

**UCE IPS 612/1 STUDIO TECHNOLOGY
MARKING GUIDE 2022**

1. Elements are visual basic symbols used by an artist to create art works.
Principles are guidelines used by artists to arrange the elements of Art in an Art work.
b) Balance – equal distribution of elements of art in an art work.
Proportion – Relationship of parts of a given object or composition Rhythm (Movement)
Visual movement observed in an art work.
Harmony – relationship between elements
Variety- use of differences in terms of shapes, texture etc
2. Colour – is how the eye perceives reflected light off the surface of an object.
Emphasis/Dominance- act of developing points of interest in an art work.
b) Hue
- Value
- Intensity
3. Art of shaping objects by modeling, chiseling, carving or casting to form an ar work.
b) solids
 - planes
 - voids
 - -texture
 - -line/contours
 - -colour
4. Art of arranging pieces of a given related material together on a hard surface using glue to form a composition.
b) Collect the materials and tools
 - Get the source of inspiration and make a sketch
 - Transfer your sketch on to the background
 - Prepare the materials, cut the tesserae
 - Arrange the tesserae on the background according to the sketch
 - Apply glue on the background
 - Paste the tesserae
 - Allow your work to dry
 - Trim off unwanted bits a vanish your work
5. i) Shuttle – device that assists in storing and delivering yarn as weft.
ii) Is a frame or a hand operated/machine operated device on which weaving threads are laid in the process of weaving.
iii) A machine or housing or locally organized place where clay work is fired, to turn into a hard brittle or product.
iv) Strengthening or hardening clay before use.
v) It gives added strength and support to the flame in preparation of paper machine sculpture.
vi) Slip- used to join dry slabs and parts of clay
vii) Is a special copper tool with a bowl and narrow spout used for drawing lines and applying hot wax on fabrics.
6. a) Art of beautifying a cloth material such as cotton, by creating designs or repeated patterns
b) – Printing
 - Tie and dye - Batik - Embroidery/ stitchery
 - Applique - Quilting - Patch work
7. a) Is a fine grained firm earthy material that is plastic when wet and hardens when heated.
b) – Clay is mined - Sort all the impurities - Spread to dry - Pounding clay
 - Sieve the powder - Soak the powder in water
 - Add grog to clay until clay gets an even mass
 - Wedge and knead clay- Store clay
8. i) Place where artists work from.
ii) Materials – things used to make crafts.
iii) It refers to the art of interweaving pliable materials such as banana fibers, creepers, sisal etc to make baskets
iv) A technique where tough materials such as cane and reeds are used as warps (spokes) and soft materials as used as weft. (weaver)
v) It is the art of making and tying knots in weaving.
9. Is a temporally promotion of an idea, product or event put up in a public space for mass consumption.
b) – Title
 - Tex - Graphics/illustration - Lay out - Flow
 - Colour - Backgrounds - White space (Not so clouded)
10. – Advertising
 - Communication
 - Promoting people talents
 - Employment opportunities
 - Alerting one public (Sensitizing)

**UCE FINE ART IPS 612/2 STILL LIFE & NATURE
MARKING GUIDE 2022 PAPER 2**

Drawing	-	05
Form	-	05
Structure	-	05
Composition/Arrangement	-	13
Texture	-	7
Colour/ton	-	10
Finish/personal		$\frac{05}{05}$
Quality		

**UCE FINE ART IPS 612/5
MARKING GUIDE 2022**

Plan - Creativity

- Originality 10
- Sketches

Composition – Lay out

- Graphics space
- Elements and principles of art 10

Lettering – Type style

- Letter spacing
- Precision of letters 13
- Simplification

Colour – Balance and distribution

- Visibility
- Application 07

Function/purpose

- Impression 07
- Fitness for intended use

Finish – neatness

- Style & techniques
- Personal quality 03

**UCE FINE ART IPS 612/4 IMAGINATIVE COMP.
MARKING GUIDE 2022**

Planning/sketches	-	105
Drawing/forms structure	-	13
Colour blending/flarmony	-	10
Drama	-	05
Question interpretation	-	05
Composition/arrangement/perspective	-	07
Finish P/Q	-	$\frac{05}{50}$

**UCE FINE ART IPS 612/3 LIVING PERSON
MARKING GUIDE 2022**

DFS	-	15
Comp	-	07
Pose/M/F	-	08
Drapery	-	07
CT	-	10
PQ	-	$\frac{3}{50}$

DFS – Drawing form structure

Comp – Composition and arrangement

P/M/F – Pose mood feeling

Drapery

Ct - colour tone

P-Q – Personal quality

**273/1 GEOGRAPHY
DRAFT MARKING GUIDE 2022**

- | | |
|-------|-------|
| 1. C | 16. C |
| 2. B | 17. B |
| 3. A | 18. A |
| 4. D | 19. D |
| 5. C | 20. A |
| 6. A | 21. B |
| 7. B | 22. C |
| 8. D | 23. A |
| 9. B | 24. C |
| 10. D | 25. B |
| 11. C | 26. A |
| 12. A | 27. C |
| 13. B | 28. D |
| 14. D | 29. A |
| 15. D | 30. D |

PART I: MAP WORK, PHOTOGRAPH, FIELDWORK AND EAST AFRICA

1 COMPULSORY MAP WORK QUESTION (20MARKS)

- a) (i) The grid reference of the borehole at Paroketto 28/676 (01mk)
(ii) man-made feature found at and reference 287757 is road-junction (01mk)

- b) (i) Area covered by Albert Nile

M = full SR = 6

n = partial Sq = 34

$$M + \frac{n}{2} = 6 + \frac{34}{2} = 6+17=23 \text{ sq}$$

Since 1 and sq = 1 sqkm method = 01

Therefore 23 and 80 = 23sqkm answer = 01 (02mks)

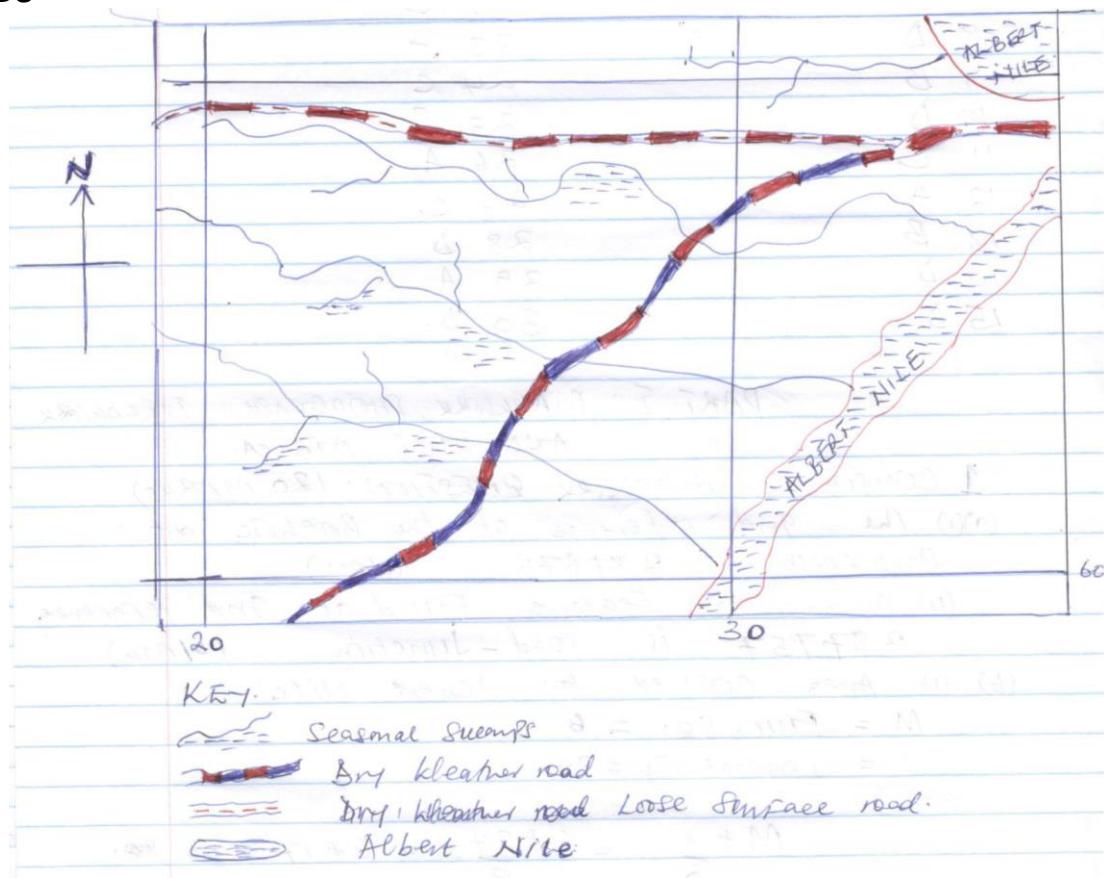
N.B: No working No answer award

Student must show how the answer was got.

ii) Distance of Gulu- Pamyimar Dry weather road is 22kms

NB: Units must be indicated for a candidate to score

- c) **SKETCHING OF PAKWACH BETWEEN EASTING 20 AND 30, ALONG NOTING 60 AND 75 SHOWING ALBERT NILE, SEASONAL SWAMPS, DRY WEATHER ROADS, LOOSE SURFACE ROADS**



d) (i) The relationship between drainage and settlement in the area shown in the map extract.

- Areas around Albert –Nile are densely settled
- Areas around seasonal swamps are poorly/less settled e.g. areas North- west of Panyigoro, around Ayila swamp, along Kopio swamp etc because they flood
- Well drained areas in the North-West, south west are well settled on.
- (any2by2=4mrk)

ii) Economic activities with evidence

- Fishing evidenced by Albert Nile, seasonal swamps
 - Transportation evidenced by dry weather roads like Panyimar-Gulu road, Gulu-Rhine camp, Loose surface road like Nebbi-Gulu road etc
 - Cotton cultivation/growing evidenced by cotton stores at pakwach, panyimar, cotton store North of Panyigoro etc
 - Tourism evidenced by rest house at Pakwach
 - Livestock rearing evidenced by boreholes at Pakwach Porroketto, Payongo
- (Any 3 = 3mks)

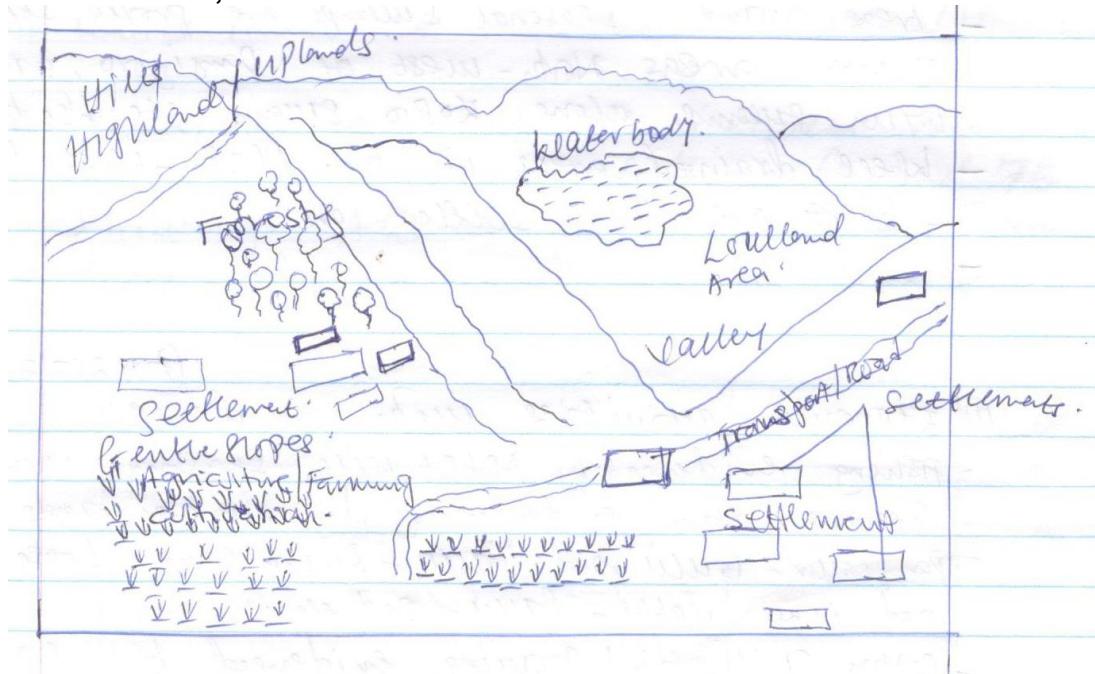
NO.2: PHOTOGRAPHY INTERPRETATION

a) Type of photograph – ground horizontal photograph

Reason

- The photo shows the skyline
- The features in the photograph appear proportional
- Features are more visible in the foreground

b) LANDSCAPE SKETCH OF THE AREA SHOWN IN THE PHOTOGRAPHY SHOWING RELIEF FEATURES, WATER BODY LAND-USE TYPES



c) Problems faced by the people living in the area shown in the photograph

- Rugged relief limits development of transport lines heading to inaccessibility evidence no roads seen
- Water borne diseases due to presence of water body in the back ground
- Floods especially those who live in the fore ground which is low lying
- Landslides which destroy people's property and life

d) Area where the photograph was taken

- Any mountains/hilly area in east Africa e.g. Elgon districts of Bududa, Mbale, Sironko, Rwenzori district of Bundibugyo, Kabarole, Kasese etc

NO.3 FIELD WORK

a) (i) Candidates are expected to come up with the topic clearly spelling out WHAT was studied and WHERE the study took place: (2marks)

ii) Candidates should clearly come up with the objectives which are closely related to the topic and specific, measurable and achievable.

Accept phrases like

- To find out
- To identify
- To assess Etc

Do not accept phrases like

- To know
 - To understand
 - To see
 - To appreciate etc
- Any 2 = 2marks

b) Cross-section of the area studied during field work:

- Should have complete title showing beginning point, end point e.g. from.....to.....
- Shaded
- Place names- local names- direction
- Key in form of labeling
- Arrows for linear features should touch the features

Any two phy features

Any man-made features = 5marks

c) Candidates should come up with relationships as observed in the field. These relationships should be between relief and land-uses e.g.

- Hill tops for settlement, construction of communication masks
- Steep areas for tree growing quarrying
- Gentle area/slopes for settlement, agric, transport
- Relatively gentle areas for settlement, agric

NB: Relationship should be illustrated with place names or direction

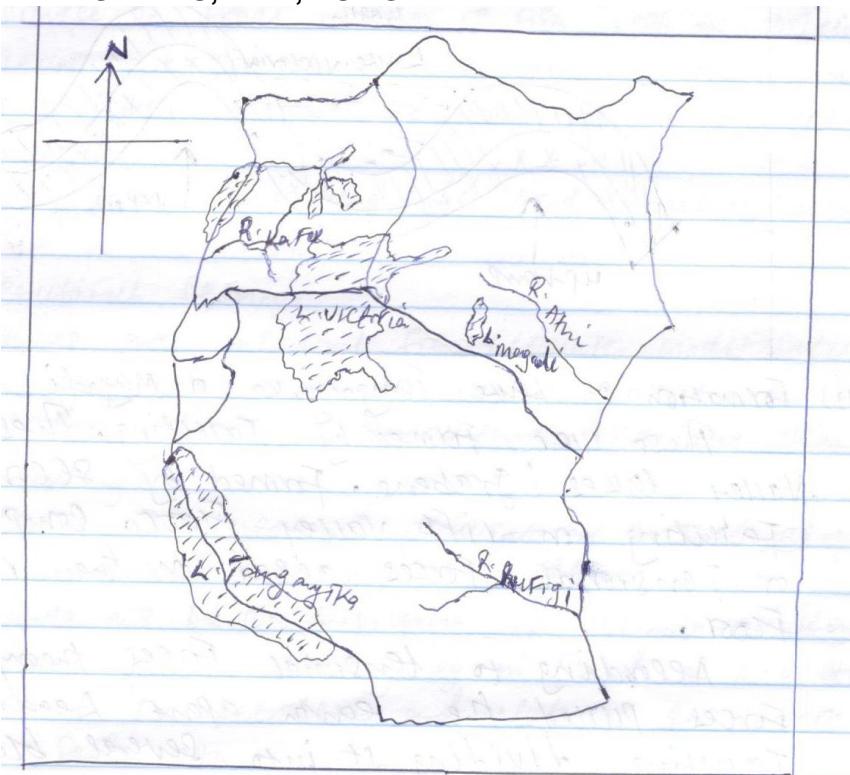
- No place name/direction No mark
 - Relationship should show accountability e.g. due to, favoured
- Any 2 relationship x 1mk = 2mks
- Any 2 evidence x 1mk = 2mks

= 4mks

d) Outlined follow-up activities

- Arranging/organizing raw data
- Presentation of findings
- Discussions of the findings
- Comparison of data
- Analysis and interpretation of data
- Polishing of/ redrawing of sketches, tables
- Making of meaningful conclusions
- Writing of final field work reports
- Dissemination of field work reports

No.4a): SKETCH MAP OF EAST AFRICA SHOWING LAKES: VICTORIA, TANGANYIKA, MAGADI, RIVERS: KAFU, ATHI, RUFIGI



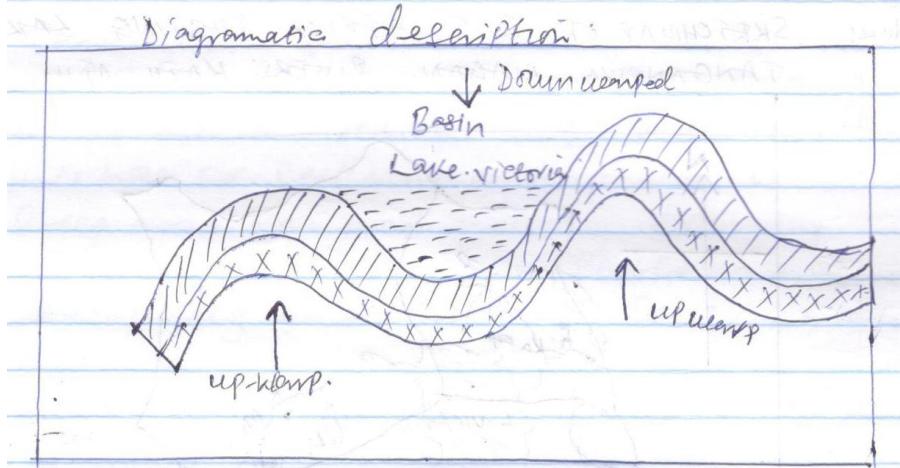
b) Describing the formation of lake

i) Victoria

Lake Victoria was formed by a process called down-warping: down warping occurred when faulting created Eastern arm and Western arms of the rift valley. These areas got uplifted/up warped while the central part in

between the two up-warped arms was down warped/sagged creating a broad shallow depression/basin-Victoria-Kyoga basins. Due to the uplift on either sides, Rivers Kafu, Katonga and Kagera that were flowing Westernwards experienced reversal of flow and Western ward into the basin. Heavy rainfall and river Kafu, Katonga and Kagera filled lake Victoria basin creating lake Victoria

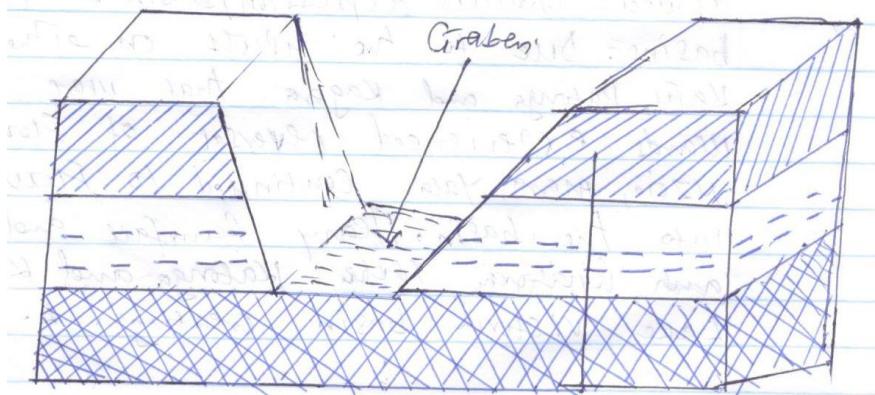
Diagrammatic description



ii) Formation of lake Tanganyika or Magadi

These were formed by faulting, these are rift-valley lakes/grabens. Formed by secondary faulting in rift valley floor. Compressive or tensional forces acted on the rift valley floor.

According to tensional forces theory, tensional forces pulled the earth apart leading to normal faulting dividing it into several blocks, continued tensional forces lead to sinking of the central block forming a rift valley (primacy faulting). The rift valley was further subjected to secondary faulting that led to smaller depressions called grabens within the main rift valley. The depression was filled with water from streams, underground or rainwater to form lakes: Tanganyika or Magadi.



4c) Economic benefits of lakes in East African

- Lakes are important fishing grounds providing a source of food in form of fish rich in proteins
 - Lakes are sources of water for domestic, industrial e.g. Lake Victoria is source of water for Uganda breweries at Luzira.
 - Some lakes have well developed beaches, which are used for tourism, education and research, due to beautiful scenery.
 - Lakes are important for climate modification through evaporation leading to formation of convectional rainfall boosting agriculture especially plantation farming.
 - Lakes are important navigational grounds across countries and internally e.g. Lake Albert is used between Uganda and DR.C.L. Victoria between Uganda and Kenya
 - Lakes promote mining e.g. in sand on L Victoria, Albert for petroleum and natural gas, Lake Magadi for soda ash
 - Lakes have been used as natural boundaries between districts e.g. Kyoga is used to demarcate Kayunga and Kamuli, internationally lake Victoria is used to demarcate between Uganda and Kenya, Tanzania, Albert between Uganda and DR. Congo.
 - Lakes are well used for settlement and urbanization due to fertile soils and heavy rainfall e.g. in Kampala-Luzira, Ggaba for Lake Victoria, Jinja, Busia
 - Lakes help to regulate the flow of rivers thereby controlling periodic flooding
 - Lakes provide water for irrigation e.g. Lake Victoria has provided water to Kakira sugar plantation
 - Lakes act as natural habitats to aquatic animals hence promoting eco-tourism
 - Lakes promote industrialization by providing raw materials to soft drink industries, sand to making, floor and wall tiles e.g. at Kapeka industries
- Any 6=06mks

d) Problems facing the use of water resources

- Strong waves hinder water transport
- Some water resources are shallow limiting use of large vessels
- Water hyacinth after all aquatic life
- Steep escarpments on fault-lakes make their utilization
- Dangerous predators like hippos, crocodiles threaten human life
- Pollution of water bodies. From industrial wastes
- Some water bodies are saline affecting their use in homes
- Accidents are rampant leading to death of users
- Interstate and internal conflicts due to need for ownership e.g. on Lake Victoria, Albert .

Any 3 = 03marks

No.5

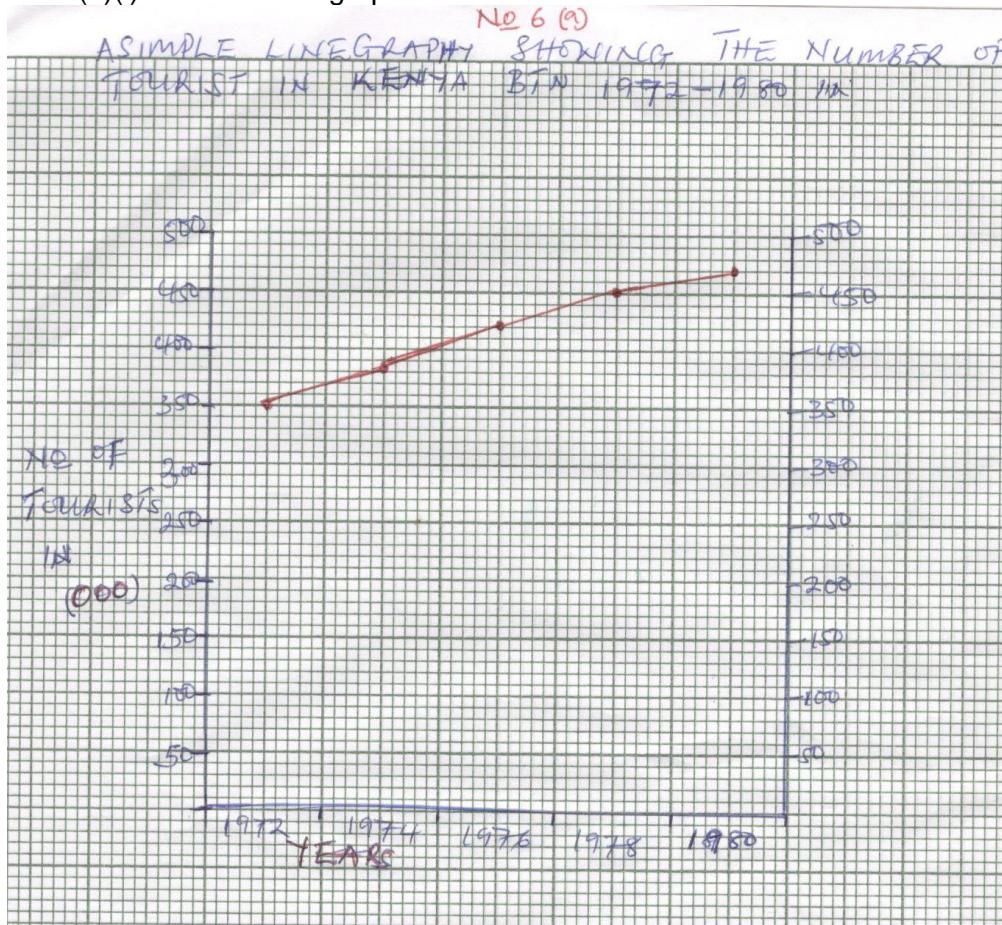
- a) Marine water fisheries- this is fishing carried out in salty waters of Indian ocean in East Africa.
While fresh water fisheries- this is fishing carried out in fresh waters like rivers, swamps, lakes, ponds (2mks)
- b) (i) Marine water fish species include;
- Sardines, cod, mackerel, Tuna, archery, Haddock, Halibut, Lobsters, oysters, goat fish etc (Any 2 = 2mks)
- ii) Fresh water fish species include
Nile perch, lung fish, cat fish, tilapia, mud fish, silver fish, etc (Any 2=2mks)
- c) Describe the conditions which have favoured development fishing industry in East Africa.
- Extensive marine and fresh water bodies which provide large fish catch volumes
 - Presence of abundant supply of fish planktons
 - Extensive shoreline on lakes and coastline on Indian ocean which allows fish breeding and part development
 - Presence of deep waters which support fish survival
 - Presence of a abundant/variety of fish species of high commercial value
 - Intended coasting for development of fishing ports and fishing breeding
 - Well oxygenated waters for fish metabolism
 - Supportive government policy through liberalization of fish trade, tax holiday to investors etc
 - Ready market both domestic and foreign
 - Large sums of capital provided by governments in East Africa and brought by foreign investors to invest in fishing for buying equipment in fishing
 - Improved technology in fishing e.g. use of refrigerated trucks etc
 - Well developed transport network by road and air to transport fish to markets and inputs in fishing
 - Presence of many fishing, processing plants provide local market to fish and value addition
 - Presence of forests which provide wood fuel for fish preservation
- Any 6 = 06marks
- d) i) Benefits of fishing industry to any one country in East Africa.
Choice of country is a MUST. If a candidate fails to chose a country do not award.
Benefits are the same in any country: Uganda, Kenya or Tanzania
- promotes industrialization through provision of raw materials to fish processing industries
 - provision of employment to many indirectly and directly hence an income for improved standard of living.
 - Promotion of urban development e.g. ports and landing sites leading to better social services
 - Source of revenue through taxation of fishing companies for infrastructure development
 - Source of foreign exchange through export of fish to outside countries for investment and foreign trade.
 - Source of fish rich in proteins and other medicinal value
 - Promotion of international relationship which attracts aid, grants and technology transfer
 - Promotion of infrastructure development e.g. roads, ferry lines and air port fo easy transport of fish products.
 - Boosted research and education in acqualscience for improved skills and knowledge
 - Economic diversification which has reduced reliance on one side of the economy e.g. agric
- Any 6 = 6mks

ii) Measures taken to improve fishing industry in East Africa.

