed papers are structured according to the four major conference themes 7333 computational methods algorithms and scientific application 7334 geometric modelling graphics and visualization 7335 information systems and technologies 7336 high performance computing and networks

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