



WEST ANKOLE DIOCESE – CHURCH OF UGANDA
S.6 ENTRANCE EXAM 2026
UGANDA ADVANCED CERTIFICATE OF EDUCATION
P250 GEOGRAPHY
TIME 3 HOURS

Instructions to candidates

- This paper is made up of 3 parts A, B and C**
- Items 3 and 5 are compulsory**
- Attempt any other two numbers and one must be from part A.**

PART A

ITEM 1

Recent paleo magnetic studies in Antarctica uncovered coal deposits identical to those in India, suggesting they were once part of the same land mass. Meanwhile, GPS data shows that Australia is drifting Northwards at 7cm per year. A debate has emerged among Geographers "is continental drift theory still relevant in explaining the current landform changes or should be revised?"

Task

Analyze the evidence provided and argue whether the continental drift theory adequately explains modern geodynamic processes. Recommend how Uganda's education curriculum should teach this theory, considering new technological advancements like G.I.S

ITEM 2

In Mbale District, landslides triggered by deforestation have destroyed 500 homes. Soil tests reveal that the top soil PH has dropped to 4.5 rendering it infertile. The government plans to enforce afforestation but locals resist, citing land shortages for cultivation.

Task

Propose a multi-stakeholder soil conservation strategy for Mbale. Integrating scientific and social-economic solutions. Evaluate the modern slope stabilization methods used in areas of steep slopes

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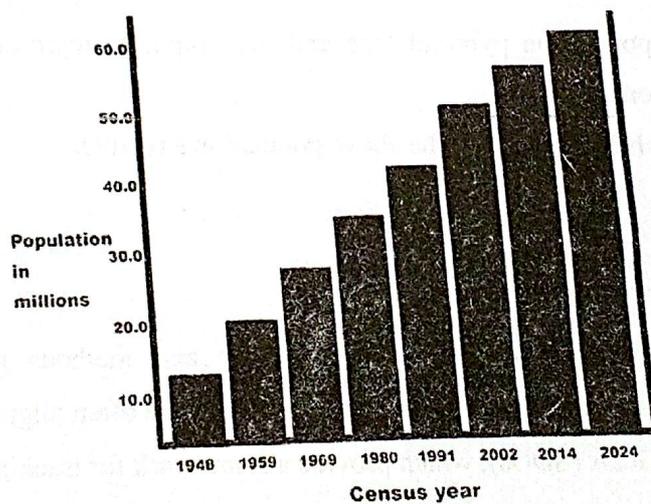
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PART B

ITEM 3

Sarah and Rose who were residents of Aliku village, were listening to CBS radio station while eating food in a restaurant and they heard on the radio that Uganda has been experiencing rapid population growth.

Sarah told Rose that the population in Uganda is rapidly increasing because of increased number of tourists who come to different parts of the country. Rose replied and said no, that it's not right, they therefore had a disagreement over that.



Task

- a) Make a write-up to help the two resolve the disagreement.
- b) The table below shows population structure (2015) of a selected country by age and gender

Age (years)	Male ('000s)	Females('000s)
0-9	5,340	5,680
10-19	4,270	4,290
20-29	3,081	4,110
30-39	1,714	2,912
40-49	1,100	1,200
50-59	720	678
60-69	412	216
70-79	150	216
80-89	52	68
90+	26	31

- (i) Draw a population pyramid (age and sex graph) to represent the above information
- (ii) State the characteristics of the above population structure.

Infantly

ITEM 4

The United Nations (UN) uses a variety of indicators and methods to measure development, focusing on various dimensions. These indicators are often aligned with the sustainable Development Goals (SDGs), which provide a framework for tracking progress towards sustainable and inclusive development.

Task

- a) Explain the key indicators
- b) Explain the key features of developing countries

Infantly
Infantry

PART C

ITEM 5

Your class of S.5 Geography organized a tour to Western Uganda. While in Kasese you spent enough time touring along River Mubuku while studying its different stages from the source to its mouth.

You were identified as a group leader and your role included explaining to the class members the features you saw along River Mubuku during the tour.

Support material



Task

- (a) Draw a sketch of the photograph and on it mark and name
 - (i) Concave bend
 - (ii) Convex bend
 - (iii) Meander neck
 - (iv) River deposits (8marks)
 - (v) Ox-bow lake
 - (vi) Water body
- (b) Using illustrations explain the formation of the features in roman (v), the meanders and any other one feature you saw in the upper course of River Mubuku (09 Marks)
- (c) You were asked to address the residents along river Mubuku, educate them on how the drainage feature can contribute to their social-economic development. (08 Marks)

pressure

ITEM 6

During one of the state of nation address the president of Uganda emphasized that Agriculture is the backbone of this country. He pointed out two case study areas including a remote, densely populated in Ankole region and he wondered how most households rely on small plots of land for crop cultivation and livestock rearing for their home consumption and how traditional methods are dominant in the area which explains why this region experiences food shortages during dry spells and he blamed agricultural officers for not helping the farmers.

Another area he pointed out was Masindi which he said has registered a growth in large scale farming of cash crops like sugarcane and maize which have been expanding rapidly, contributing to Uganda's agricultural exports, though faces challenges too. He encouraged the agricultural officers to help farmers in addressing the challenges. As someone who has knowledge about Agriculture and development you have been selected to work with agricultural officers to help farmers in the two regions;

Task

- (a) Help the farmers in the two regions to understand the forms of agriculture they are engaged in (05 marks)
- (b) While in Ankole region you talked to the farmers, explain the major challenges they are facing in the form of agriculture they are practicing (05marks)
- (c) Advise the farmers in Ankole region with practical approaches on improving their farming practice. (05 Marks)
- (d) Explain to the farmers in Masindi the merits and demerits of the form of agriculture they are practicing (10 Marks)

END