- Promotion of security around water bodies
- Sensitization of fishermen on better fishing methods
- Control pollution on water bodies through proper treatment of industrial waste
- Formation of cooperatives to ensure joint investment and bargain
- Removal of water weeds by biological, mechanical means
- Training more man power through education and training to equip labour with skills
- Improve transport for easy delivery of fish to markets

- Promote fish farming facilities e.g. fish ponds
- Law enforcement to fight over-fishing
- Establish fish processing plants to improve quality
- Use of life jackets by fishermen to reduce risks on water
- Use of modern boats to reduce accidents
- Regional cooperation to expand market Any 2 = 2mks

No.6 (a)(i) See attached graph



ii) Describing the trend in the number of tourist in Kenya between 1972-50

- There was a general increase in the annual number of tourist between 1972 and 1980
- There was a slight increase between 1972-1974 by 30,000 tourists
- There was a slight increase between 1974-1976 by 50,000 tourists
- There was a slight increase between 1976-1978 by 20,000 tourists
- There was a slight increase between 1978-1980 by 20,000 tourist

Any 3 = 3mks

b) Describing the factors which have attracted tourists to Kenya.

- Extensive international advertisement as well domestic advertisement in both print and electronic media channels/platforms.
- Kenya has diverse nature of flora and fauna in East Africa
- Relative political peace and security in Kenya
- Presence of plenty of tourism facilities like 5 star hotels, camping sites
- Kenya has highly trained personnel in leisure and hospitality sector to improve and maintain efficiency
- Availability of adequate capital to invest to set up tourist facilities
- Availability of favorable government policy by gazetting of new national game parks and reserves
- Availability of highly skilled labour like tour guides, hotel managers/staff, wardens etc
- Good hospitality of Kenyan nationals who are friendly to foreigners
- Liberalized tourism industry that has encouraged private sector players engaged in tourism
- Well developed transport sector in form of air ports, well maintained roads which have eased access to various tourist destinations

Any 4=4mks

c) Explain the importance of tourism sector to Kenya

- Kenya earn billions of dollars from foreign tourists, in foreign exchange boosting other sectors of Kenya's economy for development
- Tourism has boosted Kenya agriculture sector by providing market to food stuffs

- Tourism has earned Kenya international recognition attracting aid, grants
- Tourism has provided direct and indirect employment to thousands of Kenyans as tour guides wardens, hotel staff, transport staff etc for improved standard of living
- Kenya earns a lot of domestic revenue through taxing tour companies, PAYE on tourism workers etc
- Tourism has supported infrastructure development in form of roads linking to tourist destinations, air ports, hotels, tourism institutions of learning
- The private sector provides hotel facilities, lodges and transportation services these are beneficial to the economy
- Tourism encourages environmental resources conservation especially in biodiversity
- Tourism has reduced pressure of other resources like water, forests hence promoting economic diversification
- Tourism in Kenya has promoted urban development since tourism sites attract large population
- Tourism has opened up- otherwise would be idle areas/marginal land with game parks and reserves.

Any 4=4mks

d) Outline problems facing tourism industry in Kenya.

- Poaching is rampant on wild animals especially Rhinos for Tusks and Ivory.
- Prolonged drought seasons reduce quality of pastures and water scarcity.
- Widespread encroachment due to increased population threaten wildlife.
- Hostility by some tribes like Masai, Nandi Pokot etc scarce tourists
- Stiff competition from emerging tourist destinations in the region like Rwanda
- Recent terror attacks and threats like recent Garisa attack threaten safety of tourists while in Kenya
- Diseases like Anthrax kill many wild animals, COVID 19 put tourism on stand still
- Periodic fire outbreaks kill wild animals and cause migration of animals to neighboring countries
- Global economic hardships like credit crunch limit foreign tourists from foreign countries to visit Kenya
- Extinction of some wild life species (Any 2= 2mks)

No.7

- | | |
|------------------|---------------------|
| a) (i) Mountains | A- mt. Rwenzori |
| | B – mt. Kilimanjaro |
| ii) Lakes | 1 – Turkana |
| | 2 – Natron |
| iii) Rivers | P- Athi |
| | Q - Rufiji |

b) Describing the process in the formation of Delta.

A delta is triangular a large flat low lying plain made up of successive layers of deposits laid down at the entry of lake or sea.

A delta forms at old stage or river when the speed is low due to low gradient.



c) Benefits of river deltas

- Provide fertile soils for crop cultivation and growth of pastures
- They are tourist attractions/resorts hence source of foreign exchange
- Fishing takes place in calm water areas/lagoons
- Deltas create harbors for port development
- Deltas provide sites for settlement
- Deltas provide sites for building materials e.g. sand and clay
- Deltas provide sites for recreation/leisure
- Deltas have minerals such as sand and oil that support mining activities
- Deltas are habitats for both flora and fauna. Any 6= 6mks

d) Problems facing people along delta river valleys in East Africa.

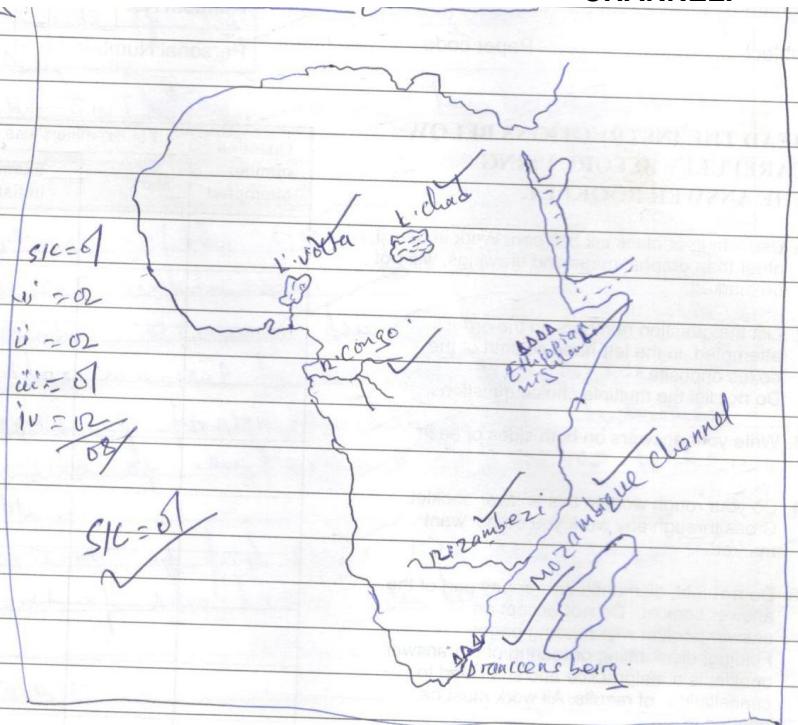
- Seasonal flooding leading to destruction of property and loss of life

- Pests and diseases especially water-borne disease e.g. Bilharzia, malaria
- Some rivers harbor dangerous wild animals which are dangerous to life and property e.g. hippos
- Floods discourage transport Any 3 = 3mks

UCE MOCK EXAMINATION 2022

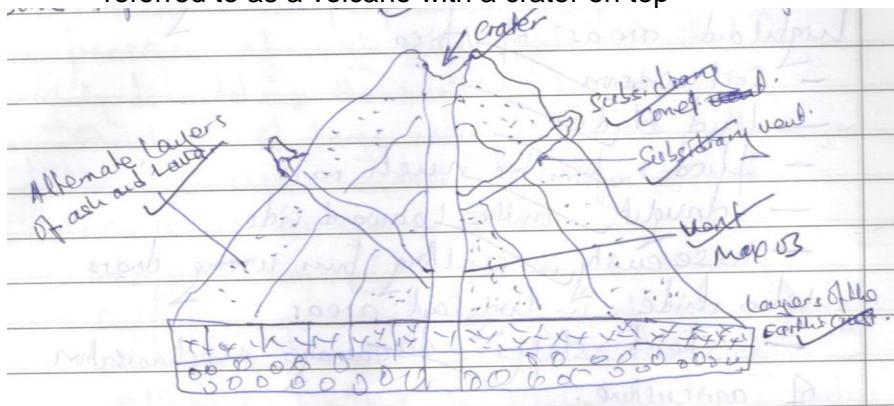
GEOGRAPHY PAPER 2 MARKING GUIDE

1(a) A SKETCH MAP OF AFRICA SHOWING, RIVERS, LAKES, HIGHLANDS AND MOZAMBIQUE CHANNEL.



(b) Processes that led to the formation of either Drakensberg or Ethiopian Highlands:

- Process of volcanicity
- When crack on fault occur in the earth's crust, lava/magma from deep in the earth's crust is ejected through the Faultline / vent into the surface.
- The Lava/Magma accumulates around the vent and solidifies into layers of ash and Lava to form a cone referred to as a volcano with a crater on top



(c) Contributions of highlands to the development of Ethiopia/South Africa

- Modification of climate through the formation of relief rainfall hence promoting arable farming.
- Fertile soils that support arable farming which is a source of food / raw materials
- forests on the highland have promoted Lumbering
- Mining hence more employment for the people
- Promotion of recreation activities e.g. mountain climbing.
- Wildlife conservation leading to development of tourism.
- Tourism which generates foreign exchange.
- Education and research
- Water catchment areas hence providing water for domestic / irrigation / industrial use.

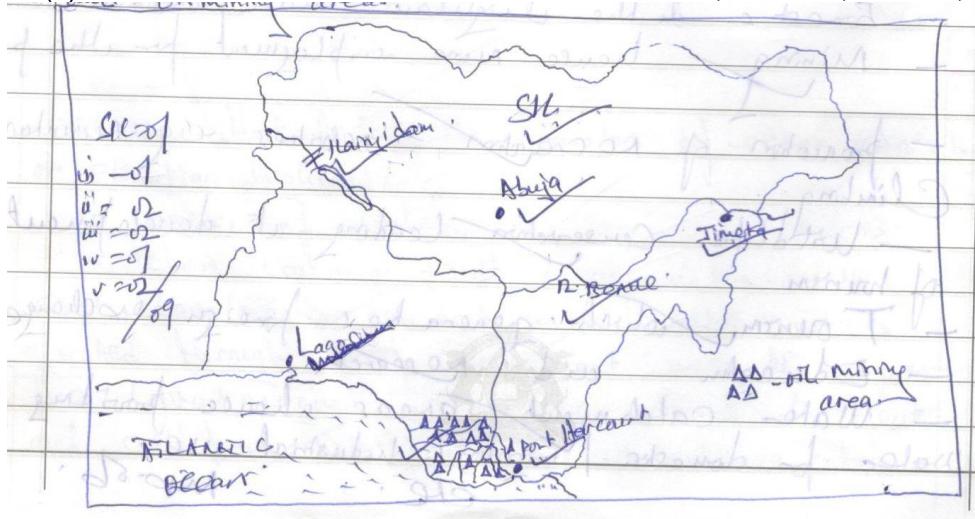
(d) Problems faced by people living in highland areas of Africa

- Soil erosion
- Land slides
- Floods from too much rain
- Drought on the lee ward side

- Insecurity, resulting from wrong doers who hide in highland areas.
- Steep slopes discourage mechanization of agriculture.
- Remoteness of highland areas due to steep slopes

NB: Mark full statement.

2(a) A SKETCH MAP OF NIGERIA SHOWING DAM, RIVERS, PARTS, TOWNS AND OIL MINING AREAS.



(b) Factors that have favored oil mining in Nigeria

- Presence of high-grade petroleum that is highly demanded on the international market.
- Existence of large reserves of oil in the Niger delta and Atlantic coast that have ensured consistency in mining since 1956.
- Adequate capital to invest in oil mining
- Supportive government policy of inviting foreign investors to buy oil wells in the delta region.
- Efficient transport by pipeline, railway and road to facilitate the distribution of crude oil.
- Large market for the petroleum in Nigeria Africa and the rest of the world.
- Availability of skilled Labour from the large population in Nigeria to work in the oil field.
- Advanced technology e.g. installation of the derricks and oil rigs that facilitates extraction of the oil.
- Relatively stable political climate that attract foreign investors.

(c) Contribution of oil mining to the development of Nigeria

- Diversification of the economy hence creating an alternative source of revenue and foreign exchange.
- Promoted the development of oil refining and Petro-chemical industries hence more jobs.
- Source of foreign exchange from oil export that is used in international trade.
- Source of government revenue from taxes that is used to expand social services.
- Provision of employment opportunities hence enabling people to acquire skills
- Source of income leading to better standards of living.
- Development of infrastructures e.g. pipelines, roads, railways leading to increased accessibility in the region.
- Promotion of better international relations between Nigeria and the countries that import her oil leading to more trading opportunities.

(d) Environmental challenges caused by oil mining in Nigeria.

- Pollution of air leading to increased spread of diseases
- Oil spillage in water leads to loss of aquatic especially in the Atlantic Ocean
- High rate of global warming.
- Loss of vegetation cover leading to reduced rainfall.
- Displacement of people
- Migration of animals and birds which affects the tourism industry.
- Formation of acidic rainfall leading to crop failure

3(a) Name the

1. Algiers
2. Mali
3. Morocco
- A. Mediterranean Sea
- B. Green belt planted forest

(b) Conditions that led to the development of forests in Algeria

- Existence of large tracts of land for the establishment of forest plantations.
- Quick maturing tree species like coniferous, Douglaston, wattle.
- Large sums of capital to invest in the forest plantations
- Cheap skilled Labour and unskilled Labour to work in various activities in the forest plantation

- Favorable government policy of re-afforestation and carefully planned rotational system encouraged its expansion.
- Well developed transport and communication system to transport forest production
- Large market for soft wood products
- Research in improved varieties of soft wood species
- Advanced technology in tree planting and harvesting

(c) Effects of forest explanation on the environment:

- Desertification leading to global warming
- Soil erosion leading to soil exhaustion
- Reduction in the amount of rainfall leading to drought
- Destruction of homes for the wild animals

Positive effects

- Influence formation of conventional rainfall
- Source of raw materials leading to industrial development
- Infrastructure development e.g. roads, railway
- Development of urban areas/centers like Telagh, Batna
- Diversification of the economy
- Provision of employment opportunities
- Generation of revenue.

(d) Measures being taken to improve forestry in Algeria.

- Planting Quick maturing trees
- Regular spraying of the forests
- Promotion of awareness campaigns and education
- Market research
- Strengthening government policy on afforestation and reafforestation
- Upgrading roads and extension of railways.

4(i) Mediterranean Sea

- (ii) R. Nile
- (iii) Towns 1- Alexandria

2-Suez
3-Luxor

(iv) Suez Canal

(b) Factors for the development of Cairo city

- Availability of large volume of fresh water for domestic and industrial purposes
- Presence of a productive hinterland with fertile soils and water for irrigation.
- Relatively flat landscape which enabled the construction of buildings and transport routes
- Strategic location at the junction of air routes from Europe, the middle East, Asia
- Sufficient capital to construct infrastructure
- Advanced technology which enabled the construction of bridges
- Well developed transport routes by Road River, canals for the transport of people.
- Reliable power supply for industrial and domestic purposes.

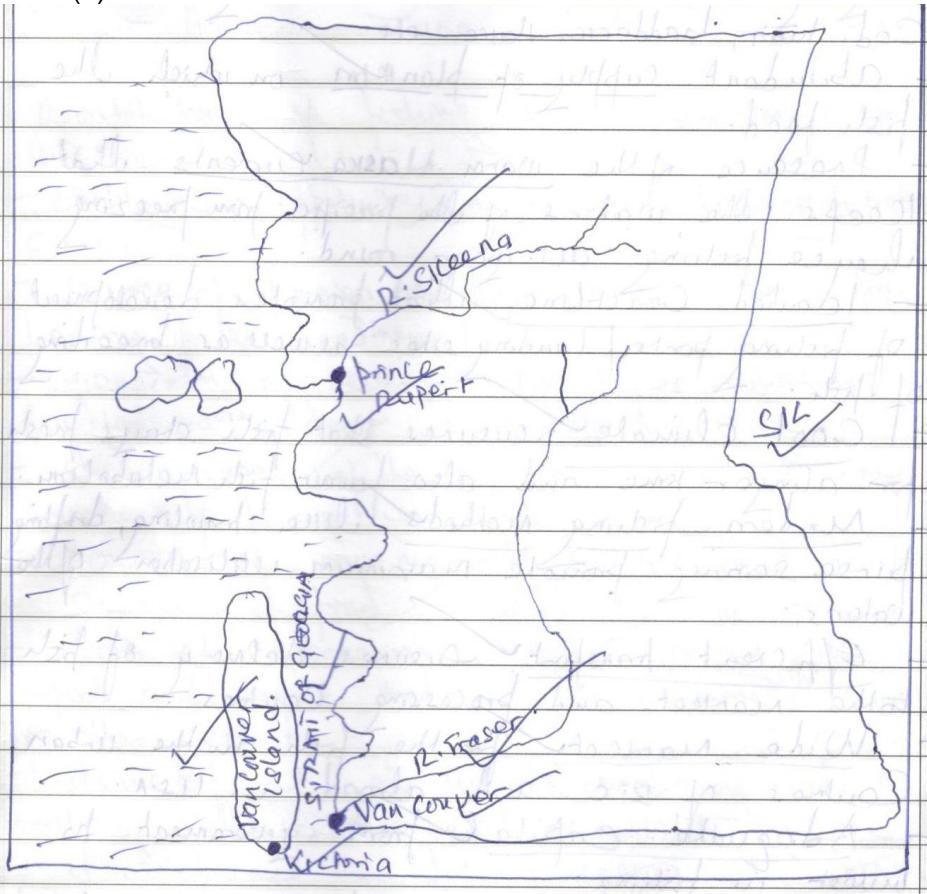
(c) Importance of Cairo city

- Tourism attraction gaining a country foreign exchange
- Has industries that provide employment
- Source of government revenue through taxation
- Source of income to the people hence improved soil.
- Source of foreign exchange from exports
- Improved relationships with Egypt attracted foreign investors to the country
- Has better houses for residential purposes
- Has modern social facilities hence improved Services.

(d) Negative effects of Cairo city

- Pollution of water hence death of fish and men
- Competition for land affecting the expansion of the city
- Traffic congestion hence delay in the distribution of goods and services
- Diseases such as Bilharzia result into death of people
- Unemployment due to dense population
- Growth of slums resulted into poor standards of living.
- Over crowding
- High government expenditure on social services

5 (a) A SKETCH MAP OF BRITISH COLUMBIA SHOWING RIVERS, STRAIT, ISLAND AND PORTS



B (i) Conditions that have led to the development of the fishing industry in British Columbia.

Presence of large water bodies like the Pacific Ocean that are habitats for the fish.

- Presence of numerous fish species that are highly demanded on the market e.g. Salmon, Cod, Tuna, Haddock, and Hake etc.
- Abundant supply of plankton on which the fish feed.
- Presence of the warm Maka currents that keeps the waters of the pacific from freezing hence fishing all year round.
- Identified coastline that promotes development of fishing ports/landing sites as well as breeding of fish.
- Cool climate ensures that fish stays fresh for a longer time and also favor fish metabolism.
- Modern fishing methods like trawling, drifting, purse seineing promote maximum utilization of the waters.
- Efficient transport ensures delivery of fish to the market and processing centers
- Wide market for the fish in the urban Centers of B.C and abroad in U.S.A
- Adequate capital from government to invest in fishing.
- Favorable government policy that supports fishing by providing capital, loans, developing transport routes.

(ii) Commercial fish species caught in B.C

- Cod
- Hake
- Salmon
- Tuna
- Herrings

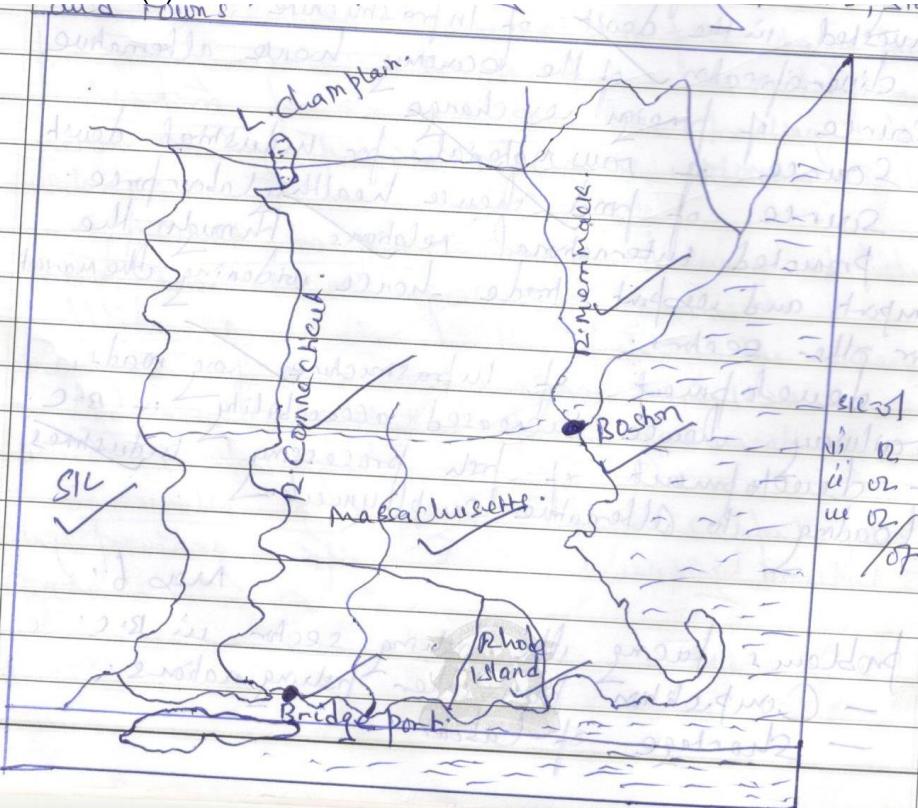
(c) Contributions of fishing to the development of B.C

- Employment opportunities as fishermen leading to better S O L
- Source of foreign exchange from exports of fish leading to the development of other sectors.
- Generation of revenue from taxes which is invested in the development of infrastructure.
- Diversification of the economy hence alternative source of foreign exchange
- Source of raw materials for industrial development
- Source of food hence healthy labor force
- Promoted international relations through the import and export trade hence widening the market for other sectors.
- Development of infrastructure e.g. roads, railway hence increased accessibility in B.C
- Development of fish processing industries leading to alternative employment.

Problems facing the fishing sector in B.C

- Competition from other fishing nations
- Shortage of labor.
- Winter freezing of the inland water bodies affects breeding of fish
- Pollution of the water bodies affect the multiplication of the fish
- Construction of dams along the rivers disrupts the movement of the Salmon upstream for breeding
- High cost of deep-sea fishing

6(a) A SKETCH MAP OF NEW ENGLAND SHOWING RIVERS, STATES AND TOWNS



B (i) Two crops grown under market gardening forming system:

- Vegetables e.g. cabbages, onions, carrots, beans, Asparagus
- Fruits e.g. apples, peas, blue berries

(ii) Factors which have favored markets gardening

- Presence of warm short summers that are ideal for crop ripening and harvesting
- Well drained and relatively fertile soils
- Vast land for the establishment of farms
- Numerous rivers that provide water for irrigation
- Ready market for the produce in the major urban centers and abroad
- Skilled Labour to work in the farms
- Advanced technology e.g. uses of green houses.
- Efficient transport and communication network for timely delivery of agriculture inputs and outputs
- Modern research facilities that ensure production of quality seeds
- Stable power to operate the green houses

(c) Contribution of Market gardening to the development of N.E

- Provision of employment to the people hence promoting better S.O.L
- Source of food leading to better health.
- Generation of revenue from taxes
- Generation of foreign exchange from exports
- Development of towns
- Development of infrastructure e.g. roads, railways
- Development of agro-based industries
- Diversification of international relations
- Source of income leading to better S.O.L

(d) Measures being taken to improve agriculture in N.E

- Application of organic manure/fertilizers
- Regular spraying
- Irrigation during the dry season
- Expansion of research facilities
- Mechanization of agricultural activities
- Extension of loans and subsidies to farmers

- Use of cold storage room/refrigeration
- Market research / development
- On-site processing to reduce post-harvest losses

7(a) (i) Rivers: 1. Sacramento

2. Feather

(ii) Lakes: A. Tahoe

B. Havasu

(iii) Highland: Sierra Nevada

(iv) Industrial centers: 3- San Francisco

4-Long Beach

b(i) Industries in:

San Francisco – Textile, food processing, ship building and repair, electronics, film industry, chemical

Either

Long Beach – oil refineries, Petro chemical, satellite communication.

(ii) Factors for the development of industries in California

- Supportive government policy
- Large quantities of water from rivers and lakes to use in the industries
- Adequate capital to invest in the sector
- Efficient transport e.g. roads, railways for the transportation of raw materials and finished products.
- Ready market for the industrial products
- Skilled labor from the population to work in the industrial sector.
- Stable power to run the industrial machinery
- Extensive land for the establishment of industries
- A variety of raw materials e.g. minerals, Agric products, forest products etc.

(c) Benefits of industrial development to California

- Source of foreign exchange from the exportation of industrial products
- Source of income to the industrial work force
- Development of industrial centers into major urban centers with associated advantages like trade.
- Diversification of the economy
- Promotion of international relations between U.S.A and the importing countries
- Source of consumer goods which people can access at relatively cheap prices
- Development of infrastructure e.g. roads, railways
- Provision of employment opportunities

(d) Negative effects of industrialization on the environment

- Increased accidents in the mines Leading to loss of lives
- Loss of vegetation cover in the industrial centers.
- Formation of acidic rainfall
- Exhaustion of raw materials due to too much demand
- Shortage of land for other activities
- Congestion in the industrial centers
- Increase global warming leading to unpleasant weather
- Increase environmental pollution of land, air, water.

