

PLE Mathematics 2019

SECTION A

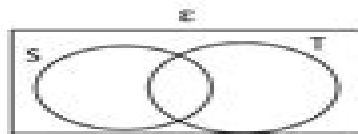
1. Work out:

$$\begin{array}{r} 5 \quad 3 \quad 4 \\ - 1 \quad 2 \quad 3 \\ \hline \end{array}$$

2. Write XCVII in Hindu Arabic numbers.

3. Simplify: $3p + p - 2p$.

4. In the Venn diagram below, shade the region $(S \cup T)'$.





5. Round off 53.86 to the nearest tenth.

6. Using a pair of compasses, a pencil and ruler only, construct a perpendicular from point onto the line segment AB below.

• C



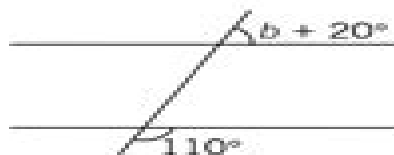
7. Change 250 grammes into kilogrammes.

8. Given that  represents 26 girls in a class and  represents 20 boys in a class, find the total number of pupils represented by.

9. Solve: $3 + m = 2(\text{finite } 5)$



10. In the diagram below, find the value of b in degrees.



11. Find the next number in the sequence.

58, 33, 17, 8, _____

12. Calculate the speed of a motorist who covered a distance of 210 kilometres in $2\frac{1}{2}$ hours.

13. Change 8_{ten} to binary system

14. Find the smallest number that can be divided by 8 or 12 and leaves 5 as the remainder.

15. A teacher deposited Sh 72,000 in a bank. After one year, the teacher earned a simple interest of Sh 3,600. Calculate the simple interest rate of the bank.

16. Study the coordinate graph below and use it to answer the questions that follow.

(a) Write the coordinates of point G.

(b) Plot the point $H(-3, 0)$ on the coordinate graph

17. A train left station K at 11 38 hours and reached station M at 14 27 hours. How long did the train take to travel from K to M?

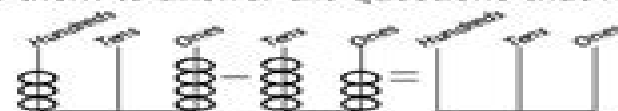
18. Find the solution set for $k + 2 < 6$.

19. A shop keeper bought 19 plates at Sh 34,200. At what price must the shopkeeper sell eac plate in order to raise a profit of Sh 3,800?

20. Mawa built a circular hut of circumference 66 metres using poles. The poles were fixed at intervals of 1.5 metres. Calculate the number of poles he used.

SECTION B

21. The diagram below represent subtraction of two numbers on abacus. Study the diagrams and use them to answer the questions that follow.



(a) Write down the numbers represented in the subtraction.

22. A class of 68 pupils was served Matooke (M) and rice (R). 30 pupils ate matooke and 2h ate rice. 7 pupils ate both matooke and rice while 9 pupils did not eat either of the foods.

(a) Use the given information to complete the Venn diagram below

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Uganda. National Assembly



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World Bank Staff Working Paper ,1978 *Uganda Confidential* ,2002 AF Press Clips ,1974 Government Handbook 2006 , Resources in Education ,1995-05 **Uganda, Country Economic Memorandum** Mark Baird,World Bank,1982 This report is based on the findings of an economic mission which visited Uganda in August 1981 The first chapter of Part I briefly reviews events prior to liberation in April 1979 events which continue to have a major impact on the Ugandan economy A discussion of developments since liberation including the new financial program is provided in Chapter 2 Chapter 3 outlines the priority areas for further action and the implications of the balance of payments outlook for aid requirements Part II is a more detailed review of the problems and issues in five major sectors agriculture industry transport energy and education The coverage of this report is by no means comprehensive due in part to the incomplete and unreliable data base as well as the World Bank s limited contact with the country over the past decade Nevertheless the report tries to identify the major issues facing the country at this time and outline some of the key components of an effective rehabilitation program **Struggle for Kenya** Robert M. Maxon,1993 This book details the evolution of British policy toward Kenya from 1912 to 1923 **Government Handbook** Uganda,2005 **Access, Quality, and the Global Learning Crisis** Sarah Kabay,2021 The global learning crisis is one of the most critical challenges facing the world today Through a case study of over 400 schools and communities in Uganda this book presents evidence that challenges the key assumption that there is a trade off between access and quality in improving basic education around the world **The Role of Intergovernmental Fiscal Transfers in Improving Education Outcomes** Samer Al-Samarrai,The World Bank,Blane Lewis,2021-07-23 The majority of the world s children live in countries where local governments are responsible for the provision of basic education services Although subnational governments manage their own education systems they often rely on transfers from the central government for funding The main purpose of this study is to assess how these fiscal transfers affect public funding for education and how they ultimately affect student schooling and learning outcomes Through a careful analysis of how fiscal transfers have affected education systems in different contexts the investigation develops a set of principles to support improvements in the design and implementation of transfer systems with a specific focus on the provision of education services The study is centered on seven country case studies that aim to answer a set of common research questions using a similar approach Country case studies were conducted in Brazil Bulgaria China Colombia Indonesia Sudan and Uganda The analysis shows that fiscal transfer mechanisms can improve the adequacy of public education spending reduce spending inequalities between regions and improve spending efficiency Moreover the study highlights that carefully designed and implemented transfer systems can help raise overall education outcomes and reduce education inequality This publication was funded by a grant from the Results in Education for All Children REACH trust fund at the World Bank REACH is supported by the government of Germany through theFederal Ministry for Economic Cooperation and Development the

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