

845/1
Entrepreneurship
Education
Paper 1
(Theory)
April 2026
2 $\frac{1}{2}$ Hours



ASK INTEGRATED TEACHERS' EXAMINATIONS BUREAU LTD

Uganda Lower Secondary Certificate of Education

S.1 END OF TERM I ASSESSMENTS 2026

Entrepreneurship Education

PAPER 1

INSTRUCTIONS TO CANDIDATES:

This paper consists of Sections A and B.

Section A has three compulsory items.

Answer one item from Section B.

Answer four assessment items in all.

Any additional items responded to will not be scored.

All answers must be written in the response booklet provided.

SECTION A

Answer all items in this section

Item 1

At Sunrise Secondary School, students are debating whether **Entrepreneurship Education** is useful. Some argue it is just another subject, while others believe it prepares them for real-life opportunities. To settle the debate, the teacher asks each student to demonstrate their understanding of entrepreneurship concepts and practices.

Tasks

- a) Define the following terms to help clarify the debate:
 - i. **Entrepreneurship**
 - ii. **An entrepreneur**
- b) Suggest **two key characteristics** of an entrepreneur that make Entrepreneurship Education valuable.
- c) To show practical relevance, outline **four types of e-businesses** that are found in your community.
- d) Since agribusiness is common in Uganda, explain:
 - i) **Two types of agribusiness** commonly carried out.
 - ii) **The importance of doing business** in your community.
- e) To help students judge whether Entrepreneurship Education prepares learners for success, list **two indicators of a successful business** and **two indicators of a failing business**.
- f) Give **four forms of saving** practiced in your community that demonstrate how entrepreneurship education connects to real-life financial management.

Item 2

Lambu landing site on Lake Victoria faces challenges such as poor garbage disposal, shortage of safe drinking water, youth unemployment, insecurity, and poor housing. Businessmen also face theft, lack of banking services, and unstable power supply. Yet, the area has cultural sites that could attract tourists.

Task:

- a) With reasons, identify business ideas that the people of Lambu can generate to address these challenges.
- b) Advise the people of Lambu about the characteristics of a good business opportunity.

Item 3

At James' washing bay, youths cleaning Uganda Revenue Authority vehicles wondered why government collects taxes, acquires loans, collects fines, and receives donations. They felt this was too much revenue for one government. James promised to ask the LCI chairperson to explain.

Task:

As a student of Entrepreneurship Education, write a speech you would present to the youths explaining the uses of government revenue.

SECTION B

Answer one item from this sections.

Item 4

A student in Mbarara wants to design a simple product using locally available resources to solve a community problem, such as clean water access or safe cooking methods.

Task:

- a) Generate ideas for designing the product and explain the steps you would follow.
- b) Identify the local resources you would use and describe how the product can be made.
- c) Evaluate the effectiveness of your product in solving the problem.

Item 5

A youth cooperative in Gulu plans to open a bakery. Before they begin, they are advised to think about possible risks such as accidents, market changes, or theft.

Task:

- a) Explain three types of risks the bakery might face.
- b) Describe the factors they should consider when assessing risks in their business.

END