8(a) A SKETCH MAP OF SWITZERLAND SHOWING RELIEF REGIONS RIVERS AND LAKES

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NOVEMBER - DECEMBER, 2020**

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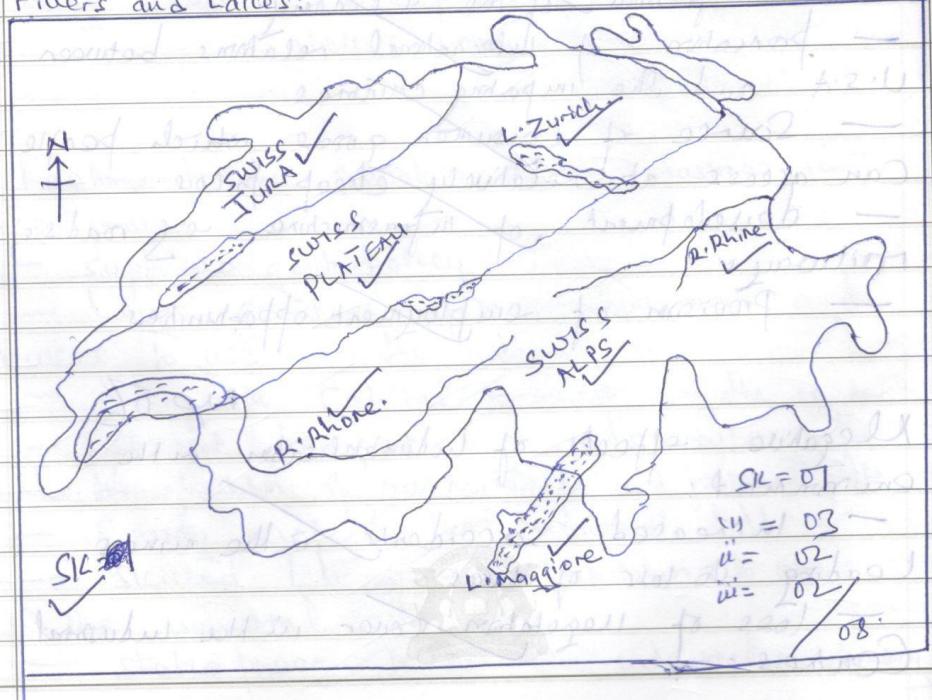
Candidate's Name
Signature
Subject Paper code

Random No.
Personal Number

- Formation of acidic rainfall
- exhaustion of raw materials due to too much demand
- shortage of land for other activities
- congestion in the industrial centres
- increased global warming leading to un pleasant weather
- increase in environmental pollution of land air, water.

Marks 04

8(a) A sketch map of switzerland showing relief regions, rivers and Lakes:



(b) Conditions which have favored arable farming on the swiss plateau

- Gently sloping land that favors mechanization on the farms
- Numerous rivers and lakes that provide water for irrigation during the dry months
- Well-drained fertile soils suitable for arable farming
- Existence of fertile soils that support the growing of a variety of crops
- Large tracts of land in the plateau for the establishment of the farms
- Skilled labor to work on the farms
- Large market for the agricultural products from the urban centers and neighboring countries
- Well-developed transport for the likely delivery of agriculture products to the market.
- Sufficient capital from the wealthy farmers and the government to invest in farming
- Intensive research has led to the production of high yielding crop varieties
- Advanced technology i.e. Use of machines on farms that ease the work as well as use of green houses

- Supportive government policy that supports farming by providing capital and agricultural subsidies to the farmers.

(c) Contribution of arable farming to the development of Switzerland.

- Generation of income to the farmers leading to better S.O.L
- Provision of raw materials leading to development of agro-based industries
- Development of infrastructure e.g. roads, railways hospital etc.
- Promotion of international relations through trade
- Development of urban centers e.g. Geneva, Zurich etc. hence improved social services
- Generation of revenue through taxation that is used to develop social and economic infrastructures
- Generation of foreign exchange through exportation of the agriculture products
- Provision of food leading to a healthy and strong population.

(d) Problems faced by the arable farming sector in Switzerland.

- Price fluctuations leading to heavy losses
- Competition for market with other producing countries
- Pests and diseases leading to low yields
- Shortage of labor especially during harvesting
- Winter frost affects the growing season
- Soil exhaustion leading to heavy losses
- Perishability of the crops leading to post harvest losses

9(a) On the graph paper

(b) - Most is Poultry (120,560,000)

- Leas is sheep (2,642,000) number of enterprises

(ii) Conditions which have led to the development of dairy farming in Germany.

- Well-organized co-operative societies established to provide training, subsidies and market for the animals and their respective products
- Plenty of pastures and fodder crops on which the animals feed
- Moderate rainfall that favors the growth of plenty of pasture to feed cattle
- Warm summers to support the growth of pastures for outdoor grazing of cattle
- Cold winters which permit indoor grazing using fodder crops.
- High levels of technology applied to process diary products like milk, cheese, butter etc. for both local and export market
- Ready market for dairy products like milk, butter, etc. both internal and international markets.
- Adequate capital to invest in the dairy industry through purchase of land, inputs etc.
- Improved transport system e.g. roads, railways, cable cars for the transportation of animals and for the delivery of Animal products.
- Supportive government policy that is aimed at self-sufficiency in dairy products through extension services to farmers etc.
- Wide variety of improved animal breeds of high milk yields
- Relatively flat land enables easy movement to animals and construction of roads and railway systems to transport animals and their products
- Large supply of skilled and semi-skilled labor employed to work in the dairy farms and processing plant.

(c) Benefits of livestock industry to the development of Germany

- Provision of employment opportunities to the German people hence improved S.O.L
- Foreign exchange through export of animal products
- Revenue to the government through taxes
- Development of Social-economic infrastructure like roads, school etc.
- Improved international relations through trade
- Development of urban centers hence improved social services.
- Development of industries involved in making cheese, butter etc.
- Improved income earned through farming for the house holds to improve S.O.L

(d) Problems facing dairy farming in Germany

- Price fluctuations of milk prices
- Shortage of pasture Land
- Shift competition from other leading dairy cattle producing centers
- High incidence of destructive pests and diseases e.g. metabolic diseases, milk fevered
- Steep slopes and rugged terrain leads to difficulty in movement of dairy cattle
- Unfavorable climatic conditions inform of temperature inversion and fog formation during early spring and winter come with frost as a major challenge.

10. a(i) A hinterland is an area that serves and is served by a port or urban centre

(ii) Rotterdam's Hinterland

- | | |
|---------------|---------------|
| - Germany | - France |
| - Switzerland | - Luxemburg |
| - Belgium | - Netherlands |

(b) Factors for the growth of Rotterdam

- Proximity to the North Sea a very busy international sea route
- Rapid growth of industries in the Ruhr region which required bulky raw materials led to the growth of Rotterdam into an international port.
- Rich and extensive hinterland both agriculture and industrial.
- Ice free conditions
- Low tidal range
- Strategic location at the mouth of R. Rhine an important gateway to the Ruhr region
- Skilled Labor to work at the port
- Advanced technology based on dredging construction of canals etc.
- Adequate capital from the government of Netherlands
- Flat relief for easy construction of Port facilities

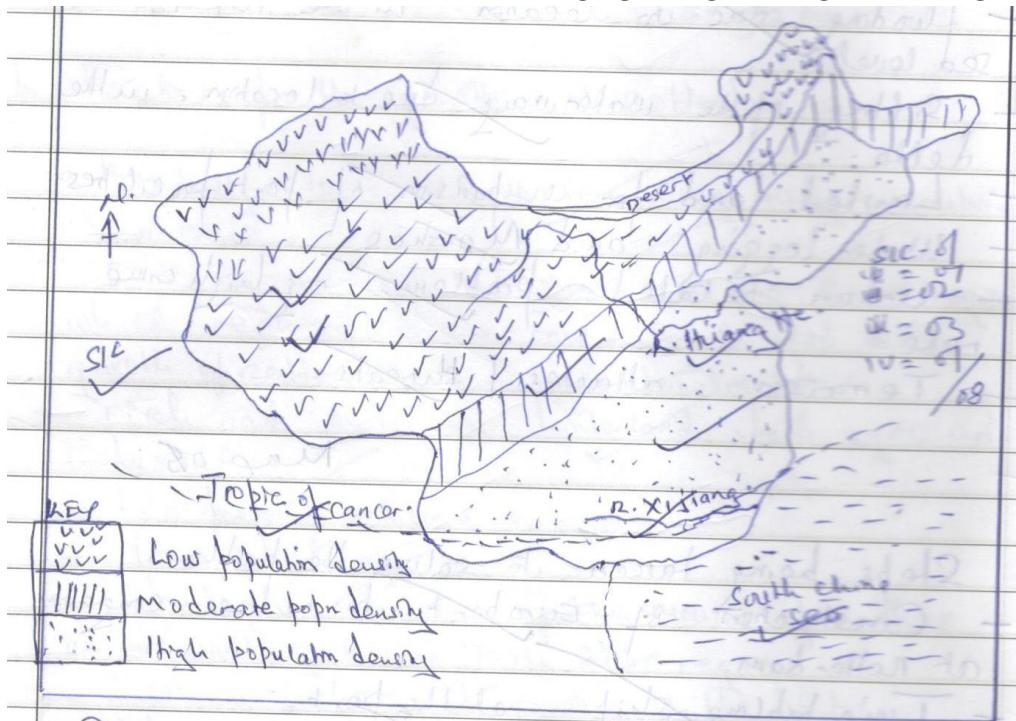
(c) Problems facing the port of Rotterdam

- Environment pollution, land, air water resulting from oil spills
- Congestion at the port leading to delays
- Poor visibility due to smog and fog
- Flooding due to location in the area below sea level
- Silting of the waterway due to location in the delta
- Limited land for expansion of port facilities
- Water logging and Marshes
- Urban related problems e.g. high crime rate
- Terrorism attacks/threats

(d) Steps being taken to solve the problems

- Construction of Euro port to reduce congestion at Rotterdam
- Time tabling ships at the port
- Construction of sky scrapers/vertical expansion
- Regular dredging
- Recycling / treatment of wastes
- Construction of strong dykes to control floods
- Construction and use of by-pass canals to minimize congestion
- Use of radars

11a) A SKETCH MAP OF CHINA SHOWING THE SOUTH CHINA SEA, RIVERS, TROPIC OF CANCER AND POPULATION DENSITY AREAS



(b) Conditions which have led to a low population density of China:

- Remoteness for example Sikiang areas are too far from the coast
- High altitude areas are associated with very cold conditions hence discourage settlement
- The semi-arid conditions with North West have led to limited settlement
- Limited social services
- Low levels of industrial and agricultural development. Leading to sparse population due to limited Job opportunities
- Limited surface water for agricultural and domestic use leading to limited settlement

- The steep slopes associated with the highlands discourage farming.

(c) Advantages of low population density

- It creates room for the extensive farming to take place
- No pressure on social services
- Gives room for the mechanization farming
- No pressure in the available resources Land, education
- It is easy to plan for the small population

(d) Steps being taken to solve problems of

- Setting up industries to create Jobs
- Extension of roads, railway
- Tree planting to reverse desertification
- Encouragement of migration from high to low density areas
- Development of infrastructures in low density areas.

12(a) on the graph paper.

(b) (i) MAT = $\frac{222}{12} = 18.5^{\circ}\text{C}$

(ii) ATR = HT - L.T

ATR = 26 - 12 = 14°C

(ii) MAR = $\frac{773}{1} = 773\text{MM}$

(c) Characteristics of station

- Warm temperatures
- Moderate temperature range of 14°C
- Rainfall totals of 773MM
- Mean annual Rainfall of 773MM
- Hottest month are July and August
- Wettest Month is December
- Coolest Month is January

d(i) Economic activities

- Trade and commerce
- Industrialization
- Agriculture
- Fishing from rivers
- Tourism

(ii) Problems faced by the people

- One rainfall season results into one crop growing season
- Warm temperatures support the spread of pests
- Water borne diseases
- Destruction of property by floods

13(a) i A – River Nanpan Jiang

B – South China sea

ii 1 – Hainan Island

2 – Hong Kong

iii 3 – Wuzhou

4 – Gulyang

iv – Tropic of cancer

(b) Factors which have favoured the development of the Sikiang River basin

- Adequate fresh-water from numerous rivers
- Well drained fertile soil (alluvial) that support agriculture
- Generally flat landscape which favors the use of machines
- Highly skilled Labor force to work
- Ready market provided by the large population in towns of Llewellyn, Nanning
- Advanced technology involving the use of factors
- High levels of research involving the introduction of high yielding crops
- Supportive government policy involving tax holidays, loans

(c). Contributions of the Sikiang river basin

- Promotes urbanization
- Promotes economic diversification
- Provides market for industrial manufactured products
- Source of foreign exchange through exportation
- Provision of employment opportunities to the people
- Provision of food stuffs like rice, wheat etc.
- Development of Agro-based industries

d(i) Problems

- Flooding
- Pests and diseases
- Decline in soil fertility
- Limited land for extensive farming
- Competition for market with other producers
- Shortage of Labour

(ii) Measures being taken

- Application of manures
- Spraying using pesticides and insecticides
- Intensive research is being done
- Construction of embankments to control floods.

800/1 COMMERCE PAPER I
MARKING GUIDE COMMERCE PAPER ONE
SECTION A (20 MARKS)

- | | |
|-------|-------|
| 1. C | 11. B |
| 2. B | 12. D |
| 3. A | 13. A |
| 4. B | 14. D |
| 5. A | 15. A |
| 6. C | 16. B |
| 7. D | 17. C |
| 8. A | 18. B |
| 9. C | 19. C |
| 10. D | 20. A |

Any 20 x 1 = 20marks

SECTION B (80MARKS)

Answer any four questions from this section

21. a) Whole sale trade is a type of trade where goods are bought in large quantities from the manufacturers and sold to retailers in relatively small quantities (2marks)
- b) features of whole sale trade
- involves selling goods in bulk
 - involves large purchase of goods from the producer
 - needs a large capital base
 - the producer is the source of supplies of goods
 - there is ware housing of goods
 - the whole saler advertises the brand of goods held by him
 - goods are transported from producers
 - acts as a link between producers, retailers and consumers
 - involves in financing the production process
 - involves in market research for the goods produced. (any 8x1=8marks)
- c) Circumstances under which a wholesaler may not be necessary in the chain of distribution
- when the producer wants to promote his own brand of goods.
 - When aftersales services or repairs are needed
 - Where there is a large concentration of retailers who buy collectively
 - If goods sold are perishable
 - When the market for goods is small
 - When there are large scale consumers
 - Where goods are sold through mail order service
 - Where goods sold are very expensive, bulky and sell slowly
 - If there are large scale retailers
 - When a manufacturer has his own retail shop
 - When a manufacturer has his own moving "trucks"
 - Where goods are sold on contract (any 10x1= 10marks)
22. a) Types of specialization
- specialization by process
 - specialization by skill
 - international specialization
 - regional specialization
 - specialization by commodity
 - specialization by craft (any 4x1 = 4marks)
- b) Merits of division of labour
- makes work less tiresome
 - leads to low wastage of resources
 - leads to production of standardized goods
 - leads to the acquisition of skills by workers
 - saves time
 - increases output
 - promotes international trade
 - leads to efficiency in production
 - enables individuals to exploit their talents
 - source of employment to individuals (any 8x1=8marks)
- c) Demerits of division of labour
- leads to immobility of labour
 - leads to market fluctuations

- hinders the development of other skills
 - leads to unemployment
 - affects the health of workers
 - creates burden at work
 - leads to the wastage of resources due to over production
 - absence of a skilled worker causes breakdown in entire process
 - leads to the exhaustion of resources due to over exploitation (any $8 \times 1 = 8$ marks)
23. a) Demand is the quantity of goods or services that an individual is able and willing to buy at a given price in a given time. (02 marks)

while

Supply is the quantity of goods or services that a producer is willing to offer for sale at a given price in a given time. (02 marks)

- b) Factors that influence supply of a particular good.

- Price of a good
- Level of technology
- Availability of inputs
- Gestation period
- Objectives of a producer
- Price of jointly supplied goods
- Cost of production
- Number of producers
- Demand for goods
- Political climate
- Price of competitively supplied goods
- Government policy on production of a good (any $8 \times 2 = 16$ marks)

Mentioning a point = 1 mark

Explanation = 1 mark

24. a) Methods used to limit entry of goods in a country

- import quotas
- total ban
- foreign exchange control
- direct administrative control
- preferential duties
- tariffs
- import licences
- subsidies to domestic commodities
- quality control requirements
- devaluation of domestic currency (any $5 \times 2 = 10$ marks)

mentioning = 1 mark

explanation = 1 mark

- b) Reasons for restricting imports

- To protect infant industries
- To solve balance of payment problem
- To increase tax revenue
- To control imported inflation
- To improve terms of trade
- To reduce external dependence
- To create employment
- To encourage use of local resources
- To discourage dumping
- To encourage self reliance of a country
- To encourage the exploitation of idle resources (any $10 \times 1 = 10$ marks)

25. a) Benefits of sole trade business

- Quick decision making
- Profits are enjoyed alone
- Enjoys top secrecy
- The owner is independent
- Close supervision of workers
- Less risks and losses
- Appropriate for firms which provide direct services
- Personal contacts with customer
- Simple management
- Flexibility

- Easy to set up (any 10x1= 10marks)

b) Short comings of sole trade business

- Bears losses alone
- Limited capital for expansion
- Limited range of goods
- The owner is overworked
- Unlimited liability
- Specialization is not possible
- Poor management skills
- Faces competition from large scale businesses
- Lack of collateral security to secure a bank loan (any 10x1=10marks)

26. a) Importance of communication in business

- Ensures price stability
- Increases sales
- Makes it possible to get information about goods.
- Provides permanent evidence on inflation
- Facilities exchange of ideas
- Helps to curb future misunderstanding
- Links suppliers to business world
- Facilitates exchange of ideas
- Enables traders to catch up with competition
- Saves time and money
- Enables producers to know dislikes and likes of consumers
- Saves life and goods from damage (any 10x1=10marks)

b) Services provided by the post office in Uganda

- Delivery of ordinary mails
- Provides banking services
- Provides loan to customers
- Provides delivery of services to clients
- Deals in registered mails for a special fee
- Provides telecommunication services
- Offers business supply systems
- Offers employment
- Offers money order services
- Offers postal order services
- Provides transport for example post bus (any 10x1=10marks)

27. a) Insured is an individual or business safe guarding against a certain risk after paying a premium (1mark)

while

Insurer refers to the insurance company (1mark)

b) Importance of insurance in Uganda's development

- It is a means of saving for the future
- Insurance companies use profits made to set up investments
- Insurance policy can be used to acquire a bank loan by the insured.
- Contributes to country's invisible exports
- Decreases the cost of social service to the government
- Compensates few unfortunate who actually suffer a loss
- Securely safe guards property of business men against risks
- Provides confidence to the businessmen
- Promotes international trade
- Source of revenue to the government
- Provides employment (any 8x1= 8marks)

c) Factors that should be considered

When determining premium to be paid

- Age of the property
- Number of applicants
- Age of person
- Type of policy
- Nature of the poverty insured
- Measures or precaution to be taken to reduce the risk (any 5x2=10marks)

Mentioning = 1mark

Explanation = 1mark

28. a)(i) Markup refers to gross profit expressed as a percentage on cost price. (2marks)

yet

Margin refers to gross profit expressed as a percentage on selling price (2marks)

ii) Turnover refers to the actual amount of goods sold in a given trading period (2marks)

Yet

Rate of turnover refers to the number of times an average stock is sold off and replaced in a business (2marks)

b(i) Cost of sales = Rate of turn over x average stock

$$6 \times 400,000 \quad (01\text{mark})$$

Cost of sales = shs 2,400,000 (01marks)

ii) Sales = cost of sales + Gross profit (01marks)

where gross profit = net profit x expenses (01mark)

$$= 340,000 + 1260,000$$

Gross profit = shs 1600,000 (01mark)

Sales = 2,400,000 + 1600,000

Sales = shs 4,000,000 (01mark)

iii) Gross profit = sales – cost of sales (01mark)

$$4,000,000 - 2,400,000$$

Gross profit = shs 1,600,000 (01marks)

iv) Rate of return on capital = $\frac{\text{Net profit}}{\text{capital}} \times 100$ (01mark)

$$\frac{340,000}{1200,000} \times 100 \quad (01\text{mark})$$

340

12
Rate of return on capital = 28.3% (01mark)

END

**ENTREPRENEURSHIP EDUCATION 845/1
PAPER ONE MARKING GUIDE**

1. a) Candidates will suggest different business ideas.

Note. A mark should be awarded to candidates who suggest specific business projects.

e.g.

- Chapati marking NOT manufacturing
- Trading in clothes NOT trading
- Operating in saloon NOT service business (3marks)

a(ii) – It requires little capital to start and operate

- Readily available raw materials
- Requires simple technology
- Easy and simple to start
- It requires simple skills which can easily be acquired
- It is legally accepted by the government

b) I will raise capital through

- Borrowing from friends and family
- Obtaining goods on credit from suppliers
- Getting gifts from friends and family
- Personal saving
- Selling of personal property
- Getting advance from customers
- Family contribution
- Inheritance of assets (any 5x1=5marks)

c)

- Through producing goods or services
- Through providing market to local produce
- Through creation of employment opportunities
- Through paying taxes and license to local authorities and government
- Through using the idle resources
- Through practicing in community activities any 5x1=5marks

d) – Through giving free samples and gifts to customers

- Through carrying out persuasive advertising
- Through carrying out attractive packaging
- Through giving credit facilities to trusted customers
- Through ensuring quality production
- Through being polite to customers
- Through giving discounts to customers
- Through personal selling
- Issuing business cards
- Putting up sign posts
- Serving customers in time
- Ensure cleanliness of the work place
- Providing t-shirts and caps bearing business name any 5x1=5marks

e) – To ensure standardization of goods

- To out compete the competition
- To promote the business image and reputation
- To reduce the cost of production
- To attract customers
- To retain and widen the market
- To comply with quality standards
- To ensure customer satisfaction any 5x1=5marks

2. KABIITE ENTERPRISES THREE COLUMN CASH BOOK FOR JANUARY 2012

Date	Details	F	Disc All	Cash	Bank	Date	Details	F	Disc Rec	Cash	Bank
2012 Jan 1	Bal b/f		Shs	Shs 3,000,000	Shs 1,000,000	2012 Jan 1	Balb/f		Shs	Shs 500,000	
2	Cash	C		2,700,000		2	Bank	C		1,000,000	
8	Sales	C			2,700,000	4	Machine			380,000	
8	Cash	C		1,300,000		5	Rent				100,000
18	Sales	C	150,000	1,350,000		8	Bank	C		2,700,000	
24	Debtors		5,000		95,000	8	Purchase			600,000	
25	Kyanna				700,000	20	Furniture				100,000
26	Cash	C				20	Cash	C			1,800,000
20	Bank	C		1,800,000		24	Drawings			200,000	
						26	Creditors			700,000	
						30	Bank			200,000	
						30	Rent			370,000	
							Balc/d	C			1,215,000
				<u>155,000</u>	<u>10,150,000</u>				<u>40,000</u>	<u>10,150,000</u>	<u>4,495,000</u>
Feb 1	Balb/d			4,370,000	1,215,000						

$$30 \times \frac{1}{2} = 15+1$$

= 16mks

Dr DISCOUNT ALLOWED A/C Cr

2012 Jan 30 cash book	shs 155,000	
--------------------------	----------------	--

Dr DISCOUNT RECEIVED A/C Cr

	2012 Jan 30 cash book	shs 40,000
--	--------------------------	---------------

Dr SALES A/C Cr

2012 Jan 30 bal c/d	shs	2012 Jan 8 cash	shs 2,700,000
		15 debtors	4,000,000
		18 sales	<u>1,300,000</u>

Dr DEBTORS A/C Cr

2012 Jan 1 BAL B/F	shs 1,500,000	2012 Jan 24 cash	shs 1,350,000
15 Sales	4,000,000	24 Discount	150,000
		Bal c/d	4,000,000
Bal b/d	<u>5,500,000</u>		<u>5,500,000</u>
	4,000,000		

Dr KYANNA'S A/C Cr

	2012 Jan 25 book	shs 90,000
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Dr MACHINE A/C Cr

2012 Jan 4 Cash	shs 380,000	
--------------------	----------------	--

Dr	RENT A/C	Cr
2012	shs	
Jan 5 Bank	100,000	shs
30 cash	<u>200,000</u>	300,000
	<u>300,000</u>	
Feb 1 bal b/d	300,000	<u>300,000</u>

Dr	FURNITURE A/C	Cr
2012	shs	
Jan 8 Bank	100,000	shs
	<u>100,000</u>	100,000
Feb 1 bal b/d	100,000	

Dr	PURCHASE A/C	Cr
2012	shs	
Jan 8 Cash	600,000	shs
4 creditors	<u>1200,000</u>	400,000
	<u>1,800,000</u>	<u>1,400,000</u>
Bal b/d	400,000	<u>1,800,000</u>
Dr	DRAWINGS A/C	Cr
2012	shs	
Jan 20 Cash	200,000	
20 Purchase	400,000	

Dr	CREDITORS A/C	Cr
2012	shs	
Jan 24 Bank	780,000	shs
Discount	<u>20,000</u>	800,000
Bal b/d	<u>200,000</u>	1,200,000
	2,000,000	<u>2,000,000</u>
		1,200,000
	Bal b/d	

18x ½ = 9marks

3. a)(i) Current Account (1mk)

ii) – It requires low initial deposit

- No minimum balance is required to maintain the account.
- Cheque facilities are allowed.
- Overdraft facilities are not allowed
- Withdraw facilities are not limited
- Bank statements are issued periodically
- ATM facilities are also allowed
- Standing order facilities are also allowed

b) Strictly current Account and NOT any other

- The costs incurred in production
- The level of competition in the market
- The demand for the product
- The level of profits needed
- The price charged by competitors
- The level of consumers income
- The objective of the business at that time

Any 5x1=5marks

c) An organization plan

- People to employ (A candidate identifies personal and the number of workers to employ)
- Their tasks and responsibilities
- Their academic qualifications

- Their payments (salary/wages)
- Benefits to be given to workers
- Methods of recruitment
- Supervision and control strategies
- Organizational chart Any 5x1=5mks

d) A sample of a cheque to pay rent

Stanbic Bank
Mpigi Branch
P.O BOX 7131 KAMPALA

Date 27/04/2015

Pay: Kagina Ali or Order

Uganda Shillings: Three Hundred thousand shillings only UGX 300,000

Cheque No. _____ KAWUMA

Moses

A/C No. _____

Contents of a cheque

- Name and address of the bank
- The signature and name of drawer
- The amount of money in words
- The amount of money in figures
- The date of writing a cheque
- The cheque number
- The account number
- The frame Any 5x1= 5mks

e) A purchase order must have the following

- Name and address of the buyer
- Name and address of the seller
- Name of the document
- Date
- Document number
- Table showing
- Quantity of goods
- Description/details of goods
- Unit price of goods
- Amount
- Prepared by
- Terms of delivery
- Frame Any 10x ½= 5mks

4. GUNDEEZE ENTERPRISES TRADING PROFIT AND LOSS A/C FOR THE YEAR ENDED 31ST DEC 2011 (1MK)

Dr

Cr

Particulars	Shs	Shs	Particulars	Shs	Shs
Opening stock		716,000	Sales	9,730,000	
Add net purchase			Less sales		
Purcahse	6,920,000		Returns	<u>240,000</u>	
Add carriage inwards	<u>188,000</u>	7,108,000	Net sales		9,490,000
Less return outwards		<u>620,000</u>			
Net purchase					
Cost of goods available		6,488,000			
Less closing stock		7,204,000			
Cost of sales		1,680,000			
Gross profit		5,525,000			
		<u>3,966,000</u>			
		9,490,000			
Less expenses			Gross profit b/d		
Salaries and wages	2,500,000		Add otherincome		
Interest on loan	140,000		Discount		
Insurance	510,000		Received		
Rent and rates	95,000		Rent income		
Telephone and light	<u>115,000</u>		Total gross		
Total expenses	3,360,000		Income		
Net profit	<u>1,106,000</u>				
	4,466,000				
			Net profit b/d		
				<u>4,466,000</u>	
				1,106,000	

$\frac{1}{2} \times 24$ ticks + 1mk = 13mks

GUNDEEZE ENTERPRISE BALANCE SHEET AS AT 31ST DEC 2011

Particulars	Shs	Shs	Particulars	Shs	Shs
LIABILITIES			ASSETS		
Capital	2,151,000		FIXED ASSETS		
Add net profit	<u>1,106,000</u>		Furniture	3,280,000	
	3,257,000		Machinery	<u>2,220,000</u>	
Less Drawing	<u>120,000</u>	3,137,000			5,500,000
Long term liabilities			CURRENT ASSETS		
Bank Loan		4,108,000	Stock	1,680,000	
			Debtors	2,540,000	
Current Liabilities			Cash at bank	<u>430,000</u>	
Creditors		2,905,000			4,650,000
		<u>10,150,000</u>			<u>10,150,000</u>

14ticks x $\frac{1}{2}$ = 7mks

$$4b)(i) \text{ Rate of turn over} = \frac{\text{cost of sales}}{\text{Average stock}} \quad 1\text{mk}$$

$$\text{But Average stock} = \frac{\text{Opening stock} + \text{closing stock}}{2}$$

$$= \frac{716,000 + 1,680,000}{2}$$

$$= \text{shs } 1,198,000$$

$$\text{Rate of return over} = \frac{5,524,000}{1,198,000}$$

$$= 4.61 \text{ times}$$

$$ii) \text{ Margin} = \frac{\text{Gross profit}}{\text{Net sales}} \times 100 \quad 1\text{mk}$$

$$= \frac{3,966,000}{9,490,000} \times 100 \quad 1\text{mk}$$

$$= 41.79\%$$

5. a) The partnership deed must contain the following

- Document name
 - Name and address of the business
 - Name and address of the partners
 - Capital to be contributed by each partner
 - The profits and losses sharing ratio
 - Tasks and responsibilities of each partner
 - Rights of each partner
 - Status of each partner
 - Duration of the partnership
 - Drawings allowed to each partner
 - Salaries or benefits to be received by each partner
 - Signature of members
- Any 8x1 = 8mks

NB. Emphasize the use of shall on every point

Sample of a partnership deed

BAKAWUNGA MAIZE MILLER

P.O BOX 1111 KAMPALA

TEL 0411123456

PARTNERSHIP DEED

- i) The business shall be called Bakawunga maize millers
- ii) The business shall be located at.....
- iii) The partners shall include
- iv) The profits and losses shall be shared equally
- v) Each partner shall contribute shs 1m towards capital
- vi) All members shall be active partners
- vii) Each member shall take home 1kg of maize flour everyday

b) – Large capital will be raised

- Work tasks will be shared
- Wise decisions shall be taken
- Losses and liabilities will be shared
- More skills will be tapped from each of the members
- There will be assured continuity of the business operation Any 5x1=5mks

c) The contract should include;

- The name of the buyer and the address
 - The name of the seller and address
 - The description of the goods to be supplied
 - The terms and place of delivery
 - The quality of goods to deal in
 - The terms of payment
 - The duration of the contract
 - Provisions of terminating the contract
 - Ways of sustaining the contract
 - The penalty for breaching of the contract
 - The document title
 - The signature of the buyer and seller
 - Frame Any 8x1=8mks\
- Emphasized to use shall

5d) Incase of performance

- Incase of destruction of the subject matter
- Incase of breach of the contract
- In case of the contact is illegal
- Incae of infrastructure
- If the two parties agree to end it Any 4x1=4mks

Emphasize the use of either

In case.....

If.....

When

ENTREPRENEURSHIP EDUCATION 845/2
PAPER TWO MARKING GUIDE

1. a) (i) Savings refers to part of personal income that is not consumed and reserved for future use while investment refers to the part of savings or income injected or re-invested in a business.

NB. A candidate should use words like while, whereas yet to join the two items. 2x1=2mks

ii) Level of interest rate

Entrepreneur confidence about the future

Rate of inflation

Level of political stability

Level of income

Level of education

Availability of financial institutions

Government policy in regard to savings

Culture of society

Level of consumption Any 2x1=2mks

b(i) Leadership is the ability of a person to influence other people to work towards the achievement of given objectives in a business.

ii) Task oriented style

People centered style

Contingency style 1x3=3mrks

C(i) Quality control refers to operational techniques and activities that are used to fulfill the requirements of quality

While

Quality insurance involves all planned and systematic activities implemented within the quality system

1x2=2mks

ii) It increases market share/demand for products

Quality products improve the brand image of the enterprise

It enables the business to out compete its competitors in the same line of business

It complies with the set standards by regulatory authorities like NBS

It minimizes wastage in production process

Quality production also standardizes the product

It improves entrepreneurs' image and reputation

d) Importance of carrying out market assessment includes;

- helps an entrepreneur to find his potential customers
- helps an entrepreneur to get information about the competitors products
- enables an entrepreneur to gather information about market size in order to plan.
- He gets to know the gap that exists in the market
- It helps an entrepreneur to finally decide as to whether or not to set up the business
- Helps an entrepreneur to answer questions about the viability and visibility of the business

e(i) A business contract refers to the legally binding agreement between two or more people/parties by which rights are require by one party to act on the part of the other parties. 1x1=1mk

ii) A contract may be discharged by

- By agreement
- By breach of a contract
- By performance
- By frustration
- In case one of the partner is minor
- By lapse in time

f(i) Written communication

Oral communication

Visual communication

Audio communication Any 2x1=2mrks

ii) Cost of the channel

Geographical coverage

Speed and urgency of the message

Status of the receiver

Language to be used

Targeted group Any 2x1=2mks

g) Steps involved in buying and selling shares

- Visiting the broker/dealer
- Placing an order through the broker
- Receiving a copy of the prospectus and reading it well
- Filling in the security central depository account opening forms

- Filling share application form
- Signing a purchase transfer form
- Paying for the number of shares one willing to buy
- Receiving a receipt from the broker
- Receiving a purchase contract note
- Receiving a share certificate from registrar Any 4x1=4mks

h(i) Action plan is a plan put down by the entrepreneur in form of a time table to guide him on how he will implement the ideas of his business plan.

ii) Importance of action plan to an entrepreneur includes

- It helps to obtain the information on the progress of the business
- It acts as a time table estimated for implementing a business plan
- It helps the business to remain focused during implementation
- It helps to identify the SWOT analysis of the business
- Action plan helps to allocate resources needed for the business
- It helps to identify the business barrier in advance 3x1=3mks

i) Contents of a partnership deed

- Name and location of the business
- Name and address of partners
- Nature of the business to be conducted
 - Capital to be contributed by each partner
 - Duties and rights of each partner
 - The profit ratios to be shared
 - The rate of interest to be allowed
 - Partners salaries if any Any 4x1=4mks

j) Total current assets = shs 6,000,000

Stock = shs 1,200,000

Current ratio = 2

i) Working capital = current assets - current liabilities

$$\text{But current ratio} = \frac{\text{current assets}}{\text{current liabilities}}$$

$$= \frac{6,000,000}{\text{current liabilities}}$$

$$\text{Current liabilities} = \frac{6,000,000}{2}$$

$$= \text{shs } 3,000,000$$

Working capital = 6,000,000 - 3,000,000

$$= \text{shs } 3,000,000 \quad 01mk$$

$$\text{ii) Acid test ratio} = \frac{\text{current assets} - \text{stock}}{\text{current liabilities}}$$

$$= \frac{6,000,000 - 1,200,000}{3,000,000}$$

$$= \frac{4,800,000}{3,000,000}$$

$$= 1.6:1 \quad 2x2=4mks$$

SECTION B

2a) Challenges facing manufacturing businesses

- Insufficient capital to buy machinery
- High taxes imposed to them by government
- Poor/under developed infrastructure products
- Unstable electricity power
- Competition from imported manufactured products
- Lack of trained technical personnel
- Absence of good trade service
- Unreliable sources of constant supply of raw- materials
- Changes of forged goods on market
- Political instability in the country
- Consumer's bias against local products
- Price fluctuations
- Lack of spare of machinery
- Absence of good credit services
 - Any well explained 10 points
 - 10x1=10points

2b) Solutions to overcome the challenges facing manufacturing business

- Undertaking research and development of new products
- Improving the quality of their products in order to meet international standards
- Government should come up with strict laws concerning forgery of goods

- By saving and reinvesting their business profits
 - Through carrying out intensive advertisement and sales promotions
 - Government should come in to solve the power problem by reducing on road shading.
 - There should be regular training of employees
 - Establishing good relationship with their customers
 - By formation of business associations and being active in order to have a common strong say
 - Through ensuring their businesses against risks like fire, accidents etc
 - Government should come in and develop infrastructures like roads.
 - Proper location of their businesses
 - The government should give subsidies and levy lower taxes to manufacturing business
- Any 10x1=10mrks

3a) Methods of price a product in an enterprise

- Through cost oriented pricing
 - By demanding oriented pricing
 - Through competition oriented pricing
 - Through government pricing policy
 - By haggling/bargaining
 - Auctioning
 - Through fashion oriented pricing
 - Resale price maintenance method
- Any 5x2=10marks but well explained

b) Factors determining a price of a product in an enterprise

- The cost of production of the product
- The prices charged by competitors
- Level of demand of the product
- Future expectations of price charges
- Nature of the product i.e. perishable or durable
- Terms of sale i.e. credit sales are charged highly than cash transactions
- Nature of the packaging material
- The pricing policy of the government
- Seasonality of the product
- Quantity in which people are buying
- The profit margin of the entrepreneur
- Distance from competitors

Well discussed points 5x2=10mks

NB. The points should be neutral

- 4a) Self employment is where one goes private by away of utilizing resources to start his/her own business to make profits 2x2=4mks

NB. Without conjunction words, no mark

b) Merits of self employment over paid employment

- In self employment there is independency since one becomes a boss in the business unlike in paid employment where is just employed to serve and is not independent
 - An entrepreneur can easily determine the time of work which is convenient to him than in paid employment where one's time of working is set by the employer.
 - The owner gains status in the society unlike in paid employment where it is difficult to gain status.
 - One enjoys profits and all benefits alone than in paid employment where one is just paid part of the money made.
 - There is quick decision making in self employment unlike in paid employment where employees may not be given chance to make decisions
 - The family member can come to assist under self employment which may be difficult in paid employment
 - There is job security in self employment as compared to paid employment where one can easily be dismissed
 - Self employment develops ones self confidence and self esteem unlike in paid employment one can't exercise his creativity
 - Self employment is also a source of employment to other people than paid employment where is just an employee in one's business
 - There is more income generated in self employment which improves on one's standards of living unlike in paid employment where employees are given low salaries and wages and even late
- Any 8x2 = 16mks

5a) Principles of insurance

- Principle of utmost good faith (uberimaefides)
- Principle of subrogation
- Principle of insurable interest
- Principle of proximate cause

- Principle of indemnity

Well explained principle 2 mks i.e. 1mk for a point/principle and 1mk for explanation $5 \times 2 = 10$ mks

- b) Importance of insurance

It allows individuals and business people to save money that can be used to cover unexpected emergencies

An entrepreneur is assured of business continuity as a result of the compensation after the loss has occurred. This assurance of businesses continuity gives the entrepreneur confidence, stable earnings, growth and expansion.

Customers increase their trust in the entrepreneurs' business as a result of the assurance in his/her business continuity

The property of the business people are guarded against all risks like fire, theft etc. This gives confidence to entrepreneurs to undertake business operation

Insurance companies also give loans to businessmen who operate on large scale and have collateral security

The excess premium which is not spent on daily expenses of the company and investments can be lent out to earn interest for the insurance company

Insurance policy (contract) document is used as security when applying for bank loans. Banks usually prefer security that is insured because the guarantee loan repayment

It promotes international trade because entrepreneur are able to import and export their goods. The entrepreneurs are also able to ensure their goods against numerous risks in foreign trade.

6a) Personnel selling is where teams of sales persons are recruited, trained and employed to sell goods directly to consumer for example hawkers who sell goods directly to consumers 4mks

- b) The process of personnel selling is carried out in the following steps;

- Presale preparation/pre-customer contact
- Prospecting
- Approaching/initial contact
- Presentation of merchandise
- Demonstration
- Handling objectives
- Closing the sales
- Sales follow up

- 7a) Circumstances under which an entrepreneur sell goods on credit

- When an entrepreneur has sufficient working capital to finance the credit sales
- If there is strong and effective laws which can protect the entrepreneur from losses due to bad debts.
- Incase an is faced with a deflation economic situation, can sell goods on credit
- If the entrepreneur can also purchase goods on credit
- When a buyer can present a collateral security which can help the recovery incase of failure to pay
- If the entrepreneur is faced with crisis like goods getting expired and off fashion
- When the buyer is well known to the seller and has been clearly observed that he/she is capable of paying back.
- Incase the customer brings a recommendation from other suppliers which will enable the entrepreneur to know about the credit worthiness of the customer
- When the entrepreneur aims at marketing the product to increase his sales
- Incase the entrepreneur is faced with pressure from competitors who also sell on credit
- When the entrepreneur wants to reduce on storage costs or create space on store

Any
 $8 \times 1 = 8$ mks

- 7b) Advantages of selling goods on credit

- High prices may be charged which increase the profits enjoyed by the business
- Credit selling acts as a marketing tool and this increases sales
- It helps in ensuring that products that are perishable or about to expire are sold off hence minimizing the losses to the business
- Selling on credit enables business to meet the customers financial requirements
- Selling goods on credit helps in building customer good will and relationship which will result into repeat purchase
- Selling on credit enhances the buyer's bargaining power because of the credit extended to them
- Selling on credit would favour the business during high levels of competition
- It acts as a bridge to customers by enabling them to get their daily need

any $6 \times 1 = 6$ mks

- Disadvantages of selling goods on credit

- Selling on credit may tie up the working capital of the business and this may result into reduction in stock
- The business may fail to recover the money due to a number of reasons and this may result into losses
- Under credit, the buyer may not be in better position to bargain so the trader may over charge the buyer
- Selling on credit may come along with strings attached which may not favour our buyer
- The business may collapse as a result of bad debts since many people may fail to clear their debts
- Administering credit requires a lot of record keeping and paper work which may be expensive to the business
- Selling on credit may be associated with high costs which may include follow up and even moving to courts of law

Any $6 \times 1 = 6$ mks

**HISTORY OF EAST AFRICA UCE
241/1 PAPER 1 MARKING GUIDE 2022**

1.a) How were the trade relations between the Arabs and the coastal people organized between 1000-1500 AD? (13mks)

- This was the Indian ocean trade/coastal trade/trade between Azama and far East/ external trade.
- Was a trade between East African coast and the outside world across the Indian ocean.
- Trade involved both local and foreign participants.
- Local participants included Bantu and cushites
- Foreign participants included Arabs, Persians, Malaysians, Turks, Chinese, Indians, Greeks and Syrians.
- Arabs used dhows to come to the coast, blown by Monsoon winds
- From Nov-April towards the coast and from May-October to Arabia.
- Local people from the interior to the coast used heart pilferage
- The trade included both imports and exports
- Imports included guns, beads, clothes, mirrors etc
- Major exports included, slaves, ivory, and gold from the interior to the coast
- Other exports included skins, copper, Rhino cereous, horns, tortoise shells etc
- Slaves were obtained through slave raids, and sold at the crast
- Ivory through hunting, down elephants and sold at the coast
- Gold was got from Mwenomotap a kingdom of Zimbabwe.
- The medium of exchange at first was through barter, where goods were exchanged for goods
- Later cowrie shells were introduced as a currency from Maldives islands.
- This was replaced by cowrie (gold/copper) united by Kilwa
- Means of communication at first was sign language
- This was later replaced by Kiswahili language after intermarriage between Arabs and Bantu words, this boosted communication between traders.
- At the coast there were collecting centers of goods which included, Kilwa, Mombasa, Sofala
- There were market centers at the coast like Mombasa, Kilwa, Zanzibar
- Some centers abroad included Onurz, Bagdad, Iran
- The trade was mainly contacted across the Indian ocean, Red-sea and Mediterranean sea.
- Foreigners did not enter the interior for fear of hostile tribes, wild animals diseases etc
- The coastal rulers/chiefs controlled this trade
- The coastal people exchanged goods with interior people like the Makaranga
- Kilwa and Sofala were the major gold centers

Introduction – 2mks

Body – 11mks

1b) Explain the effects of this trade on the coastal people by 1500 AD

- Introduction and spread of Islam at the coast
- Introduction of Arabic style of building flat topped houses
- Construction of mosques which promoted Islam
- Building of Koranic schools to promote Islamic literature
- Trained teachers to teach in the Koranic schools.
- Led to intermarriages with the local people
- This led to the birth of a new race of Swahili people
- Led to birth of a new culture (Swahili)
- Led to the development of Arab styles of dressing e.g. veils, Fissabs, Kanzus, Turbans etc
- Led to introduction of Muslim habits (Islamic practices) like fasting, praying five times a day, circumcision
- Introduction of Sharia law (system of administration)
- Led to the introduction of Arab foods like chapatti, pepper, rice etc
- Introduction of the introduction of Arab eating etiquettes like sitting cross-legged
- Introduction of new crops like yellow bananas, rice, wheat, sugar cane, oranges and lemons
- Trade led to introduction of new trade items/ foreign goods filled the coastal markets e.g. guns, beads, clothes
- Native economic activities were abandoned e.g. fishing, hunting, farming for trade
- At first, there was population increase at the coast as more foreigners came to trade
- New forms of weaponry were also introduced e.g. swords, daggers
- Guns led to improved security
- The trade led to decline in local industry
- The trade led to prosperity of the coastal towns
- There was rural urban migration with its evils e.g. prostitution
- Increased rivalry among the coastal towns e.g. Mombasa vs Malindi, Kilwa vs Sofala
- Increased demand for slaves increased slave raids warfare and insecurity
- Raids led to misery and suffering

- Led to loss of lives and depopulation
- This led to deculturalization and detribalization
- Arabs became rulers over the local people with titles like sheikh, Sultans, Khadis etc
- Led to over exploitation of resources e.g. minerals, wildlife like elephants
- The coastal prosperity later attracted Portuguese who plundered the coastal towns
- Gun also led to increased insecurity since they made raiding easy
- In conclusion, the effects of the coastal trade were positive and negative/political, social and economic were long term and short term

Any 11mks x1 = 11mrks

Any 1 valid conclusion 1mk

2.a) How did the Portuguese acquire east African coast between 1498-1510AD?

- Portuguese were the first Europeans to come and settle on the East African coast.
- They came from a small country known as Portugal
- Their conquest of the East African coast took over 10 years and was championed by Prince Henry the navigator who sponsored many people to carryout exploration beyond Europe
- It was executed by a number of Portuguese captains e.g. Vasco Dagama, Pedro Alvares Cabral, Ruy Lourenco Ravasco, Lopez Suarez, Francisco D'Almeida Instao da Cunha, Alfonso da Albuquerque
- In 1497-8, Vasco Dagama discovered the sea route to India and made a thorough survey of the East African coast.
- In 1499, Vasco Dagama went back to Portugal and gave a good report about East Africa had fertile soils, strategically located, had prosperous trade among others.
- This made them to make a decision to take over or conquer the coast. (by king Emmanuel the fortunate)
- In 1500, Pedro Alvares Cabral made an unsuccessful attack on Sofala hoping to control the gold trade [But failed]
- In 1502, Vasco Dagama the conqueror, came with 19 fleet of ships carrying 1500 soldiers
- He attacked Kilwa captured and imprisoned Sultan Ibrahim
- He was released after accepting to pay tributes to Portugal
- He left Kilwa without Portuguese protection
- In 1503, Ruy Lourenco attacked the islands of Mafia, Pembe and Zanzibar and forced them to pay tributes to Portugal
- In 1504, Lopez Suarez tried or attempted to recapture rebellious Kilwa and its harbours but failed
- Gold trade was disrupted but the sultan refused to pay tributes
- In 1505, Francisco D'Almeida the first viceroy of Goa came with 20 warships and 1500 soldiers
- He attacked Kilwa, Sofala and Mombasa
- Sofala surrendered without struggle
- Attacked Kilwa, overthrew the Sultan and a new ruler was appointed
- He burnt, looted and controlled Kilwa
- Mombasa tried to resist but was defeated and looted by the Portuguese
- In 1506-1507, Instao da Cunha completed the conquest by erecting stone forts around Kilwa and Sofala
- He invaded the Islands of Oja, Brava, Pate, Lamu and Socotra
- Lamu, quietly surrendered and accepted to pay tributes
- Oja and Brava resisted but were later defeated
- In 1509, Alfonso, D'Albuquerque conquered Mafia, Pemba, and Zanzibar and brought under the Portuguese rule
- He also defeated a large Egyptian fleet at Dio
- In the same year (1509), Dom Duarte Dalmatia also visited Mafia, Pemba and Zanzibar and brought under the Portuguese rule
- He also defeated a large Egyptian fleet at Dio
- In the same year (1509), Dom Duarte Dalmatia also visited Mafia, Pemba and Zanzibar and forced them to pay tributes
- In 1510, the entire East African coast was under the Portuguese control 14mrks

Introduction- 2mks. Any 11 points x 1= 11mks

2b) Why did African resistance against the Portuguese fail?

- The Portuguese had superior weapons like canon guns which scared coastal people and put them in panic
- Had large ships called caravels for constant supplies and patrolling the coast
- Portuguese had strong determination to defeat the Africans
- They had strong leaders like Vasco Dagama, D'Almeida
- Had home funds (supports from home)
- Portuguese were well protected i.e. wore muskets and body armours for protection
- The Portuguese soldiers were well trained and skilled in naval warfare
- They lacked competition from European countries
- Portuguese had prior knowledge about the coast i.e. earlier survey of the coast through Vasco Dagama

- Portuguese weakened the Africans through the divide and rule policy e.g. supported Sofala against Kilwa
- Their brutality and ruthlessness scared Africans
- Portuguese used surprise attacks against the local people
- The coastal people had inferior weapons like old fashioned guns
- Coastal people had weak economies to sustain the war
- Coastal people were disunited or fighting each other e.g. Malindi and Mombasa
- Were weakened by Kilwa's expansionist wars
- Coastal people were weakened by the Segeju and Zimba Cannibals of the Zambezi valley
- The coastal rulers underestimated the power and strength of the Portuguese
- Coastal towns lacked barriers like hills, rocks etc
- In conclusion, the African Resistance against the Portuguese failed because of the African weaknesses and the Portuguese strength as explained above.

Any 1 valid conclusion x 1mk

11points x 1 = 11mks

3a) Describe the origin and development of Swahili culture along the East African coast between 1000-1500AD (12mks)

- The word Swahili originated from Arabic word meaning coast.
- The Swahili culture began with the Arab contact on the East African coast
- At times, it was referred to as the Afro-Arab culture
- It developed between the 13th and 15th centuries
- It was a complete civilization borrowing much from Arabic to African ways of life.
- The Arabs on reaching the coast, intermarried with the coastal people which gave birth to a new race called Swahili
- The Swahili were half casts brown in colour
- The Swahili spoke Kiswahili as their language
- It was a mixture of Bantu and Arab words
- This language remained uninterrupted up to the 16th century
- The Swahili occupied the coastal areas of Kenya and Tanganyika
- They were basically Moslems due to Arab influence
- As a result, a number of mosque and Koranic schools were built
- They adopted Arab ways of dressing such as Turbans, Kanzus for men and Veds for women
- They were mainly traders who traded in items such as gold, silk, ivory, which made them rich
- Their system of administration was based on sharia law and Islamic practices
- They used the Quran as a holy book

3a) They used title of leadership such as Sheikhs, Sultan, Imam

- The Swahili took up Arabic architecture such as flat topped houses, arches and domes
- The Swahili carried out agriculture for example, they grew vegetables to supplement their diet
- The Swahili also kept animals like goats, sheep, cattle
- Their main food stuffs were wheat, lemons, oranges, etc
- They were restricted from eating pork
- The Swahili culture grew steadily though by the 16th century their culture was disrupted by the coming of the Portuguese
- In conclusion, the way of life of the Swahili people was political social and economic

3b) What were the effects of this culture at the East African coast .

- Mosques, Koranic schools were built all over the coast.
- Islam promoted/fostered unity among the Moslem brothers
- Islam greatly influenced the coastal cultures
- Many towns developed e.g. Mombasa, Kilwa etc
- The introduction of the sharia law strengthened administration at the coast
- Improved morality at the coast due to strict Koranic teaching against immorality
- There were intermarriage which gave rise to Swahili culture

3c) The new Swahili culture came with new language called Kiswahili.

- Arabic was also adopted as an official language
- Kiswahili was also adopted (became the Lingua Franca (National language))
- Strong commercial links were established externally
- The Arabs who spread Islam imposed themselves on the local people as rulers
- Food and sitting etiquettes changed among the coastal people e.g. Pilao, chapatti, rice and sitting cross legged
- New crops were brought e.g. rice, wheat, oranges, lemons
- Some African societies were absorbed by the Swahili culture
- Islam exposed the East African coastal towns to the outside world especially Arabia, Persia and India
- There was improved standards of living among the coastal people
- There was an increase in population

- Some societies at the coast gave up their economic activities e.g. food gathering, hunting for trade
- Islamic practices were introduced e.g. circumcision, praying five times a day fasting etc
- New ruling dynasties were formed e.g. Shiraz Dynasty
- Islam was further encouraged or spread at the coast
- It led to increase of slavery along the East African coast
- In conclusion, the effects of this culture at the East African coast were political, social and economic

4a) Describe the migration and distribution of the Ngoni peoples into East Africa in the mid 19th century:

- The Ngoni were close relatives of the Zulu and Ndwandwe people from South Africa.
- They were Bantu who belonged to the negroid race
- They originally lived in Natal province in the south east of the Drakensburg mountains
- The Ngoni were Nguni speaking people
- They are believed to have left south Africa around 1820's
- They left south Africa because of Shaka Zulu's expansionist wars
- This was during the Mfecane period where there was a lot of war and suffering in South Africa
- The Ngoni left south Africa in two (2) district groups
- They left around 1820 and each group took a different direction
- The first and biggest group was led by chief Zwangendaba
- They moved through central Africa crossed R. Zambezi traveled through Malawi and finally settled around Ufipa where they destroyed the small settlements
- The second and smaller group was led by chief Maputo
- It moved through Mozambique, Eastern Malawi and finally settled around Songea among the Yao.
- This group was known as the Maseko Ngoni
- Around 1848, Zwangendaba died and his group split into 5 small groups
- Three of these groups went back to settle Africa settling in present day Malawi and Zambia
- The two remaining groups settled permanently in Tanganyika and these were Tuta and Gwangara Ngoni
- The Tuta Ngoni moved northwards to the lands of the Holoholo where they were defeated
- They continued up to Nyamwezi land in 1850 where they captured a young Mirambo
- The Gwangara Ngoni led by Zulugama moved Eastwards destroying the Hehe
- By 1860, they had reached Songea where they clashed with the Maseko Ngoni whom they defeated and forced them to flee
- The defeated Maseko Ngoni split into two groups . one group under chief Maputo moved southwards crossed river Ruvuma and finally settled in Mozambique
- The other group fled northwards to Morogoro and these came to be known as the Mbuga Ngoni
- During their movements, the Ngoni always captured people
- The boys were absorbed into their army and girls were married off and this swelled their number

4b) Why were the people of south Eastern Tanganyika easily defeated by the Ngoni?

- They captured young men whom they transformed into warriors.
- They also took women as wives which swelled their numbers
- They had an outstanding military organization inherited from Shaka
- They divided their army into fighting units called impis
- Had an age system as the basis of military regiments
- Had superior weapons e.g. Assegai (short stabbing spear) and large cowhide shields
- Had superior tactics of attacking the enemies like the cow-horn formation
- They also preferred fighting in the open and bare footed which facilitated military mobility
- The Ngoni also used surprise attacks
- Most of the Ngoni enemies were weak and small societies
- The Ngoni were determined than their counter parts
- The societies they confronted were small and quite weak organizationally
- These societies were disunited and often at war with each other
- Used scorched earth policy on those who tried to resist them e.g. burning villages, food stores etc
- The Ngoni fighters were professionally trained and free of any work
- The Ngoni had great experience in large scale warfare
- Kept the morale of army high by promising them rewards after victory
- The Ngoni fighters were also loyal and united under their leaders and commanders
- Had strong military leaders e.g. Zwangendaba, Zulugama, Maputo
- They were not affected by famine they always looted for food wherever they passed
- The long march from south Africa gave them military discipline and strong endurance
- The East African communities had been affected by slave and long distance trades
- In conclusion, the Ngoni easily defeated the people of South Eastern Tanganyika because of political, social and economic reasons.

Any 11 points x 1= 11mks

Any 1 valid conclusion = 1mk = 12mks

5a) Explain the steps that were taken to abolish slave trade in East Africa in the 19th century.

- This was a trade that involved the buying and selling of human beings as items of trade.
- Was also known as human trade
- Britain spearheaded the crusade against slave trade in the 18th century
- The abolition was dictated by economic and humanitarian factors
- In 1772, the supreme court of England declared slavery unconstitutional in Britain
- In 1807, slave trade was made illegal to all British subjects
- In 1815, the British Navy started patrolling the Indian ocean to check on the shipmen of slaves
- In 1822, the Moresby treaty was signed between Seyyid Said and Captain Fair Fox Moresby
- This stopped the exportation of slaves to Mauritius, Madagascar, India and Christian countries
- Its weakness was, it allowed Arab states to freely trade in slaves with East Africa
- In 1824, Captain Owen set up the Owen protectorate over Mombasa to stop slave trade
- In 1826, the British government refused to recognize his intentions which forced him to withdraw
- In 1833, slave trade was abolished in all British controlled areas
- In 1839, the attempt was made to reinforce and supplement the Moresby treaty, but it was unsuccessful
- In 1841, Colonel Artikins Hamerton was appointed the British consular in Zanzibar
- In 1845, the Hamerton treaty was signed between Col-Artikins Hamerton and Seyyid Said
- The treaty restricted slave trade activities outside Seyyid Said's East African possession
- The treaty confined slave trade to Zanzibar and coastal towns.
- In 1850, Christianity was introduced to stop slave trade
- In 1857, Seyyid Said died
- In 1857, Colonel Hamerton died
- The death of the two gentlemen delayed the abolition process
- Sultan Mafid who succeeded Seyyid Said was reluctant to sign any treaty with the British
- In 1870, Sultan Bargash succeeded Sultan Majid to sign any treaty with the British because he needed support from the British, he made relations with the new British consular Sir John Kirk.
- In 1873, the free treaty was signed with Sultan Bargash which closed the Zanzibar slave market on the same day and other slave markets within 24 hrs.
- The treaty also made slave trade illegal in all parts of the Sultan's dominion.
- In 1876, Bargash freed all slaves in his main land territory therefore he abolished slave trade at the coast and the interior
- General Lloyds stationed in the interior with the same force to oversee slave trade activities
- In 1889, a treaty was signed between Sultan Khalif and the British where all persons entering the Sultan's dominion after 1st Nov were to be free.
- In 1900, with the introduction of colonial infrastructure like the railway line were built to replace human portage
- Legitimate trade was introduced to replace slave trade
- In 1905, children born in all German territories freed
- In 1907, slavery was abolished in all British East African countries
- In conclusion, by 1921 complete abolition of slave trade was achieved when Britain took over Tanganyika as a mandated territory after World War I

5b) What were the problems faced by the Abolitionists

- Tropical diseases like malaria reduced the number of abolitionists
- Some freed slaves were reluctant to be free they were not certain of life after abolition
- The British antislavery campaigns lacked cooperation from other European countries like France, America, Spain
- The profitability of the trade to the African chiefs and kings made it difficult to abolish
- The Arab slave traders were at times armed and ready to fight whoever tried to block their business scared the abolitionists
- The absence of alternative source of income to those engaged in it made it difficult to abandon the trade
- Lack of manpower to effectively patrol the East African coast
- Some slave traders used the American flags to transport slaves to disguise themselves
- Britain single handedly shouldered the burden of maintaining patrols on the sea, Indian ocean and compensating slave traders
- Most attention was put at the coast and the Indian ocean and no land patrols were put in the interior
- No thorough settlement programme was made before the abolition campaign started
- Shortage of funds to enforce the abolition
- Wild animals like the lions threatened the few abolitionists in the interior
- Hostile tribes like the Nandi, Yao and Masai attacked the abolitionists in the interior
- Lack of alternative means of transport to replace human portage which was done by slaves
- Sultans like Seyyid Said and Bargash were reluctant to sign any anti slave treaties as they would erode their powers and influence
- Harsh climate in the interior of East Africa made their work difficult

- Geographical barriers like rivers, lakes and forests knocked the movement of the abolitionists
- Slavery was an accepted custom among many African societies therefore chiefs had no problem with it
- The few abolitionists lacked the geographical knowledge about the interior of East Africa
- In conclusion, the problems faced by the abolitionists were political, social and economic

6a) Explain the origins of the Bachwezi

- Their origins were not clear
- They were the successor to the Tembuzi in Bunyoro Kitara
- Most of what is known about them is derived from myths
- Some historians claim they were cushites or Galla people from Ethiopia
- Others suggest they were Greeks, Portuguese or Egyptians who came from the North East or North and settled in the interlacustrine region
- Others further claim that they were bantu speaking people
- But unlike Tembuzi who were mythical, the chwezi were real people
- Traditions claim that they were very tall and light skinned and they had very bright eyes
- However they were regarded as semi-gods and performed miracles
- They are also believed to have moved south wards from Ethiopia and settled in the lake region about 1350AD
- They were the founders of Bunyoro Kitara empire which included, present day Buganda, Bunyoro, Busoga, Ankole, Karagwe, Burundi, Rwanda, Wanga and many others
- The founder of the Chwezi dynasty was Ndhaura who was succeeded by Wamala the last chwezi King.
- The chwezi were also known by various names for example Hindu, Tutsi, Hima, Twa
- They had extraordinary supernatural powers hence performed miracles for example rain makers
- They established their capital at Bigo-Byamugenyi in present day Sembabule district based on Archaeological findings
- Their rule lasted for four to five generations 1350-1500AD
- They couldn't die but disappeared when annoyed
- They are said to have been cattle keepers and kept long horned cattle
- They were great sportsmen and enjoyed wrestling and gymnastics, omweso, enziga
- They wore cow hide sandals
- Their rule ended with the arrival of the Luo-Babito in the 16th century

6b) What was their contribution to the history of the interlacustrine Region?

- Introduced a centralized system of administration
- Introduced the idea of a strong standing army
- Introduced the idea of palace officials like the royal women and slave artisans
- Introduced the construction of reed palaces with royal enclosures
- Introduced class-system like the Bahima and Bairu
- Introduced the long-horned cattle
- Introduced the royal regalia like the spears, drums etc
- Introduced the culture of coffee cultivation for chewing
- Introduced the wearing of cowhide sandals
- Introduced the building of grass thatched houses decorated and smeared with cow dung.
- Introduced iron working
- Introduced bark cloth making
- Introduced games like wrestling, athletics, board game (omweso)
- Introduced pottery like pots, jars, basins, plates, cups etc
- Set up several palaces and earthworks at Kibengo, Ntusi,
- Set up several palaces and earthworks at Kibengo, Ntusi, Mubende etc
- Established their capital at Bigo Byamugenyi
- In conclusion, the Bachwezi contribution to the history of the interlacustrine region was political, social and economic

7a) Why did the British apply indirect rule in Uganda

Introduction

- Indirect rule was a system of British administration in their colonies
- By this system, the British rules through the local chiefs, kings
- The system was first tested in India and Nigeria
- The architect of the system was captain Fredrick Lugard who served in India and Nigeria before he came to Uganda
- The system to an extent was successful in centralized societies
- Where there was not centralized government (in republican societies) like the Kikuyu, the British created their own chiefs

Body:

- This was a policy that worked in Uganda with a lot of success
- This system was applied because it was cheap as the chiefs were paid little for their services
- There were centralized institutions like the British monitor where it was applied
- The British thought the system would reduce resistance
- The chiefs would be used as shock absorbers and would protect the British
- The people would think that they were ruled by their chiefs who were on the frontier in case of a bad policy, the chiefs would be blamed by their people
- They applied it because there was need to pressure traditional institutions
- It was intended to promote some leadership skills among the African chiefs
- The policy was applied in Uganda because it was applied with a degree of success in India and Nigeria
- The British feared to directly go to areas infected with diseases
- It was used to reward some societies that did not disturb them but instead collaborates
- The system had dual or double benefits between the Africans and British
- The British believed local people believed in and obeyed the leaders more than other people
- The system was also applied because the local leaders understood their people and needs better and could not rise against them
- The system was intended to make British look different and better than other colonial powers
- The system was also used to promote the policy of divide and rule
- The African leaders would be deceived by the system that they were still in power
- The local chiefs would be more effective in mobilizing forced labour and the payment of taxes

7b) How was the policy of indirect rule applied?

- The system was mainly applied in centralized political system
 - Where there were no centralized political systems, the British created their own
 - At the top of the system, was the secretary of colonies in London
 - He was answerable to ministry of colonial affairs and the British parliament
 - Below the secretary for colonies there was a British governor stationed in Entebbe
 - The governor, chief supervisor/administration in Uganda
 - Uganda was divided into provinces governed by provincial commissioners (all British)
 - The provincial commissioners were answerable to the governors
 - The provinces were sub-divided into districts and district officers (DC) all whites
 - The district officers were answerable to the provincial commissioners
 - The districts were divided into counties under county chiefs (Africans) answerable to county chiefs
 - The sub-counties were divided into villages under village chiefs
 - In Ankole, some Bains who had no traditional powers were used to rule the Bahima who had traditional powers
 - Some Baganda collaborators were made chiefs in Bunyoro because Kabalega had been stubborn
 - Some people were appointed chiefs in areas where they were not recognized as traditional leaders e.g. Kakungulu in Eastern uganda and Baganda agents in Kigezi
 - There were provincial and district centres (Bomas) in places like fort portal, Gulu Masindi, Mbale etc
- Conclusion
Indirect rule was applied through local institutions and the creation of offices in the areas where they did not exist before the establishment of colonial rule.

8a) Describe the terms of the 1900 Buganda agreement between the Buganda and British government.

- It was a treaty that was signed between Sir Harry Johnstone, the British commissioner and the three Baganda regents namely Stanslus Mugwanya, Zakaria Kisingiri and Apollo Kaggwa on behalf of the three year old king Daudi Chwa II
- It was signed on 10th March, 1900 at Mengo.
- The key terms centered around land, taxation and government
- The Kabaka was to remain the head of Buganda kingdom and was to be given the title "His Highness"
- The laws of Buganda were to remain as long as they did not conflict with the protectorate laws.
- The Kabaka was to rule through the Lukiko
- The Lukiko (parliament) was to consist of 89 members namely;
- The three ministers i.e. chief Justice, treasurer and Katikiro (Prime Minister)
- Sixty nobles (Abakungu), twenty country chiefs and six kabaka's nominees
- The Lukiko was to act as the parliament
- The kabaka was to be paid 1500 pounds and the county chiefs 20 pounds per year.
- Buganda was to be divided into twenty countries for the purposes of easy administration
- The kabaka was not too dismiss any member of the Lukiko without the approval of the protectorate government
- Land in Buganda was divided into two that is Mailo land and crown land
- Mailo land was to be occupied by the kabaka, members of the royal family and leading chiefs
- Squatters who settled on the milo land had to pay rent (obusuulu)

- Crown land was to belong to the protectorate government
- Any squatter who settled on the crown land was to pay rent
- All the unoccupied land was to remain under the control of the colonial government for example areas of minerals, lakes, rivers and forests
- Hut and gun tax was to be introduced in Buganda
- All men of eighteen years and above had to pay hut tax of three rupees
- No other tax was to be introduced in Buganda without the consent of the protectorate government
- The county chiefs were to be responsible for collecting taxes and maintaining roads and public works
- All taxes collected from Buganda were to be remitted to the protectorate government
- The kabaka was not to form any army without the permission of the British colonial government
- All the Baganda were to be encouraged to grow cash crops
- In case Buganda violated the terms of the agreement, the British version was to be changed
- Collection of tributes from Busoga, Ankole, Toro and Karagwe by Buganda was to be stopped
- Buganda's boundaries were to be re-defined
- Bugangaizi and Buyaga that previously belonged to Bunyoro were to be added to Buganda
- Issues to do with foreigners were to be referred to the protectorate government
- Buganda was to be one of the provinces of Uganda
- The Lukiko was to act as the highest court of appeal

8b) How did this agreement affect the people of Uganda up to independence?

- Buganda lost her independence and it became a province in Uganda
- Kabaka's powers were greatly reduced
- The Kabaka lost large chunks of land
- The giving of land to the chiefs led to the formation of Bataka confederation
- It led to the development of agriculture especially cash crop growing in Uganda
- Taxation became an incentive
- Poll tax and hut tax were introduced in Uganda leading people to crowd in one hut
- It began the exploitation of Buganda's resources like minerals and forests
- Traditional chiefs and clan heads lost their traditional powers.
- Laid a foundation of signing similar agreements with other areas like Ankole and Toro
- The agreement created a new class of rulers like the Katikiro, Muwanika and Mulamuzi
- Lukiko was given parliamentary powers
- The agreement empowered Christian chiefs who collaborated
- The lost counties of Buyaga and Bugangaizi were confirmed to belong to Buganda
- It made it difficult for the colonial government to unite Uganda
- Kabaka became just an employee of the British
- It encouraged development of infrastructures like roads, schools and hospitals
- It led to the rise of nationalism
- Police and army was created by the protectorate government to maintain law and order
- Kabaka lost his control over foreigners
- Kabaka lost control over revenue
- The agreement created a class of landlords and the Kabaka lost control over his landless chiefs
- The lost counties became a source of conflict between Buganda and Bunyoro
- The kabaka lost control over the army
- British rule over Buganda was confirmed
- It led to Buganda's secession tendencies
- In conclusion, the agreement affected Buganda politically, socially and economically as explained above

9a) What were the causes of the Kikuyu uprising of 1950s.

- This was the Mau-Mau rebellion/uprising
- It was an African revolt against colonial rule in Kenya mainly staged by the Kikuyu
- Mau-Mau means, "Muzungu Ayende/Arundi Ulaya Mwafrika Apate Uhuru" which meant that let the white man go back to Europe and Africans regain independence
- It effectively began in 1952 and ended in 1960
- Need to regain their independence from the British
- To regain their lost land to the whites
- Disrespect of their leaders by public flogging
- Undermining of African culture, religion and beliefs
- Africans had been pushed to reserves
- Experienced overstocking, over population in the reserves
- Africans hated racial segregation of jobs, residential areas education institutions
- The Africans were poor while the whites and Africans were rich because they monopolized trade.
- The Kikuyu were tired of forced labour
- Africans were given low wages or no wages at all

- Africans were restricted from growing cash crops on the pretext that this would lower the quality of products
- Reluctance of the British to effect constitutional reforms in Kenya
- Some extremists in Kenya African Union (KAU) were dissatisfied by KAU which wanted peaceful means of achieving independence
- Formation of the land reform army (Mau-Mau movement) in 1946 by KAU extremists and ex-soldiers
- Africans hated restrictions of movement by use of Kipande system which was burden some
- Africans disliked continued domination of government by the whites
- Africans were not allowed to participate in the politics
- Lack of direct African representation in the LEGCO
- Imposition of high taxes by the whites
- Grievances like lack of jobs for the educated and general unemployment
- Africans hated a ban on women circumcision
- Fear of Kenya becoming another south Africa or Rhodesia
- Africans hated massive arrests, detention and ruthlessness of the British
- Reduction in the number of cattle annoyed Africans
- The role of educated elites like Kenyatta
- Africans hated the introduction of Christianity
- Fear of Kenya becoming a white settler colony like south Africa
- It was encouraged by earlier resistances like Abushiri, maji-Maji
- Increase in the growth of nationalism

b) Explain the consequences of this uprising on the people of Kenya.

- Both Africans and Europeans lost their lives which caused depopulation
- About 13,000 Africans and 58 Europeans died during the course of the rebellion
- In October 1952, the British colonial government declared a state of emergencies in Kenya
- Many Kikuyu, Akamba men were forced into reserves and detention camps
- A number of military leaders were arrested such as Jomo Kenyatta
- A number of military leaders were arrested e.g. Kimathi, Hote, Tom Mboya etc
- A number of Mau-Mau supporters throughout the country/Kenya were arrested in April 1954
- There was an outbreak of famine that struck Kenya
- Clans and families were disintegrated due to either being loyal or disloyal
- Prisoners greatly suffered harsh treatment and bad living conditions
- The Mau-Mau cost 50,000 pounds to both Kenya and Britain
- Many Europeans started opposing colonialism and criticized Britain and the white settlers
- Settlers were forced to give up their ideas of turning Kenya into a white man's country
- The Kenya road to independence was greatly accelerated that resulted into independence in 1963
- The British government came to good terms immediately with Africans and white settlers
- Kenyatta and many other leaders of the Mau-Mau released later to participate in government
- The African interests gained supremacy over African and white settlers
- The Mau-Mau rebellion led to the exodus of many whites to south Africa
- Massive properties were destroyed during the rebellion
- The Mau-Mau rebellion led to decline in Kenyan economy
- The rebellion created a lot of insecurity in the region
- In 1956, five (5) Africans were allowed to sit on the LEGCO. The number was later increased to 14 in 1958.
- Political parties were allowed to operate e.g. KAU which strengthened nationalism
- In conclusion, the Mau-Mau rebellion contributed to the history of Kenya politically, socially and economically

10a) Why were the East African countries involved in World War II.

- World War II was fought between 1939-1945
- This took place in Europe
- Germany, Italy and their allies vs Britain, France and their allies
- East Africa was under the rule of the war lords.
- When the war broke out it was impossible for East Africa to remain neutral
- Moreover these Germans in East Africa had conflicting opinions, some supported Hitler while others did not.
- There were the British in Uganda, Kenya and Germans in Tanzania and yet back at home they were both opponent war lords.
- In neighboring Somalia and Eritrea was Italy
- The presence of such opponents in such areas caused suspicion and tension
- Several battalions of the King's African Rifles (KAR) were stationed on the Somalia boarders
- Troops moved into Kenya joined by contingents from Nigeria, Gold coast etc
- East Africa also contributed large sums of money to the British war effort

- In 1940 for instance Italy joined the war as Germany ally
- Later when Japan joined the war on Germans side and attacked Britain, the KAE was expanded to 30 battalions
- Thousands of East African soldiers went to India and Burma
- Others went to Madagascar

10b) what were the effects of the war on the people of East Africa.

- Their war hastened the growth of political movements (nationalism) in East Africa
- People's attitudes towards chiefs and African administrators changed
- People began to resent them
- Most British officials were away for military services and this widened the gap between Africans and Europeans
- Exports declined and lack of skilled man power affected production
- Uganda's cotton and coffee growers had to be helped by government when the prices fell too low
- Otherwise the war increased the demand for sisal and cotton
- Japan captured Malaysia with its huge rubber plantations and therefore Tanganyika had to increase rubber plantation production
- The Africans in Kenya were for the first time encouraged to produce cash crops
- Loss of lives
- Veterans brought and spread venereal diseases and other STDs
- Lack of employment for the veterans forced them to join the militant wing of the Mau-Mau e.g. General China
- The British government directed technical schools and institutions to introduce and produce war equipment
- Many European communities began to change attitudes towards Africans for the better conclusion were political, social and economic

HISTORY PAPER TWO
MARKING GUIDE FOR HISTORY OF WEST AFRICA
241/2 2022

1(a) Trans-Atlantic slave trade also known Triangular trade (13 marks)

- The trade was carried out between Europe. The key participants in the trade were Africans, Europeans and Americans.
- It was called triangular trade because it was conducted in a triangular trade form i.e. from Europe to Africa. To America and back to Europe.
- The first stage was from Europe to the coast of West Africa where European goods like clothes, guns and glassware were brought to West Africa.
- European goods were then exchanged for African slaves, ivory and gold.
- The second stage started from West Africa to West Indies (America) where slaves were taken to work on plantations and mines.
- The third stage from West Indies back to Europe. Here raw cotton, sugar, tobacco was got and taken to Europe to make finished products.
- At first trade was dominated by the Portuguese who were later joined by Britain, Denmark and France.
- Slaves were the major item of trade and an average of 70,000 slaves were exported each year.
- The chiefs organized the trade in the interior of West Africa.
- At first, slaves were got from criminals, prisoners of war and criminals
- Due to expansion of the trade, African Chiefs raided their neighbors for slaves e.g. Asante raided Fante.
- Slaves were need to offer labor in mines of copper, gold, tin and silver.
- Youths of about 10-30 years were preferred as slaves.
- Slaves were sold in singles and in groups.
- The major slaves trade centers were Lagos, Accra, Benin and Elmina castle
- The trade was based on barter system but also other currencies like coins and metal bars were used.
- The African chiefs marched the captured slaves to the coast where they were exchanged for European manufactured goods.
- By the 19th century about 70,000 slaves were shipped annually to the new world

1(b) The effects of Trans-Atlantic slave trade were far reaching. They were political, social and economic in nature. (12 marks)

- These effects were largely negative but partly positive.
- Many people in West Africa lost their lives during slave raids.
- There was massive depopulation e.g. about 20-30 million people were sold as slaves.
- Trade led to destruction of property for example crops and houses were set on fire during slave raids.
- There was a lot of suffering and misery which left people in a state of fear.
- Agriculture was disrupted.
- Famine broke up in many West African societies
- Loss of productive man power since youths between 10-30 years were preferred as slaves.
- The young and old were left helpless.
- It led to exploitation of West Africa's resources like Gold, Copper and ivory.
- Africans lost confidence in their traditional leaders.
- Traditional industries like mining, weaving and art were neglected as people concentrated on trade.
- Economic growth in many societies of West Africa was hindered since people were on the run in fear of being captured as slaves.
- Trade led to detribalization since different ethnic tribes got mixed up.
- Due to the trade, Africans lost their respect and dignity.
- The trade paved way for the future colonization of West Africa
- The acquisition of guns intensified wars in West Africa as societies fought each other to acquire slaves.
- The trade linked West Africa to the outside world especially America
- The African chiefs became rich and powerful for example Jaja of Opobo and Nana of Itsekiri.
- New goods were introduced in West African societies for example guns, glassware, Whisky and clothes.
- Trade led to growth of some empires like Benin, Oyo and Dahomey.
- Trade led to emergence of city states like Brass, bonny and Calabar.

2(a)

- Legitimate trade refers to the lawful commercial activities in West Africa (13marks)
- Legitimate factors for its establishment were numerous and were essentially economic, political, social and humanitarian. (at least 3)
- The trade development after the abolition of slave trade in West Africa.
- The subsequent desire to substitute slave trade led to establishment to legitimate trade.
- The European traders did not withdraw from the West Africa coast because they had invested much capital in trading equipment like forts, ships.
- European traders were not willing to lose their capital hence establishing legitimate trade.

- Goods like palm oil, coffee, ground nuts, gum, rubber, cotton, gold timber, cocoa (any two) were increasingly in great demand in Europe.
- The industrial revolution in Europe required raw materials like cotton, cocoa, ivory...
- Palm oil remained the most important commodity of legitimate trade for example it was needed for lubricating rusty machines.
- Palm oil was also needed for making soap and candles.
- Great quantities of palm oil were obtained in the Niger Delta making this centre the most important area of activity of legitimate trade.
- Due to high palm oil yield, the Niger Delta were labeled 'oil Rivers'
- Trade developed due to growth in production of other commodities due to growth in production of other commodities for example ivory and wood.
- There was also high production in ground nuts especially in Senegal and Gambia.
- G-nuts were exported to France for soap making and machine lubrication.
- The construction of the South North railway boasted ground nuts production in Northern Nigeria.
- Due to the efforts of the missionaries for example they had encouraged the growing of cotton especially in Northern Nigeria.
- Due to explorations, missionaries began to penetrate inland and setup conducive atmosphere for establishment of the trade.
- Missionaries campaigned slave trade/slavery.
- Advocated evangelization / Christianization.
- Preached unity/fraternity by discouraging intertribal wars/civil wars which were the source of slaves.
- The opening up of commercial courts in Sierra Leone and Liberia to check on slave trade encouraged legitimate trade.
- It developed due to several participants particularly African and Europeans.
- Due to need to create employment for the freed slaves.
- The colonization process was a further boast to the trade.
- European companies provided security which boasted trade.

2(b)

The challenges were quite diverse/numerous and were political, social and economic (12 marks)

- Challenges were mostly felt in the Niger Delta region the centre of economic activity.
- Both African and European traders were initially reluctant to adopt the new trade.
- Slave trade had been very profitable so were not sure of the profits from legitimate trade.
- Trade in the forest products was less productive/profitable.
- Legitimate trade was difficult to organize.
- The hinterland farmers could not produce palm oil in sufficient exportable quantities.
- Most of the European traders were harsh and cruel to the African traders
- European traders had problems among themselves for example quarreling.
- Because of European traders operated independently the desire for profits led to violence and competition.
- The 'trust' system of credit caused further trouble between European traders and African middlemen.
- Some of the European imports were against African morals.
- Guns and gun powder promoted inter-tribal wars.
- The liquor gave rise to drunkenness, flights, quarrels and promiscuity. (any 1)
- Hostile tribes attacked European vessels going up the Niger Delta.
- Some Africans had fear of losing their wealth therefore did not adopt legitimate trade.
- There was a problem of poor means of communication due to lack of a common language.
- Diseases like malaria until quinine was used
- Death of African middlemen like Jaja and Nana
- There was opposition from African chiefs who wanted to protect their political interests.

3(a)

Askai Mohammed was also known as Mohammed Toure Ibin Abubaker (13 marks)

- He was the founder of the Askia dynasty and ruled Songhay from 1494-1528.
- Askia came to power after over throwing Sunni Ali's son for causing divisions in the empire.
- He was not a Songhay by birth but a Soninke.
- He abolished all the past dynasties like the Sunni dynasty and replaced them with the Askia dynasty
- He expanded the empire by conquering areas like Diara, Madingo, Fulani and the Hausa states.
- He strengthened the army by acquiring more fighting weapons.
- He established an effective system of administration for example he appointed ministers in charge of Agriculture, finance and the army.
- He divided the empire into provinces with each under a governor.
- He encouraged the spread of Islam
- He made a pilgrimage to Mecca and on returning he came back with Muslim scholars who developed cities like Gao and Timbuktu.

- Askia Mohammed was crowned as 'Caliph' on his return from mecca
- He established many Koranic schools and universities for example Sankore University.
- He created good relationships with his neighbors for example Egypt.
- He controlled the major trade routes therefore got much revenue through taxing the traders.
- He promoted the local industry like mining, weaving and smithing.
- He promoted agriculture by digging canals in the desert areas for irrigation
- He introduced a uniform system of weights and measures hence minimizing cheating.
- He ensured that civil servants, army men and administrators were paid well.
- He ensured maximum security for the traders
- Askia being old and blind was finally overthrown by his son in 1528 and this marked the end of Songhay.

3(b) (12 marks)

- The factors for the decline of Songhay were internal and external.
- The overthrow of Askia Mohammed by his son led to decline of the empire.
- The empire had grown too large.
- There were conflicts between Muslims and non-Muslims.
- Civil wars broke up with in Songhay.
- Due to weakness of the central government
- Weakness of the arm
- Weak economy for example the decline of trade
- Decline of agriculture and the local industry
- Due to breaking away of conquered states like Diara and Kebbi
- The breaking away of the conquered states led to subsequent loss of revenue from them.
- Due to struggle for power which resulted into disunity.
- Due to constant attacks from the Tuaregs and Fulani.
- The Moroccan invasion of Songhay led to decline of the empire.
- Due to the capture of Hao by the Sultan's troops.
- The Moroccan army was well organized and disciplined.
- The marracon army was armed with superior weapons compared to Songhay's army with spears, arrows and stones.
- Due to the defeat of Songhay by the marracon, Pashalic administration was set up within the empire.

4 (a)

Samuel Ajayi was born about 1806 in Oshogun village near Yoruba land (13 marks)

- He had an adventurous background / childhood.
- His village was attacked during the 19th century Yoruba civil wars.
- Young Ajayi was taken captive and sold into slavery.
- He was later re-sold to the Portuguese slave dealers.
- He was put on board for transportation as a slave across the Atlantic Ocean to the New world
- However, the slave ship was intercepted by the worships of the British preventive squadron.
- It was taken to Sierra Leone in 1823.
- Ajayi with others were liberated and joined the receptive.
- Ajayi showed remarkable intelligence hence attracting the attention of the C.M.S officials.
- He was then sent to school and within a short time he could easily read the Bible.
- Ajayi was Baptized Samuel Crowther on 11th December 1825.
- In 1826 he was taken to a Parish school in England.
- He returned to Sierra Leone in 1827 and was enrolled at Fourah Bay.
- He exhibited rare intellectual qualities rising to become a tutor at Fourah Bay College.
- He was ordained as a priest on his second visit to England in 1843
- He was consecrated as a Bishop in 1864.
- Ajayi became the first black Anglican Bishop in West Africa.
- He set up his base at Bonny in 1867
- He was appointed to head the CMS Niger Mission.
- He advocated for Africanization of the church.
- He decampaigned slave trade
- Ajayi translated the Bible into Yoruba language.
- He wrote many evangelical books in local languages.
- He compiled the Nupe dictionary
- Samuel Crowther faced hostility from his European colleagues for example Rev. Townsend who opposed his Episcopal nomination.
- Due to continued European hospitality Crowther was forced to resign his Bishopric in 1890.

4 (b)

The effects of his works were far reaching; religious, social, economic, humanitarian and political (any three) (12 marks)

- His rare intellectual qualities restored African dignity.
- He pioneered the Africanization of missionary service West Africa.
- Spear headed the construction of churches.
- Helped in the spread of Christianity e.g. at Abeokuta in 1846, Lagos 1852 and Oyo in 1856.
- Compiled a grammar and dictionary of the Nupe language.
- Compiled Yoruba grammar
- Compiled a Yoruba-English dictionary
- Translated religious literature into Yoruba language.
- Built schools to promote education.
- Fought against heathenism for example human sacrifice, ancestor worship, abandoning of twins.
- Decampaigned slave trade.
- Helped to resettle the ex-slave especially those from Sierra Leone.
- Initiated the ex-slaves into profitable trade e.g. tailoring carpentry, brick laying (any 2)
- Encouraged legitimate trade especially in the Niger Delta region.
- Encouraged use of modern farming methods like crop rotation, fertilizers and pesticides. (any 2)
- Improved on transport e.g. roads railways bridges were built. (any 2)
- He made effort to decampaigned tribalism /racism e.g. inter-tribal wars and African European hostilities.
- Led to improvement in communication e.g. posts and telegraphs were put in place.

5(a)

The Hausa States covered most parts of Northern Nigeria during the 10th century. (10 marks)

- The included Kano, Zaria, Gobir, Karsina, Zamfara, Nupe, Daura, Yauri, Rano, Julun, Yoruba, Biram and gwarri.
- During the 14th century the Fulani traders begun entering into Hausaland to spread Islam.
- The Hausa leaders begun conquering the neighboring states which believed in African traditional religion.
- These states were originally vassal states of Songhay Empire.
- After the death of Askia Mohammad, the Hausa states became self-governing.
- The Hausa states became self-governing.
- The Hausa states became independent after the Moroccan invasion and destruction of Songhay in 1595.
- The head of each state was given a title Sarki.
- Many traders moved into the Hausa states because of its peace and security therefore they acquired wealth.
- By the middle of the 18th century the Hausa states had become famous and prosperous.

5(b)

Hausa states were located in Northern Nigeria and were divided into two categories i.e. the true states and the seven outlying states. (15marks)

- The true states were Daura, Gobir, Kano, Raho, Zaria, Katsina and Biram.
- The seven outlaying / bastard states were, Kebbi, Nupe, Gwari, Zamfara, Julum, Yauri and Yoruba.
- The states had an efficient system of administration with each under a king or Sarki.
- Each state was usually named after its capital city.
- The Sarki was assisted by a council of ministers and territorial officials.
- The powers of the King were limited for example he could not act without the approval of the council of influential notables.
- The commander in chief was next in importance to the Sarki e.g. he summoned council meetings.
- In some states the Prime Minister (Waziri) performed these duties.
- For easy administration, each state was divided into districts and villages.
- District heads were usually traditional rulers of the area.
- Their duty was to enforce the orders of the Sarki.
- Militarily, the Hausa states were weak and therefore never built empires.
- The states were not politically united since they were selfish and largely independent.
- Socially, the Sarki was the chief priest of the state.
- Religion provided spiritual unity of the states.
- The Sarki was the supreme judge and gave final decisions on key issues like murder and land.
- With the introduction of Islam, the Sharia law was introduced.
- Lesser judicial matters were settled by the Alkali and his jury.
- In small villages the heads exercised judicial authority on minor issues.
- Economically, agriculture was the main economic activity but it was largely subsistence.
- The Hausa involved in trade with other states and across the Sahara with North Africa for example they exported slaves, cloth and iron implements.
- They had traditional industries like cloth weaving metal industry and leather works.

- Taxation was originally in form of tribute in grain and other local products.
- Later Muslims tax system was introduced for example income tax, livestock tax and land tax.
- Professionals, dyers and craftsmen were taxed

Luxury goods like sugar, onions, tobacco were taxed.

6 (25 marks)

SOCIAL (13 marks)

- Social developments involved education, health, urbanization and transport and communication.
- Before the First – World War the progress in education in Senegal was slow.
- The education system was mainly controlled by the catholic missionaries.
- The type of education provided prepared the Senegalese for junior posts in government e.g. clerks, secretaries.
- Schools which were established were for the sons and daughters of the chiefs.
- Higher education and technical education came at a later stage when the government started funding education.
- There was only one secondary school in the whole of French West Africa which was located at Dakar.
- In 1903 a uniform school system was adopted
- The percentage of literate people in French West Africa was generally lower than in British West Africa.
- Scholarships were given to good students to go for further education in France.
- There was development in urbanization as people moved from rural to urban areas in search for paid labor.
- Medical services were improved e.g. clinics, dispensaries and hospitals were built.
- Health services were provided in order to keep Africans in good health so that they could offer cheap labor.
- Transport and communication were developed in order to encourage and develop trade.
- In 1880, railway works was started e.g. St. Louis Dakar line was 165 miles.
- Roads were built to link various sections of the railway network.
- Port facilities were also developed e.g. at Dakar.
- Air transport was later developed in 1950 e.g. Dakar airport was built.
- Transport and communication were developed in order to ease the movement of French military officials and French administrators into the interior.
- Forced labor labor was used for public projects in order to reduce the cost of administration.

ECONOMIC (12 marks)

- The economy of Senegal largely depended on agriculture, trade, banking, transport and communication
- Senegalese economy was developed by the French in order to meet the colonial needs.
- The colonial markets were reserved for the French manufactured goods which the Senegalese had to buy.
- The Senegalese were forced to offer cheap labor in order to produce raw materials which they sold to the French at low prices.
- Agriculture was developed e.g. the Senegalese specialized in production of ground nuts.
- Ground nuts became the major export of Senegal and Senegal became the leading producer of G-nuts in West Africa.
- Cash crop agriculture was confined to the coastal region due to favored soils and population.
- In the food crop production was encourage to avert failure
- Rice was one of the major food crops
- Compulsory district co-operatives were created to enforce savings for local agricultural development.
- Africans offered cheap labor on the white plantations.
- Africans later learnt of the economic value of crops and began growing them vigorously.
- Due to agriculture, oil and lumber mills, beverages and brick factories were developed.
- Export agriculture boasted trade.
- Income from agriculture financed transport and communication development.
- Due to agriculture, people's standards of living were improved.
- Income from agriculture financed developed of schools and hospitals.
- Banking services were put in place to ease the work of the French officials.
- By 1939, 44,000 miles of roads network had been constructed to boast agriculture.

7 (a) (13 marks)

- Rush for colonies also means scramble. It later led to partition of West Africa colonies among European powers.
- Reasons were quite many: political, social, economic, religious and humanitarian nature (any3)
- There was need for raw materials like gold ivory...
- Industrial revolution in Europe.
- Need for market for the European finished goods.
- Need to get areas to invest their surplus capital.
- Need to abolish slave trade.

- The discovery of gold and diamond in South Africa made them think that there were similar minerals in West Africa.
- Need to spread Christianity
- Need to get areas to resettle their surplus population.
- Wanted to spread Western civilization
- Wanted to gain prestige
- Wanted to control the wide spread Islam.
- Need to show their white superiority
- Need to introduce formal education
- Need to end civil wars
- Berlin conference of 1884-85
- Due to strategic reasons e.g. the coastal areas and Savanna wood land.
- The British occupation of Egypt encouraged in French to conquer West Africa.
- They were influenced by men on the spot e.g. explorers.
- Wanted to get future allies in case of any war.
- The French wanted to compensate for the loss of Alsace and Lorraine.

7 (b) (12 marks)

- The European rush for colonies brought political, social and economic changes in the societies of West Africa.
- It led to exploitation of natural resources of West Africa like gold, copper.
- It led to abolition of slave trade
- Legitimate trade was introduced
- Development of infrastructures like roads and railways.
- Introduction of a monetary economy which replaced barter trade.
- Development of a cash crop economy e.g. rubber, cotton, cocoa, cotton.
- Introduction of colonial economic policies e.g. taxation forced labor and labor alienation.
- Led to the spread of Christianity
- The empire in West Africa lost their independence e.g. Dahomey, Oyo and Asante.
- It led to suppression of African nationalism as some Africans feared the superiority of the whites.
- It led to rise of nationalism in some states through wars of resistance e.g. Mandika under Somary toure.
- Some kings in West Africa were replaced by puppet rulers.
- It led to break down of traditional cultures
- Led to separation of families due to wars of conquest.
- Led to collaboration of some societies with the Europeans e.g. Fante collaborated with the British.
- More European goods were brought into West Africa e.g. guns, glass ware.
- Destruction of property e.g. houses and plantations were burnt during wars of resistance.
- Loss of lives during wars of resistance.

8 (a)

- Nnandi Azikiwe (13 marks)
- He was born in 1904 in the northern Nigeria and was of Ibo parentage.
- He attended missionary schools in Nigeria e.g. Lagos.
- He later worked as a government clerk in the treasury.
- He went to USA for further education e.g. Howard and Lincoln universities.
- After graduation, he lectured political science at Lincoln University.
- While in USA he was influenced by experience of color discrimination.
- He realized the importance of news paper propaganda and therefore studied journalism.
- He returned to West Africa in 1934 with determination to fight against colonial rule.
- His motto was "man's inhumanity to man must cease"
- After his stay in Ghana, he returned to Nigeria in 1937.
- He established the West Africa pilot and other newspapers.
- He spread the gospel of racial equality and highlighted the injustices of colonialism.
- He called upon people to struggle for the independence.
- Because of his newspaper coverage, the message of self-rule was able to reach the remote areas of Nigeria.
- He founded the national council of Nigerian citizens (NCNC)
- He supported the general strike of Nigerian workers in 1945.
- He led nationwide NCNC protest campaign tours of Nigeria in 1946.
- He fought against the separation tendencies of the action group and the Northern people's congress.
- He supported a unitary type of government.
- He became a governor general of federal Nigeria in 1980-1963.
- He became the first president of the republic of Nigeria in 1963-1966.

8(b)

- Felix Honphonek Beigny. (12 marks)
- Felix was born in 1905 in Ivory Coast to a prosperous farmer.
- He attained education at Dakar medical school and qualified as a medical assistant.
- He resented the humiliation and suffering brought by forced labor.
- He also resented racial discrimination by the settlers
- He formed a farmers' trade union which became a protest movement against forced labor.
- Under him, Ivory Coast became the centre of anti-colonial activity.
- He was elected to represent ivory and upper Volta in post war French constituent assembly.
- Africans were discontented with the outcome of the constitution and met in Bamaka to form a political party.
- The meeting gave birth to the Ressemblement Democratiques Africaine (RDA)
- Felix became the first president of RDA.
- The head quarters of the party were in Ivory Coast but also had branches in other French West Africa colonies except Senegal.
- By 1950, RDA had over 70,000 members and was the largest political party in West Africa.
- During elections, RDA won 9 seats to the French national assembly.
- In November 1956. Felix became the mayor of Abidjan.
- The French government appointed him as a cabinet minister and held this post until 1954.
- He strongly believed in the autonomy for separate French West Africa colonies.
- Felix facilitated the winning of independence for all French West Africa by 1960
- He led Ivory Coast independence on August 7th 1960.
- He became the president of independent Ivory Coast.

END

U.C.E 2022 MARKING GUIDE
HISTORY OF SOUTH AFRICA 241/4
INSTRUCTIONS

- Attempt any four Questions
- All Questions carry equal marks
- Any additional Question(s) attempted will not be marked.

- 1(a) Describe the migration and settlement of the Hottentots into South Africa (10 marks)
- (b) How were they organized by the 16th Century (15 marks)
- 2(a) What reforms did the British introduce at the Cape of South Africa between 1806-1828? (12 mark)
- (b) How did they affect the Africans? (13 marks)
- 3(a) Why did the Zulu conflict with the Boer trekkers in 1838? (12 marks)
- (b) What were the consequences of the conflict (13 marks)
- 4(a) What were the causes of the wars of the Eastern Frontier between 1770-1856? (12 marks)
- (b) How did they affect the people of South Africa (13 marks)
- 5(a) What were the causes of the Jameson Raid of 1895? (12 marks)
- (b) Why was it unsuccessful? (13 marks)
- 6(a) Describe the terms of the 1902 Vereeniging treaty? (12 marks)
- (b) How did the treaty affect the people of South Africa? (13 marks)
- 7(a) What reasons led to the establishment of African homelands in South Africa? (12 marks)
- (b) What problems did the Africans face while in the homelands? (13 marks)
- 8(a) What were the causes of the Sharpeville shootings of 1960? (12 marks)
- (b) How did they impact on the people of South Africa? (13 marks)

END

MARKING GUIDE
1(a)
INTRODUCTION

- a. The Hottentots were the second inhabitants of South Africa after the San
- b. They were also known as the KhoiKhoi/ men of men/cattle keepers or herders

BODY

- c. They belonged to the bushmanoid family or Khoisan family
- d. They were yellowish or brownish in the colour of their skin
- e. They had a clicking sound in their language
- f. They had a short structure though taller than San and their women had big bums
- g. Their migration into South Africa is not clear to many historians
- h. However, its believed they migrated from either East or Central; Africa
- i. They were forced to move by the more organized Bantu
- j. Their arrival into South Africa its believed they settled in areas of Transvaal, Transkei
- k. Others settled along rivers like Vaal, Kei, Tugera etc.
- l. Others went to the Drakensberg into, Winters burg etc.
- m. Today they are located in the deserts of Namibia, Kalahari etc.
- n. They were friendly unless provoked
- o. In South Africa were divided into the Nama, Gana and Chocqua

1(b)

BODY

By the 16th Century, they were organized politically, socially and economically as seen below:-

- a. Politically, they had a decentralised system of governance with no king
- b. They lived in Large camps of several related clans that formed villages
- c. Each camp had a chief who worked with assistance of clan leaders
- d. The chief ruled through customary practices and the clan leaders settled disputes
- e. They held meetings in public and ordinary members were free to attend
- f. They had no standing army but called upon the youth in case of need
- g. They were peaceful people unless provoked
- h. Disputes were solved by all members of the clan that promoted democracy
- i. Socially, they lived in large groups of about 600-2000 people
- j. The groups were composed of a number of camps, occupied by people of the same clan
- k. A family was the basic unit of the society
- l. They practiced both female and male initiation ceremonies
- m. Boys were initiated by sharpening their hunting skills at puberty
- n. They practiced exogamous marriages where they didn't marry from the same clan
- o. Marriage occurred at an early age for girls is to 14 years and boys at 15 to 18 years
- p. They had (couple) to stay at bride parents' home until the birth of their first child

- q. They were polygamous though gave birth to few children
- r. They honored each stage of life e.g. birth, puberty, marriage and death
- s. They used local herbs as medicine
- t. They wore animal skins and only covered their private parts
- u. Women gave birth alone with use of a sharp stick to separate the mother from the baby (umbilical cord)
- v. They danced to the appearance of a new and full moon
- w. They respected the praying mantis as a symbol of wealth and good fortune
- x. Their god was Tsuigoab believed to be given of vain good health etc.
- y. Sacrifices were made for the rain since they lived in desert areas
- z. They believed in life after death
- aa. Economically, they practiced nomadic pastoralism in moving from one place to another
- bb. Kept animals like goats, sheep and long horned cattle
- cc. Rarely slaughtered their cattle for beef except for important occasions
- dd. Gathered wild fruits, honey, roots caterpillars, white aunts etc.
- ee. Also hunted wild animals e.g. antelopes
- ff. Wild animals were killed using bows and poisonous arrows
- gg. They dug large pits to capture big animals like elephants
- hh. Practiced iron making and pottery later
- ii. Carried out barter trade with the Bantu in exchange with cattle products
- jj. Learnt agriculture from the Bantu and practiced later

CONCLUSION

kk. Conclusively, they were organized politically, socially and economically as explained above

2(a)

INTRODUCTION

- a. The British were the second Europeans to occupy the Cape after the Dutch
- b. They occupied the cape twice i.e. 1795-1803 and 1806 onwards

BODY

The British instituted changes/reforms in the economy, religion, language, press, judiciary and general administration as seen below

Economic reforms

- c. In 1825, they introduced a new paper money i.e. English Pound to replace the Dutch rix dollars
- d. Salaries of government officials were reduced including that of the governor
- e. Trade restrictions on farmers were removed
- f. Giving financial assistance to prospective immigrants to the Colony were stopped
- g. Land had to be surveyed, fenced, mapped and tittles obtained

Church reforms (religion)

- h. Freedom of worship was extended to all groups
- i. Catholic church was given a right of worship
- j. Gent reps stopped attending DRC synod meetings in 1824
- k. In 1826, the British started the payment of Priests and Civil servants
- l. DRC influence in the social affairs was reduced

Language and education reforms

- m. In 1822, English was gradually replacing the Dutch language
- n. English language was to replace the Dutch language as the official language
- o. Anyone who taught in English was rewarded
- p. English education was introduced in Public Schools

Press reforms

- q. After 1824 the British removed limitation / restrictions on Press
- r. Freedom of press was granted
- s. In April 30th 1824 a liberal Law governing newspapers was amended
- t. Newspapers required to deposit 300 pounds before permission
- u. English newspapers included Grahanistene, Jurnal, Zois etc.

Judicial reforms

- v. In 1825, the charter of justice who introduced
- w. Supreme court was set up which was the highest court of appeal
- x. Judges were to be appointed by the British and paid
- y. Judges were supposed to be independent
- z. British criminal Law replaced the Dutch Law
- aa. Count sessions were made public for everyone
- bb. In 1826, trial by Jury was introduced
- cc. 1828 the 59th Ordinance was passed

dd. In 1812 Black Grant cents were introduced

Administration reforms

- ee. English governors ruled the Cape
- ff. In 1825, an advisory conval was setup
- gg. In 1827, settlers were given 100 seats in the conval
- hh. Later the Legislature conval was introduced
- ii. Governor was made head of administration

2(b)

They affected the Africans Politically, Socially and economically as seen below:-

- a. Africans got more Liberty and freedom of movement
- b. They worked as interpreters in the Gents
- c. Enjoyed improved working conditions
- d. Africans civil rights were restored
- e. They deserted Boer farms
- f. They acquired accommodation
- g. Africans enjoyed protection from their brutal masters
- h. Received some of their land back
- i. Boer exploitativeness reduced
- j. Increased hatred between them and Boers
- k. African slaves were registered in every district
- l. Slave working hours were reduced
- m. Given chance to go to church
- n. Slave deolecer was put in every district
- o. Acquired schools
- p. 50th Ordinance was introduced that favoured them
- q. Slavery was later abolished

Conclusion

In conclusion, the reforms affected Africans, politically, socially and economically as explained above

3(a)

Introduction

- a. The Zulu conflicted with the Boer trekkers in 1838 in what was called the battle of blood river
- b. The battle took place on the banks of the blood river on Sunday 10th December 1838
- c. The Zulu were led by Dingane and Boer trekkers by Andreatus Preterious

Causes

- d. Need to revenge on the Zulu
- e. Zulu need to defend independence
- f. Struggle for Land
- g. Boer confidence for victory
- h. Zulu hated enslavement
- i. Role of Pretorius
- j. Zulu had acquired guns
- k. Hated to return to the Cape
- l. Murder of Piet Retief
- m. Role of African Nationalism
- n. Zulu war like nature
- o. Fear of ghostril devils
- p. Raiding of cattle
- q. Failure of negotiations
- r. Forced labour
- s. Role of the great trek
- t. Role of Dingane
- u. Earlier victories by Zulu

3(b)

The consequences of the conflict were positive and negative, political, social and economically as seen below:-

- a. Massive loss of lives
- b. Depopulation
- c. Zulu were defeated
- d. Destruction of property
- e. Decline in agriculture
- f. Famine
- g. Displacement of people

- h. Misery and suffering
- i. Fear and tension
- j. Loss of land
- k. Loss of cattle
- l. Loss of independence
- m. Loss of traditional authority
- n. Loss of culture
- o. Spread of Christianity
- p. Influx of Boers
- q. Increased hatred between the two
- r. Zulu royal family divided (mpande)
- s. Mpande made King
- t. Natal republic established
- u. Disruption of trade
- v. Poverty
- w. Lessons learnt

Conclusion

Conclusively, the effects were positive, negative, political, social and economical as seen above

4(a)

Introduction

- a. Wars of the Eastern Frontier were also referred to as Kaffir wars/ Xhosa-Boer wars/wars of dispossession
- b. They were wars between the Xhosa (Bantu) against the Boers and later British
- c. They were 9 wars with leaders like Ravabe, ATyali, Naquase, Mlargini, Macemo, Sandile etc.

BODY (Causes)

- d. Competition for Land
- e. Expansion of both Xhosa and Boers
- f. Raids and counter raids
- g. Xhosa desire for independence
- h. Disrespect of African culture
- i. Boer treatment and enslavement
- j. Over population
- k. Xhosa hated spread of Christianity
- l. War like nature of the Xhosa
- m. Lack of clear boundaries
- n. Competition for fertile Land
- o. Difference attitude to Land ownership
- p. Raping of Xhosa women
- q. Disrespect of Afu leaders
- r. Possession of guns
- s. Unfair taxation
- t. Brutal collection of taxes
- u. Role of leaders
- v. Forced Labour
- w. Little or no payment
- x. Presence of Afu collaborators e.g. Ganka
- y. Long term enmity
- z. Failure to solve issues peacefully

4(b)

The wars affected the people positively, negatively, politically, socially and economically

- a. Massive Loss of lives i.e. 20,000
- b. Depopulation
- c. Destruction of property
- d. Decline in agriculture
- e. Displacement of people
- f. Led to famine
- g. Displacement of people
- h. Fear and tension
- i. Misery and suffering
- j. Loss of land
- k. Loss of cattle
- l. Loss of culture
- m. Loss of independence
- n. Loss of African authority

- o. Influx of whites
- p. Spread of Christianity
- q. Rise of Afrikaner Nationalism
- r. British reforms
- s. Lessons learnt

Conclusion

In conclusion, the effects were positive, negative, political and economical as explained above

5(b)

Introduction

- a. The Jameson Raid was an extended conflict between the British and the Boers
- b. It took place on the 20th of December 1895
- c. The Boers were led by Paul Kruger while the British by Cecil Rhodes assistance by Dr. Jameson
- d. Dr. Jameson was assisted by his brother to Cecil Rhodes

Causes (body)

- e. Long term hatred and suspicion
- f. Role of Leaders
- g. Need to Protect the Afrikaners
- h. Rise of British imperialism
- i. Demands of giving rights to Afrikaners
- j. Increasing number of Afrikaners
- k. New to revenge to the Boers
- l. Smuggling of arms into Transvaal
- m. Failure to honor the pre-treaty conditions
- n. Desire for Afrikaner independence
- o. Scramble for minerals
- p. Over taxation of Afrikaners
- q. Brutal collection of taxes
- r. British desire to federate South Africa
- s. Early British defeats by Boers
- t. Rise of Boer Nationalism
- u. Role of white settlers
- v. Period of scramble and annexation
- w. Presence of European powers
- x. Role of Chamberlain
- y. Misunderstandings between the two
- z. Refusal to speak English
- aa. Failure by Jameson to put off the attack as suggestion

5(b)

The raid was unsuccessful due to the following:-

- a. Afrikaners' failure to cooperate with the British
- b. They were business minded
- c. Paul Kruger knew the raid
- d. Communication breakdown between Rhodes and Jameson
- e. Dr. Jameson underestimated the Boer
- f. Boers' strong force
- g. Boers' determination to defend their independence
- h. Boer planning and organization
- i. Racism
- j. Boers were not interested in the federation
- k. British underestimate Boer
- l. Lack of geographical knowledge
- m. Frank Rhodes' failure to sing
- n. The arrest of Dr. Jameson led to loss of morale

Conclusion

Conclusively, the Raid was unsuccessful due to political, social and economic reasons.

6(a)

Introduction

- a. The Vereeniging treaty was a treaty signed between the British and Boers after the second Anglo-Boer war of 1899-1902
- Signed in the city of Vereeniging East of Pretoria on 31st January 1902

General Smuts, Bartho and Hertzog signed on behalf of the Boers while a few Milner and Kitchener on behalf of the British

BODY (terms)

- b. Transvaal and OTS were to become British colonies
- c. Self governance was promised to the two farmers republics
- d. Both English and Dutch languages were to be official
- e. Political destiny was to be determined by whites
- f. Africans who had abandoned their mines work during the war were to be punished
- g. About 30m pounds were to be given to Boers for conversation
- h. British were to stop protecting African rights
- i. Boers were to retain their cars for defense
- j. Africans were to accept the history of British flags in their areas
- k. African voting rights were not to be addressed
- l. British were to release all prisoners of war
- m. Boers were to stop discriminating British goods
- n. British and Boers were to stop fighting immediately
- o. Boers were to recognize the prince of England
- p. Orange free state was to remain orange river colony
- q. Long term hatred between the two was to stop

NB: Emphasize the Phrases Army (11x1) "was to be", were to be"

6b) The effects were political, social and economic as seen below;

- a. Led to development of reserves for Africans
- b. Africans lost their land to the whites
- c. Africans became second class citizens in south Africa
- d. Africans were no longer protected by whites
- e. Africans drew in concentration carry
- f. Africans were discommend
- g. Africans were denied them political rights
- h. Africans remained poor
- i. Africans were subjected to more mistreatment
- j. Africans lost their independence
- k. Loss of African cultures and traditions
- l. Rise of African nationalism
- m. Cows were released.
- n. Those who had desented their work were punished
- o. Pass laws were reintroduced
- p. Formation of political parties like ANC
- q. Displacement of Africans
- r. Swaziland declared a British protectorate in 1902
- s. English and Dutch languages became equal

CONC

Conclusively, the effects were political, social, economic, positive and negative. Any 12x1=

7a) Introduction

- a. African homelands in south Africa were also referred to as Bantustans
 - They were established by the 1959 Bantu self-government out.
 - They included Transkei, Ciskei, Gazankulu, Kwazulu, Venda etc

Body

Reasons for establishment

- b. To separate the 2 races i.e. whites and blacks
- c. To promote separate development
- d. To prevent the growth of African nationalism
- e. Ensure white demarcations in south Africa
- f. Ensure Africans development own land
- g. To make it impossible for Africans to meet
- h. Weaken criticism against Afrikaners
- i. To ensure African enslavement
- j. To create security for whites
- k. Direct African attention away from pretense
- l. To control south Africa reserves
- m. To discuss Africans completely
- n. Ensure the use of native languages
- o. To act as a dumping ground for annotated items
- p. To avoid complications between Africans and whites for jobs

- q. To create a collaborative class of chiefs
- r. To silence international community. Any $11 \times 1 = 11$ mks

7b). Africans faced the following problems:-

- Poor sanitation
- Pass laws
- Poverty
- Unemployment
- Low standards of living
- Diseases
- Peer accommodation
- Peer transparent and communication lines congestion
- Poor health facilities
- Peer education facilities
- Divisionism
- Racial segregation
- Fear and tension
- Misery and suffering etc

CONC

In conclusion, the problems faced were political, economic 12x1mks

8a) Introduction

- Sharpeville shootings were also referred to as Sharpeville massacre anti pass protests
- Due to a peaceful demonstration organized by PAC and ANC
- Took place on 1st March Monday 1960 in the slum town of Sharpeville

CAUSES (Body)

- Mass matching by African demos
- Role of Robert Sobukwe
- Role of Albert Luthuli
- Killing of 60 defenseless Africans
- Restoration of movement
- Apartheid in jobs
- Enslavement of Africans
- Poverty
- Unemployment
- Peer housing facilities
- Peer saintlier
- Forcing Africans into reserves
- Poor health facilities
- Poor education facilities
- Precoccalive demonstrators
- Role of pienku and zyl
- Congestion
- Taxation
- Poor methods of tax collection
- Forced labour
- Little or no payments
- Explanation of African resources
- Disrespect African leaders
- Disrespect of cultures
- Role of political parties

8b) The effects of the shootings were positive. Negative, political, social and economic;

- Massive loss of lives about 60
- Arrests and imprisonment
- Depopulation
- 28th March declared day of menuring
- Destruction of property
- Destruction of African culture
- Famine
- Displacement
- Misery and suffering
- Loss of independence
- Fear and tension
- Loss of culture
- Burning of pass books

- Rise of nationalists
- Rise of political parties
- Rise of African nationalism
- Increased hatred between Africans and whites
- Interrelation of OAU and UN

CONC

In conclusion, the effects were political, social, economic. Any 12x1

**ENGLISH PAPER ONE
MARKING GUIDE 1121
POINT OF INTERPRETATION**

- **SECTION A**

It should be a statement with a correct format, if not, Bi

Consider the following for the award of marks.

FORMAT

Title: Location subject and destination Fo2

Bio data: Name, age, tribe, occupation, residence, telephone, etc.... Fo2

Affirmation statement eg: I affirm the above information is true to the best of my knowledge.
Fo2

Closing tag (recorded by), signature, name (upper case) Fo2

CONTENT:

Names of the people involved; eg. Head teacher's name, parent's name, rescuer(s) or a clear description of physical appearance. Co2

Nature of the assault. Eg. Slapping, punching, pushing, and shoving. Co2

Effects: eg. Bleeding, swelling. Co2

C=06

LANGUAGE:

a) Three paragraphs;

Bio data

Content

Affirmation

b) Spelling

c) Punctuation

d) No contractions

e) Outstanding - 06

D Very good 05

g) Good 04

h) Fair 03 i) Weak 02

PROPOSED AWARD:

Format- 08

Content 06

Language 06

= 20 mks

SECTION B:

2. It should be a story illustrating that if you have too high opinions of yourself or your abilities, something will happen to make you look stupid.

If literal meaning, Bi

Candidate may or may not be involved

3. It should be a story reflecting an accident

Candidate may, or not be involved

Give road wide interpretation

If not road - Mi

This is a participial phrase, if interpreted as a gerund - Bi

4. This is an argument composition

- Candidate should take a stand point, if not. Mi

- If both sides given, accept

- If not school and no phones - Bi

5. This is an expository composition

- Give development wide interpretation

- If development not positive - Bi

6. It should be a story

- Candidate may or may not be involved

- Candidate should end with the statement, if not MI

- The plot should link with the statement, if not, Mi

7. If story, accept

- Special qualities that cause admiration should be highlighted

- If someone disliked- Bi

**ENGLISH LANGUAGE PAPER TWO
MARKING GUIDE 112/2**

SECTION A

1. In not more than 160 words, summarize ways through which history should be taught.

HOW HISTORY SHOULD BE TAUGHT

History should be based on lectures followed by discussions and research to reveal the hidden past and minimize memory work.

It should be connected to the ways of life be it in the past, present and future.

History should be allowed to reveal its important role in curriculum as a dimension of social science investigation

It should be of top quality if we are to develop the abilities of our pupils to be able to make judgments for themselves

Teaching of history should generate bold and intelligent response to the local and world affairs which should drive for validity and action.

Should make an effort to create meaning in social science subjects

Should work on a programme to involve our pupils in whatever we are doing.

We should train them to be able to explain past by making use of what they already know.

We should try to explain the present by use of the past knowledge

Guide them to gain prestige in social science subject by being very much connected with human interacts

Avoid memory work

Should not allow incredible disparity between education and our intellectual development

Should introduce pupils to objectives, methods and applications of a science

160 words

2. a)

- 1) Because they are popular and high profile victims.
- 2) To tell them that you are not every body, you are you.
- 3) Addiction
- 4) You should not succumb even to curiosity or you should nor succumb to curiosity.
- 5)
 - a) Insane or mentally ill
 - b) Not yet gotten to drug abuse, not yet started drug abuse.
 - c) To give in, to yield to an over powering force
 - d) To cover up, to replace

2.b)

2.1 A

2.2 B

2.3 D

2.4 C

2.5 B

3. a)

- 1) Inspite of our not being qualified for the match, we beat our opponents with their hands down.
- 2) Having spent the whole night awake, he fell asleep during the meeting.
- 3) Bleak as the house appears, I am sure there is a lot to admire about it.
- 4) Simon Okello hoped to win the first prize in the competition.
- 5) Whatever she did was deliberate.
- 6) Barely had Ketra entered the witchman's hut when a very fat snake sneaked out at once.
- 7) The scholarship will be given to such certain pupils as they are expected to succeed in further training.

8) A

9) C

10) His silence proves that he is guilty.

3b) Circle the most correct alternative answer

11) A

12) A

13) B

14) A

15) C

16) C

17) B

18) A

19) C

20) D

COMPUTER STUDIES PAPER ONE
MARKING GUIDE 840/1
SECTION A (20MARKS)

- | | |
|-------|-------|
| 1. D | 11. B |
| 2. B | 12. B |
| 3. A | 13. D |
| 4. B | 14. C |
| 5. C | 15. C |
| 6. C | 16. B |
| 7. A | 17. D |
| 8. A | 18. D |
| 9. C | 19. A |
| 10. B | 20. A |

SECTION B (60MARKS)

21. a) Computer evolution refers to the change in computer technology right from the time computers were first used to the present.
- b) - Data processing
- Information
 - Computer
 - Data
 - Hard disk
 - Information technology
- i) Computer
- ii) Data processing
- iii) Data
- iv) Information
- c) (i) Education
- There are variety of using educational resources on CD-ROMS and the internet
 - Computers make teaching and learning more interesting and interactive through the use of computer aided instruction.
 - Computers are used in computer aided learning (CAL) where multi-media effects are used to express concept.
 - Students can learn and proceed at their own pace depending on the learner's individual ability.
 - Learners can get their results immediately after doing some assignments or tasks.
 - The teacher (instructor) can present subject matter and explain abstract or difficult questions or concepts more clearly with multi-media software.
- ii) Banking
- Making deposits of cash and cheque
 - Withdrawing cash
 - Transfer money between accounts
 - Apply for a cheque book
 - Obtain your account balances and mini statements
 - Change your Personal Identification Number (Pin) cords (password)
 - Generate reports about profits and losses so as to analyze to make changes where necessary
 - Helps tellers to keep records for daily transactions e.g. daily depositing withdraws made, account opening, loan processing etc
 - Keeps security in the bank e.g. detecting suspects or wrong doers
 - They are used to detect fake cheques/money from original money
 - Used to count large sums of money
22. a)
- These are tangible or physical parts of a computer
- b)

Hard ware device	Category
Joy stick	Input
Router	Communication
Projector	Output
Plotter	Output

c)

1. Power supply unit

It is used to regulate the amount of power consumed by a computer. It converts A.C power supply into D.C power supply so that computers can safely it.

2. CMOS battery

This a battery that maintains the time, date, hard disk and other configuration settings in the complementary metal oxide semiconductor memory.

23. a) (i)

A wildcard is a character that substitutes for another character or string of characters when searching a database.

ii)

They help to specify and search for entries in a table when you don't remember their names in full.

They shorten query statements whereby a user doesn't have to write very long statements in querying.

iii)

? , * , \$, % any 1

b)(i)

They contain text or numbers not used in calculations

They simply the reading and understanding of the spreadsheet

ii)

- data entry and storage
- collection and verification of business data
- administrative and managerial duties
- accounting and budgeting needs
- data analysis
- reporting and visualizations through use of charts
- forecasting business transactions

24. a)(i)

Can block specific websites

Can block websites containing certain keywords

Use of a firewall filter to restrict access

ii)

It could be to protect the morals of some age group

It could be restricted information with a limited viewer list

To protect against misuse and abuse of privileged information

To enforce security for the information which could be attacked by hackers

b)(i)

Transmission media is a communication channel that carries the information from the sender to the receiver.

ii)

Coaxial, twisted pair, fibre optics, radio waves, microwaves, infrared

25. a)

1. mail merge

Mail merge feature makes it easy to send the same letter to a large number of people without retyping each letter.

2. Styles

Styles feature enable a user to easily apply consistent formatting to documents, as well as to quickly change existing formatting

They are used in automated list and table of contents.

b)

The difference between cut and copy is that cut removes the selected data from its original position while copy creates a duplicate of the original content.

c)

It is a program used to create presentation which can be used to communicate ideas to large groups of audience.

d)

Seminars, workshops, lecturers, church services

26. a)

i) Variable declaration

Is the process which informs the compiler information such as: name of the variable, type of value it holds and the initial value if any it takes?

b)

A complier is a program that translates a source program written in some high-level programming language (such as java) into machine code for some computer

c)

This is a program that tells an operating system how to communicate with computer devices

d)

Graphics user interface (GUI)

Command line interface (CLI)

SECTION C (20MARKS)

Answer only one question from this section

27. a)

- Understanding your network goals what do you want do over the network
- Creating a budget and acquiring components how much is allocated for the cause
- Training the training needs for the users
- Security of the information on the network
- Scalability size of the network
- IT maintenance and repairs

b)

- High charges of the service to users
- Poor network coverage in some areas
- Slow and limited band width
- Lack of electricity in some areas
- Poor quality equipment for both users and service providers
- Government policy on usage is not good

28. a)

- what will the computers be used for
- how much memory does the computers come with
- how much storage do you need
- how much processor do you need
- do you need a dedicated graphics card
- the cost of the computers
- the number of users

b)

- Handle every device with maximum care without dropping them down.
- Protect the computer using uninterrupted power supply and stabilizers
- Do not allow external devices, they may contain viruses
- Do not expose them to dusty environment and strong heat
- Do not open the inside parts unless told to do so.
- Cover the hardware devices always after the system has cooled down
- Do not eat or drink near the computer
- Clean the surface of the hardware with a clean dry piece of cloth

29.

- When the computer slows down during operation it may require a warm boot.
- When a new device has been installed it may require a warm boot
- When a new program has been installed it may require a warm boot
- When a new device has been uninstalled it may require a warm boot
- When a new program has been uninstalled it may require a warm boot
- When a computer hangs and stops responding to commands.
- During installation of an operating system

COMPUTER STUDIES PAPER TWO
MARKING GUIDE 840/2

ICT AS A TOOL FOR TEACHING AND LEARNING

The term **ICT** is stands for Information and Communication Technology and is defined as a “Diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”. **ICT** has become a very important part of the educational delivery and management processes. **ICT** largely facilitated the acquisition and absorption of knowledge and hence providing extraordinary opportunities to developing countries for enhancing their educational systems particularly for the under privileged constituency, and thereby raising the level of quality of life for their people.

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**MS. AKIRO GRACE
P.O BOX 23 KAMPALA
UGANDA**

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MR. ASSIMWE ANDREW

P.O BOX 19 NAIROBI

KENYA

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ICT AS A TOOL FOR TEACHING AND LEARNING

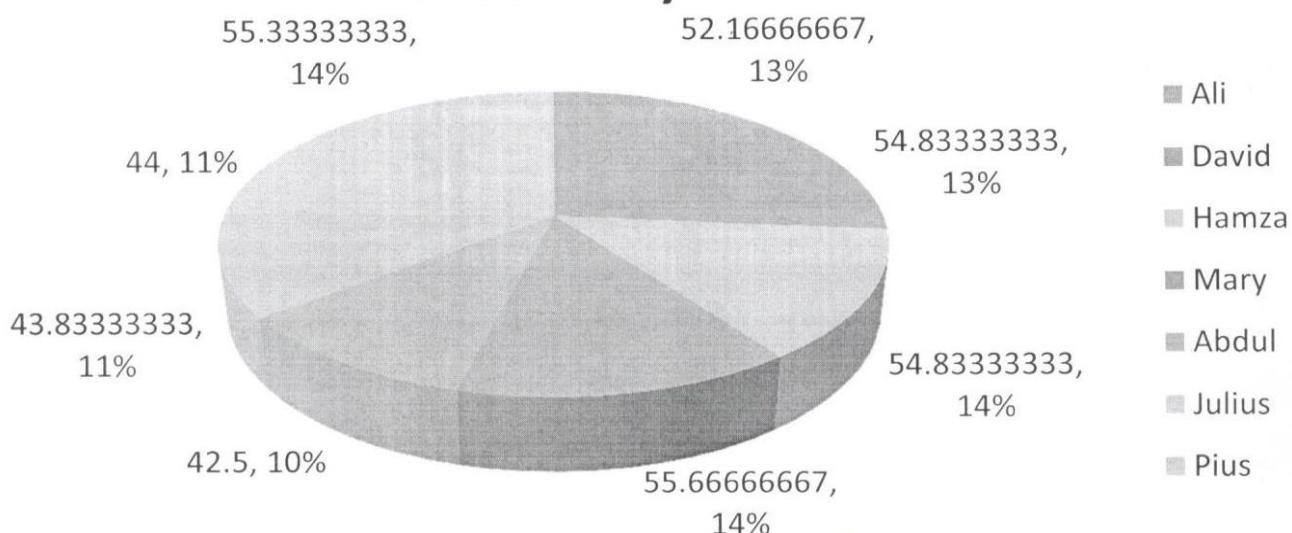
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KKL Secondary School Results For 2020

NAME	DIVINITY	HISTORY	SUB-MATH	CHEMISTRY	PHYSICS	ECONOMICS	TOTAL	AVERAGE	POSITION
Ali	58	70	63	23	10	89	313	52.166667	5
David	40	69	47	43	54	76	329	54.833333	3
Hamza	38	60	59	56	62	54	329	54.833333	3
Mary	60	65	48	67	60	34	334	55.666667	1
Abdul	23	43	67	73	28	21	255	42.5	8
Julius	70	23	47	32	57	34	263	43.833333	7
Pius	34	37	56	41	42	54	264	44	6
Moses	78	75	34	45	68	32	332	55.333333	2

Senior Five Term One Marks KKL Secondary School



K K L S E C O N D A R Y S C H O O L

Computer Certificate

This is to Certify that

Jahne Dae

has successfully completed a computer applications course in

MICROSOFT WORD
MICROSOFT EXCEL
MICROSOFT ACCESS
MICROSOFT PUBLISHER
MICROSOFT POWERPOINT

Head of Department- ICT Signature

Head teacher's Signature

Date

COMPUTER DEVICES

JOHN DOE-714

Summary Table

NO	DEVICE	HARDWARE CATEGORY
1	Keyboard & Mouse	Standard Input
2	Monitor	Output
3	CPU	Processing device
4	Hard Disk	Storage
5	Speakers, Microphones, Printers, Scanners and digital cameras	Peripherals

Categories of Computer Devices

- Computer devices are sub divided into four categories as follows:
- Input devices
- Output devices
- Processing devices
- Storage devices

Conclusion

- Whereas the above devices are standard input-output devices, some other devices are referred to as computer peripherals. **Computer peripherals** are any electronic devices that can be hooked to a computer. Examples of peripherals include speakers, microphone, printers, scanners and digital cameras.

Categories of Computer Devices

- Input devices**: These are any hardware components used to enter data and instructions into a computer system. E.g. Keyboard.
- Output devices** : These are any hardware components used to display or convey information or data to a user. E.g. monitor.
- Processing devices** : This is used to manipulate data into information. Processing is usually done in the Central Processing Unit (CPU).
- Storage devices** : These are used to record and retrieve data to and from a storage medium in the computer system. They can be either internal like the HDD, or external like a CD. Storage devices have got their specialized drives through which data can be written or read. For example, data on a CD can be read with the help of a CD or DVD drive.

Fname	DoB	Diagnosis	Treatment fee	Discounted Fee
Omondi	3/2/1996	Malaria	10000	6000
Katiba	6/9/1997	Typhoid	100000	60000
Waiswa	3/5/1981	Tuberculosis	20000	12000
Nambi	2/8/1989	Dysentery	120000	72000
Lumu	4/5/1990	Malaria	30000	18000
Nafula	5/11/1989	Tuberculosis	20000	12000
Waiswa	10/11/1978	Malaria	60000	36000

**IRE PAPER ONE
MARKING GUIDE UCE**

1. Describe the life of Prophet Muhammed (P.B.U.H) up to the time of messenger ship (25 marks)

- He was born in 570 A.D in the year of elephant
- He was born without a father who died a few months to his birth
- His mother was called Aminah a daughter of Wahab
- He belonged to the Banu Hashim clan of Quraish tribe
- He was named "Muhammad" by his grandfather Abdul Muttalib meaning "The praised one"
- As a custom of the Arabs, Muhammad was taken by a foster mother called Halima.
- He stayed with Halima for four years.
- As a child, Muhammad hated nakedness.
- At the age of four he was returned to his mother (Aminah)
- Two years later Aminah died.
- Abdul Muttalib (his grandfather) took care of Muhammad (P.B.U.H)
- Two years later the grandfather passed away at the age 82 years.
- Abu Talib (Muhammed's uncle) took care of Prophet Muhammad more than his sons.

Muhammad as a youth

- He lived an upright life
- He never worshiped idols
- He was not involved in wine drinking
- He did not play with street kids
- He never told lies or use dishonest means
- His life was exemplary that's why he was given titles Al-Amin and Al-Swidiq
- He looked after herds of camels, sheep, and goats of his uncle.
- At the age of twelve he accompanied his uncle on a trading trip to Syria
- On their way, they met a Christian monk known as Bahira prophesized that Muhammed was to be a Prophet and therefore should be guarded
- The uncle took him back on the completion of their trade in Syria.
- He was a very hardworking, young man, prepared to do any work to earn a living
- He was sincere, loving and kind to his friends
- He was trustful in respectful to his promise and trusts to his friends and enemies.

Prophet Muhammed as a trader and his marriage to Khadija.

- He was honest in his dealings
- People always trusted him always kept their money and values with him.
- His unique behavior and character spread far and wide
- Very many people got to know about him including a wealthy lady called Khadijah
- By then Khadija was in search of a trustworthy person to control her business.
- When she heard of Muhammed, she invited him and gave him a job which Muhammad accepted.
- She gave him an experienced man called Maisara to direct him and tell him what to do.
- On their return Muhammad brought profits that were unusual.
- Khadija observed Muhammad and realized that he was quite different from other young men of the day
- At last Khadija proposed marriage to Muhammed through someone.
- Muhammad was shocked and surprised and on this he said "let me consult Abu Talib my guardian and uncle".
- The uncle accepted and shortly they became husband and wife
- Muhammad was 25 years old and Khadija 40 years
- Their marriage lasted for 25 years and was blessed with 6 children i.e. 4 girls and 2 boys but the boys died in infancy.

His participation in community work

- He used to help the poor and the needy
- He always created peace between worrying tribes
- He also among others participated in the re-construction of the Kaaba.
- By this time Prophet Muhammed was 35 years
- When they started building the walls, they divided the work among different tribes.
- When all work was finished and the black stone had to be put in its position disagreements came up
- A man by the names of Abu Umayah Al-Makhuami suggested that the 1st person to enter the Kaaba in the morning would be the one to replace it.
- Muhammad won the race
- Muhammad asked for a sheet of cloth on which he laid the stone.

- He then asked representatives from each clan to lift the cloth
- When it reached the proper place, he put it in its position

2(a) Explain the reasons why the rich Meccans opposed the Prophet

- Prophet Muhammad's success of getting more converts to Islam scared the Meccan Quraish
- The Prophet preached against idolatry yet the Meccans never wanted to drop the religion of their grandfathers
- The failure of the new converts to drop Islam on the instruction of their masters.
- The Prophet emphasized equality of men yet the Meccan Quraish rich men never wanted to be quoted to their slaves.
- The Prophet preached against the social immoralities like fornication, adultery that the Meccans were not ready to drop.
- They thought that Prophet Muhammad (P.B.U.H) emphasized the Islamic brotherhood that was seen as a threat to the pride of the Meccans.
- The Priest class also looked at the Prophet as a threat to their economic gains because they used to gain a lot as they never preached for free as Muhammad did.
- The Prophet preached about the punishments of the judgement day which scared the Meccan Quraish.
- The rich and elder Meccans undermined him because he was young.
- The strict principles of Islam like prayer, fasting scared the Meccan Quraish
- The prophet also preached against their economic evils like ribah (interest) yet they were profitable to the Meccans.
- They also oppose him because he was coming from a poor family.

2(b) what method did they use to oppose the prophet?

- They composed poems in which they abused the Prophet
- To complicate his mission, they asked for miracles
- They asked him to worship their god for a while and in return they also worship his Allah
- They requested his uncle Abu-Talib to withdraw his support for Muhammad.
- They also used inducements and negotiations
- These who had accepted Islam were denied to worship in the Holy Shrine (Kaaba)
- Prophet Muhammad's path to the Mosque was littered with thorns as to harm him.
- Dirt was always thrown to believers while praying
- Street boys could be gathered to abuse and jeer them.
- The masters starved their slaves without food and water
- They could even throw stones to them as they bypass
- The prophet was once strangled by Abu-Jahl when he was praying at the Kabaaka and it was Abubakar who saved his life.
- When the prophet refused to give up his mission, they intensified on punishing his followers and examples of causalities include: -
- Harith bin Abi Hala was killed as he tried to protect the Prophet's life
- Uthman's hands and legs were tied up with a rope by his uncle and locked in a room so that he could give up Islam.
- Saad bin Abu Waqqas was hit with a sword as he challenged the enemies who wanted to kill the Prophet.
- Zubair was locked up in a room which was filled with smoke and he almost fainted.
- Abu za was severely beaten. When he announced his conversion to Islam in the courtyard of the Kaba.
- Bilal the Abyssinian slave was made to lie on hot sand and a rock was placed on his chest so that he could not move
- When he refused to drop Islam, a rope was tied around his neck and small boys were asked to pull him from one corner to another.
- Another slave Khabab was made to lie down on the burning coals till the melted fat of the body cooled on the coals.
- Yasir's legs were tied on two camels and beaten to run in different directions and in the process, his body divided into two pieces.
- Summayyah, Yasir's wife was pierced in her private parts by Abu John.
- Amar bin Yasir was beaten by his master and became unconscious.

Give the terms of Medinan constitution

- All people signing the agreement were to constitute one Ummah against the whole world
- The Quraysh and Banu Auf were each responsible for their own expenditure
- The Jews were to bear the expenditure along with the Muslims as long as they forgot side by side.
- No one was to go to war except with the permission of the prophet.
- Neither the Quraysh nor their allies were to be offered refuge or shelter.
- The Jews and Muslims were to help one another in case of any attack
- Madinah was to be treated as a holy place.

- It was made unlawful to one to commit fornication or any act of injustice
- Religious freedom was declared for Jews and Muslims
- The treaty was not to protect those who violated it.

(b) Of what importance was the role of the constitution?

- Prophet became both political and religious leader
- It granted people freedom of worship
- It showed that Islam had come to stay.
- Peace was created in Medina
- Muslims got allies
- People were protected by the treaty
- It united warring tribes in Medina like Banu Aus and Khazraj
- It laid foundation for the future success of Islam
- Prophet was confirmed as the supreme leader of all affairs in Medina
- It strengthened the institution of brotherhood
- It was a humiliating defeat to the Meccans
- Islam spread at a high speed

4(a) Give an account of the battle of Badr (13 marks)

- It started on the 17th of Ramadhan (624 AD)
- It was in a valley called Badr
- Rumor reached the Prophet that the Meccans were advancing towards Medina and he organized a group of 313 men with only swords 76 Camels and 2 horses
- The Meccans had army of 1000 people, 750 camels and 1000 horses.
- Muslims reached the valley first and waited
- The Prophet had a shade built out of palm branches and was guarded by Saad Ibn Masud
- The following morning the Quraish reached in the valley
- The Prophet prayed to Allah to help them defeat the enemy
- The Meccans rushed for the water at Badr and when the Muslims attempted to stop them, the Prophet granted them access.
- The battle began with a few combats who were watched by both enemies.
- Muslims were represented by Hamza, Ali bin Abu Talib and Ubaydah
- The Meccans had Utha, Shayba and Utah's son
- Hamza and Ali killed their opponents and
- Ubaydah and his opponent were drawn. Ubaydah bw died on his way to Medina
- Muslims fought with determination and courage
- They were highly disciplined and organized
- When the battle intensified the Prophet prayed to God "if this small number of Muslims is perished today, none shall worship you"
- God answered on instruction of Gibrael to tell the Prophet to get a handful of sand cast it all the enemy
- The enemy lost ground and Muslims used this chance to beat them up
- In addition to that God sent Angels to fight on the side of Muslims and as a result, the Meccans were defeated.
- During the battle, 70 of the enemies were killed and 70 were captured
- The captives were treated well and later released on ransom
- The battle was in favor of Muslims.

4(b) what were the effects of the battle of Badr (12 marks)

- Victory was on the side of the Muslims
- It raised Muslims morale to continue spreading and supporting Islam
- The Meccans were defeated and lost 70 warriors
- It indicated Allah's mercy towards his prophet and followers because they were few and poorly equipped
- It strengthened the Muslim forces as they acquired booty
- It strengthened the position of the Prophet as a leader of a small but powerful group
- The trade route to Sharm were closed by the Muslims in Medina
- The victory attained showed that Islam had come to stay
- It laid foundation for other battles since Meccans were not contented
- The battle exposed the love and determination Muslims had for their religion
- It also marked the first Muslim victory in the History of Islam
- The Meccans were humiliated as it lowered their position
- It also showed that victory does not depend on numerical strength but determination and hope in God
- The Muslim success annoyed the Meccans and Jews who started planning for another battle
- It also comforted the Prophet and consoled him in power
- It also showed that God was on the side of Muslims and was always there to protect Islam.

- Muslims however lost 14 people including Ubaydah
- It was also a sign of success of power of truth over falsehood
- The people began realizing the calamity foretold to them in Quran
- Muslims also realized the great danger which was a head of them in Quran
- Muslims also realized the great danger which was a head of them and enabled them prepared for the future success of Islam
- The victory also proved beyond doubt, that God's power cannot be matched

5(a) Give the early life of Abu-Baker before conversion to Islam

- Abu-Baker was a son of Lady Salma (ummul-Khair) and Abu-Quahafan (Abdallah)
- He was born in Mecca
- He was from Ban Tamim Clan of the Quraish tribe
- He was born in the year 573 a few years after prophet's birth
- He grew up as a simple boy and he was very disciplined
- At 1st he was called Abu-Bakka (slave of the kaaba) and later nicknamed Abu-baker
- He loved camels a lot
- He was a great friend of the prophet
- He was a trader in Mecca
- He was always very trustworthy
- He knew how to read and write
- He was a very rich man

5(b) Explain the achievements of Abu-Bakar during his reign

- He enforced the observance of the principles of Islam e.g. Zakat
- He restored peace in Medina
- He suppressed all the rebellious tribes especially the Bedouin Arabs
- He arranged for the holy Quran into a book form
- He made Muslims to live in an Islamic atmosphere
- He was exemplary
- He started the ideas of the state treasury
- He successfully defeated all the false prophets
- He expanded the Muslim empire by conquering Iraq, Syria and others
- He sent Muslim missionaries to preach to the new converts
- He united the people of the Islamic state under one banner.
- He laid down the rules on administration of Justice
- He decided matters after else consultation with notable companies etc.

6(a) Describe how Caliph Umar became a successor of Abu-Bakar

- Umar was the 2nd Caliph of Islam. He succeeded Abubakar in 634AD
- When Abubakar was on his death bed, he called for the Shurah Council
- Abubakar wanted to avoid the confusion, like that which happened after the death of the prophet
- When the Shurah council met, Abubakar proposed for the name Umar
- The members of the Shurah council feared this, for Umar was known to be so tough
- This was because of his bravery and earlier actions even before conversion to Islam.
- Abubakar convinced them that the leadership he was going to take up will soften him
- Also, Uthman bin Affan told that Umar was a very different man from what the public knew about him
- The above calmed down the Shurah council members and they accepted to have Umar as their leader
- He took an oath and accepted to lead the Muslims
- Abubakar briefed him about the situation in the Muslim empire before he died
- Umar ruled for ten years i.e. between 634-644AD

6(b) Why were there wars between Caliph Umar, the Persians and the romans

- The wars were started by Abubakar and Umar had to finish them
- Action of the Iranian leader who tore the Prophet's letter inviting him to Islam
- The need to spread Islam by Umar
- Need to safeguard the Muslim empire from the Roman and Persian attacks
- Persians and Romans wanted to capture the Arab warriors
- Need by Umar to end the long-standing enmity
- Iranians used to torture Muslim Arabs e.g. Sobor used to cut off the shoulders of the captured Arabs
- Need to end the Roman Arab alliance in the north which had weakened Islam
- Romans and Persians were opposing Islam and the Caliph had to end their opposition
- The prophet had foretold the collapse of the Persian empire
- Need for Umar to consolidate his political position

7(a) Explain the causes of the discontent during Uthuman's reign

- The generation of people who had directly benefited from the prophet had almost come to an end
- The new generation lacked strict observance of piousness and selfishness
- Tribalism especially the Quraish Vs the non-Quraish
- Islamic empire had become so big
- Uthuman's kind hearted nature
- Uthuman's softness to the Ummayads since he was an Ummayad annoyed others
- Nationalism as each group wanted to cause trouble to benefit their own nationalities
- Muslims had married a lot of non-Muslims women and kept them as slaves. Their off springs became a problem
- Muslims became jealous of the elevation of Ummayads
- Anssars realized they were losing their position
- Jews had grievances and become a source of disorder
- Promotion of Marwan bin Hakam to position of chief secretary
- Role of Ibn Saba the rumor monger
- Clan struggle
- Inferior position in which the followers of Zoroaster were kept
- Struggle for leadership towards the end of Uthuman's Caliphate
- Death of Umar who was feared by Romans and Persians
- The governors he changed were now a problem.

7(b) How was Caliph Uthuman falsely accused by his enemies (12 marks)

- Appointed incapable and weak governors
- Un authorized use of money of the Baitul Mali
- His son Harith was allowed 10% of the sale of produce on every deal effected in Medina
- Allowed his weak governors to acquire a lot of wealth
- Allowed his relatives to graze their animals on state farms
- Appointed his cousin Marwan as Chief Secretary
- Accused of recalling Hakam bin Aas to Madinah yet he had been exiled by the Prophet
- Failed to fulfill his pledge which he made to an Egyptian delegation and this even led to his murder.
- Accused of burning copies of the Holy Quran except Thabit's collection
- Accused of changing the rituals of Hajj at Mina
- Accused of exiling great companions of the Prophet e.g. Abu Dhahar
- Stopped the payment of the allowances of Abdullah Bin Masd
- Awarded large fields of land to his relatives
- Gave a lot of precious jewelry and gem stones to his daughter
- Marwan was given a 5th of war booty collected after the fall of North Africa

How did Ali's conversion promote Isla, before 622 AD?

- He was the first among children to convert to Islam
- He was always very close to prophet Mohammad
- He vowed to protect the prophet and served as his chief body guard
- Ali participated in all gatherings where the prophet preached
- He sacrificed his life when he stayed in the prophet's house on the night of the prophet migration
- Prophet entrusted Ali with the property of the Meccans
- He married prophet's daughter Fatumah
- He was one of the secretaries of the prophet
- He used to console and teach the new converts Islam
- He was one of the prophet's missionaries moving from one place to another spreading Islam

(b) Show the factors that checked Ali's political performance

- He inherited an already disorganized empire
- The state treasury was very bankrupt
- He was opposed by lady Aisha
- He was opposed by Muawiya
- He was also checked by the Khawriyileo
- There were many hypocrites within the empire
- He didn't have a standing loyal army
- The murder of Uthuman as an event greatly checked Ali because many people used it as an etense to oppose him
- He hard a problem of looking for the murders of Uthman
- Clan differences
- He could not make independent political decisions
- There was a number of rebellions that he had to handle
-

9 How was Islam taken to the following areas of Uganda?

(i) Eastern Uganda

- Role of Baganda sub mentalists e.g. Semei Kakungulu
- Islam was first dealt with by Muslims from Western Kenya from Mumia's kingdom of Wanga
- Role of Sudanese soldiers
- Fertility of soils in Eastern Uganda boosted agriculture
- Mumia was very hospitable to Arabs from the East Africa coast
- They further moved to Eastern Uganda where they traded most and this helped them spread Islam
- There were some Baganda Muslims refugees between 1889-1897
- British colonialities used some Muslims to work as interpreters for them and assisted them to become chiefs.
- Some people spread Islam voluntarily although they were also refugees
- By 1915 other Baganda Muslims missionaries went to Busoga as religious teachers
- Role of chiefs. Menhya Munuulo (chief) converted to Islam and played an important role in the spread of Islam
- Due to his misunderstandings with the British, he was exiled in Kenya where he died of small pox in 1900
- Despite his death, he left many Muslims and had constructed some mosques there
- Uganda Kenya railway
- Intermarriages.

ii) Northern Uganda

- In Northern Uganda Islam was introduced earlier on than it was in Buganda
- It was introduced when Muhammad Ali (Vice Roy of Egypt) conquered Sudan in 1820
- Trade routes were established n Northern Uganda
- By 1830's in Acholi at a place called Fallaro Islam had been introduced by Sudanese
- Ali Hussein who was an agent of the Vice Roy went East wards to as far as Lango and spread Islam there
- Slaves who were taken to Khartoum returned to Eastern Uganda as Muslims and helped in the spread of Islam
- When thee British looked over Southern Sudan and Northern Uganda, they employed Turkish and Sudanese officers
- There were Muslims and helped Acholi chief to learn Arabic
- There were intermarriages between African and the Turkish, Northern Ugandans and Sudanese which helped to spread Islam
- The River Nile
- Uganda Kenya railway
- The rise of Mahdist revolt in Sudan in 1881 when Muhammad Ahmed declared his government. Emin Pasha was cut off and had to find settlement in Northern Uganda thus spread of Islam.

10. Explain the contributions of Kabaka Muteesa I towards the spread of Islam in Uganda

- Kabaka Muteesa I was a son to Kabaka Sunna II
- He became kabaka after the death of his father in 1856
- On becoming kabaka, he showed interest in Islam since he hoped the Arabs would help him fight the Khartoumers and the Banyoro
- He became serious with Islam in 1862 but declared himself a Muslim in 1886
- He made the following contributions;
- Welcomed more Arabs and Swahili to his kingdom who in turn spread Islam
- Constructed a mosque at his palace for prayers
- Learnt some verses of the Quran in Arabic and taught them to others
- Ordered his chiefs and pages to convert to Islam
- He used to lead prayers in the Mosque at his palace on Friday
- He gave Muslims high posts/positions in his Kingdom which they used to spread Islam
- Ensured strict observance of prayers in his kingdom and put officials to monitor them
- Ordered for the planting of stones for scrubbing feet in every home stead when performing Wudhu
- Strictly monitored fasting and punishments were given to people found eating in Ramadhan e.g. kakolokoto one of his spies
- Animals in his kingdom were slaughtered by Muslims
- Abandoned the use of dogs for hunting
- Abolished the burying of kabaka's without the Jaw bones
- Abolished the burying of Buganda kings while facing the direction of Bunyoro
- Invited his fellow leaders to Islam
- Abolished taking of alcohol even though he continued doing it
- Changed his name from Mukabya to Muteesa for the sake of Islam
- Announced Buganda as an Islamic state

- Every Friday the Islamic flag was put up

11(a) Give an account of the formation of the Uganda Muslim supreme Council (13 marks)

- UMSC stands for the Uganda Muslim supreme
- It was established in 1972 during Amin's regime
- Muslims had experienced a lot of problems
- Some concerned Muslims supported it
- Amin proposed to form one organization for the Muslims
- Majority of the Muslims supported it
- Two conferences were held i.e. the 1st between 19th – 22nd May 1971. The 2nd between 1st – 4th June 1971
- Muslims accepted to be under one organization
- It was officially inaugurated in 1972
- He donated 20acres of land to the organization
- The 1st leader was Abdul Razak Matovu
- The deputy was Ali Kulumba
- Its headquarters were first at Aga Khan mosque
- Later they shifted to Old Kampala where they currently are

11(b) What were the original ideas of UMSC (12 marks)

- To provide religious guidance and information regarding Islam
- To represent the Muslim community to local and foreign entities
- To look after / oversee and safe guard Muslim property
- To construct schools and take charge of them
- To collect and distribute zakat
- To look after the disadvantaged members in the Muslim community
- To construct mosques and be in charge of their administration
- To organize religious ceremonies e.g. maulid, idd etc.
- To conduct marriage ceremonies
- To settle disputes among Muslims
- To act as a mouth piece for Muslims to the central government
- To train sheikhs
- To connect the Muslims of Uganda to the outside world
- To spread Islam in Uganda
- To serve as a governing body to the Muslims in Uganda

12(a) Why is the Muslim community still having sects?

- Muslim sects in Uganda started coming up way back in 1913 when one group of the Butambala group opposed Nuhu Mbogo
- As time went on different sects continued coming up at different times for different reasons
- The following are the reasons why such sects are still existing
- Differences in interpreting the Islamic law
- Also, there differences in the preaching methods
- Muslims in Uganda still have sects because some people are looking for power
- The differences in practices have also led to the continued existence of sects e.g. the issue of Juma and Dhuhr on Friday
- The need to purify Islam led to the coming of sects like that of the Spidiqa
- Equally political interference has also caused trouble with in the community
- Many times, Muslims have lacked religious tolerance to one another which promotes these sects
- At times its because of the imported Muslim differences between international Muslim countries
- Lack of a one common Muslim leader also promotes this bad situation
- When Muslim leaders get misunderstandings, they end up dividing the community
- Also, some sects have come up just because of the band wagon effects upon the people concerned.

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EKITUNDU A

1. (a) (i) Omuyizi awandiike emboozi empanvu ng'aggyayo embeera mwe Yanywera omwenge ne gumukola ekintu ekibi / n'afuna ekizibu eky'amaanyi nga kiva mu kunywa mwenge.
- Alage ekiseera.
 - Alage ekifo
 - Awandiike nga ye kennyini y'anyumya.
 - Atonde embeera mwe yanywerera omwenge gumale gumukole bubi.
 - Alage biki ebyaddirira.

M = 25 S = 15 O = 10

- (ii) Omuyizi awandiike ku mpisa y'ekizzanjanda mu Buganda ng'alaga ebintu mwe yeeyolekera nga.

* Eno y'empisa ey'okukolera awamu mu bulungi ne mu bubi. Akoone ku bino:-

- Okudduukirira enduulu nga waliwo ekizibu ekiguddewo.
- Okulambula abalwadde.
- Okuweereza ku balala emmere gy'akungudde.
- Obutalesa muntu kya kulya kyonna ng'akukyalidde.
- Okukyaligana.
- Okukuba wuuli ng'asanze enseenene.
- Obutakuula yekka butiko bubaala.
- Okuwerekera ku mugenyi akukyalidde.
- Okusuza abafiiriddwa.
- Okubeerawo ku mikolo egy'essanyu ng'okuwasa n'okufumbiriganwa.
- Okukuza n'okugunjurira awamu abaana.
- Obutayita ku bantu nga tobabuuzizza.
- Okukolera awamu emirimu ng'okukomaga.
- Okulima ensalosalo bw'oba ggwe osoose okulima.
- Okukola emirimu mu kufirwa ng'okusima entaana n'okuzinga omufu.
- E.t.c.

M = Any 12 x 2 + 1, S = 15, O = 10

- (iii) Omuyizi awandiike emboozi agisonsokemu ebigambo bino. "Awo we nnakoma okutegeera." Nagenda okudda engulu nga ndi mu ddwaliro."

M = Ebizibu ebigwawo.

- Yeewandiikeko ye kennyini.
- Atonde ekifo we yali ng'akyategeera.
- Byaliwo ddi.
- Alage embeera nga bwe yali ng'akyategeera.
- Alage ebyaddirira ng'azze engulu.

M = 25, S = 15, O = 10

- (iv) Omuyizi awandiike emboozi ng'aggyayo amakulu g"=olugero olwo agagamba nti; "abantu basing ku bantu baabwe."

- Atonde abantu, eyazaala ne gwe yakombeerera.
- Alage ekifo we byali.
- Alage ekiseera we byabeerawo.
- Atonde embeera y'okuzaala n'okukomberera.

M = 25, S = 15, O = 10

1. (b) Omuyizi alonde emitwe ebiri buli gumu aguwandiikeko nga bw'alagiddwa.

- (i) Omuyizi awandiike eggulire ku mbaga eyasasise.

- Akoone ku bino:-
- Embaga yabadde y'abaani?
- Yabadde wa?
- Yabaddewo ddi?
- Kiki ekyaviirako embaga okusasika?
- Embeera yafaanana etya mu kiseera embaga ng'esasise?

- Byakkirawa?

$$M = 12, \quad S = 08$$

- <i>Omutwe</i>	-	1
- <i>Omusasi</i>	-	1
- <i>Okuweza ebigambo</i>	-	1
- <i>Olulimi</i>	-	5
		<u>08</u>

$$O = 5$$

- (ii) Omuyizi awandiike okwogera ku ngeri abavubuka gye basobola okweyisa kabuvubuka aleme kubasuula mu buzibu.

Akoone ku bino:-

- Okutya Katonda.
- Obutanyooma mirimu.
- Obuteenyigira mu biduula.
- Obutanya mwenge na biragalalagala.
- Okuwuliriza okubuulirira.
- Okwenyigira mu kukola emirimu.
- Egivaamu ensimbi.
- Obutagayaala kusoma.
- Obutapapira bya mukwano.
- Okwenyigira mu by'obufuzi.
- Okujumbira ebibiina by'obwegassi.

$$M = \text{Any } 6 \times 2 = 12, \quad S = 08$$

- <i>Okumenya abaliwo n'okubalamusa</i>	-	1
- <i>Okwogera erinnya lye</i>	-	1
- <i>Okwogera ekiti mw'oyoogerera</i>	-	1
- <i>Okwogera ensonga ekuleese</i>	-	
- <i>Okuweza ebigambo</i>	-	1
- <i>Olulimi</i>	-	2
- <i>Okwebaza abakuwulirizza</i>	-	<u>1</u>
		<u>08</u>

$$O = 5$$

- (iii) Omuyizi awandiike ebbaluwa entongole ng'alaga ebisinze okuzza ekitundu emabega.

- Enguudo mbi.
- Tewali masannyalaze.
- Eby'empuliziganya.
- Eby'obulamu.
- Eby'enjigiriza.
- Eby'obulimi n'obulunzi.
- Ebbula ly'obutale.
- Ebbula ly'amazzi amayonjo.
- Obukuumi,
- E.t.c.

$$M = \text{Any } 6 \times 2 = 12$$

$$\text{Style} = 8$$

- <i>Endagiriro y'omuwandiisi</i>	-	1
- <i>Ennaku z'omwezi</i>	-	1
- <i>Endagiriro y'oyo gw'awandiikira-</i>	-	1
- <i>Akagambo ssebo / Nnyabo</i>	-	1
- <i>Ensonga</i>	-	1
- <i>Omukono</i>	-	1
- <i>Erinnya mukyapa</i>	-	1
- <i>Ekiti</i>	-	<u>1</u>
		<u>08</u>

- (iv) Omuyizi awandiike alipoota ng'alaga ekiviirako abayizi okwenyigira mu kwekalakaasa n'obwediiimo mu masomero.

Akoone ku bino:-

- Okuweebwa eibonerezo ebikakali.
- Abasomesa okuganza bayizi bannaabwe.
- Okuliisibwa obubi.
- Okusuzibwa obubi.
- Obutabasomesa bulungi.
- Abakulira amasomero obutafa ku binyigiriza bayizi.
- Abayizi obutaweebwa bibawummuza ng'emizannyo.
- Obutawuliriza bayizi bye bagamba.
- Ebikozesebwa ebitamala ng'ebituulwako.
- Abakulira amasomero okubulankanya ensimbi z'essomero.
- Abayizi okulinnyirira eddembe lyabwe ery'obwebange ng'okusiza mu nzikiriza zaabwe.
- Etc.

$$\begin{array}{ll} M & = \text{Any } 6 \\ \text{Style} & = 08 \end{array}$$

<i>Omutwe</i>	-	1
<i>Enyanjula</i>	-	1
<i>Obutwetwetwe</i>	-	1
<i>Okufundikira</i>	-	1
<i>Omukono</i>	-	1
<i>Erinnya</i>	-	1
<i>Ekiti</i>	-	1
<i>Ennaku z'omwezi</i>	-	<u>1</u>
		<u>08</u>

$$O = 05$$

EKITUNDU B

2. (a) Omuyizi afunze mu bigambo nga 100, akoone ku bino.

- Zedde yaganza omuwala nga tamanyi gye bamuzaala bwe yafa n'abulwa gy'amuziika.
- Zedde ne Namata baasisinkana mu bikujuko bya bawummuze.
- Zedde ne Namata baasomera nga mu masomero gabisulo.
- Zedde yali mukwanyi ate ng'alina ne ssente.
- Buli omu yawa munne essimu era beekubiranga ne basisinkana.
- Namata yatandika okwerwaza ne bamugoba ku ssomero n'agenda ewa Zedde.
- Bazadde ba Namata baamunoonyaako n'ababula ne babivaako.
- Lumu Zedde yasaba Namata bagende basanyuke naye Namata teyagenda nga mulwadde.
- Namata yasigala obulwadde bumulumwa era bwa mugonza n'afa.
- Zedde yasanga Namata afudde n'asalawo omulambo agusuule mu kabira.

$$\text{Any } 10 \times 2$$

(b) Omuyizi akyuse ekitundu akizze mu luganda bw'ati.

Yuganda y'emu ku nsi mu buvanjuba bw'olukalu Iwa Ssemazinga Africa erina ettaka egimu naye ng'abantu bangi babonaabona n'enjala, obwavu n'obutaba na mirimu. Kiri bwekityo si lwakuba ttaka bbi naye obutamanya okuyigiriza abalimi ennima ey'omulembe kuyinza okuleetawo enkyukakyuka ey'omulembe mu bantu (kitundu).

Singa abalimi batumbula ekitongole ky'ebiyobulimi ne Yuganda okukozesa obulungi ebyobugagga byayo, obwavu n'obutaba na mirimu byandibadde bifumwabufumwa (byandibadde tebirriwo). Gavument esaana okusaanawo ebifo ebiyigirwako (ebiyigiriza) abalimi mu buli bitundu (Disitulikiti)

Abalimi basaana okusomesebwa (okuyigirizibwa) okukozesa ensigo ez'omulembe n'ebuya, eby'omulembe okufuna amakungula amalungi. Okwenyigira mu kunoonyereza kwandiyamba abalimi olw'okuba abamu bakyenyigira mu nnima eyedda (etali ya mulemba), okugeza, waliwo abalimi abamu abatamanyi biseera birungi ebirimirwamu ebirime ebimu.

Abalimi abamu tebalina kye bamanyi ku biwuka, ebitawaanya (ebiry), ebirime ebimu. Singa ebifo ebiyigiriza (ebibangula) abalimi bitandikibwawo. Kijja kuyamba abalimi baffe okumanya bingi ebikwata ku nsonga zino. Abalimi basobola okwekolamu omulimu ne batondawo ebibiina mwe

beegattira ne basonda ensimbi ezibayamba n'okutereka ensimbi ezibayamba okutandikawo emirimu egibayamba okuggyamu ssente. Okukozesa / okulimisa kalakita (emmotoka ezirima) obutafaananko ng'okukozesa enkumbi (obusimo) kiyamba abalimi okulima ebitundu ebinene ddala mu kaseera akatono.

(Kisimbuddwa mu New Vision, Iwakutaano abiri mu ttaano ogwokuna, nkumi bbiri mu kkumi n'ena, omuko gw'ekkumi n'ettaano)

3. (a) Omuyizi ajuzeemu ebisoko ebituufu.

- (i) bulago
- (ii) mmooli
- (iii) muggo
- (iv) kiroka
- (v) nkimaze
- (vi) lumonde
- (vii) ddene
- (viii) bugolo
- (ix) ensanafu
- (x) mugongo

(Any 10 x 2 = 20)

- (b) (i) - temaatema
- limaalima
- simbasimba

(Any 3 x 1)

- (ii) - miyaayu
- miyembe
- misota
- miti

(Any 4 x 1)

- (iii) - Omwana alya mpola.
- Dduka nnyo omusange
- Yasoma bulungi kwe kufuna ekirabo

(Any 3 x 1= 3mks)

Bikomye

**LUGANDA PAPER TWO
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1(a) EKYALO KKULA

(b)

- Kati emmere eva mu kibuga ne twalibwa mu byalo naddala nga wabadddeo emikolo gyembaga oba enyiimbe
- Abantu okudduka mu byalo ne beeyuna ebibuga
- Abantu abakulu abatakyesobola be basigadde mu byalo, abavubuka abandibadde balima ebirime babitunda
- Abavubuka okugula pikipiki ne basiiba nga baleppuka
- Abavubuka bafuuse ababbi, abefere, na'balimba ate abawala ne bafuuka bamalaaya n'abala okukola obulimulimu obutabagyamu

(c)

- Gavumenti essanye etekewo amateeka agaziyiza abantu okusenguka mu kitundu awatali nsongna nambulukufu.
- Gavumenti esaanye eyagazise abantu okubeera mu byalo ng'ekola enguudo, okubunyisa amasanyalaze. Okutumbula ebyobulamu ssaako n'amasomero agali kumutindo
- Abantu okuzzibwa mu byalo ku kifuba bwe bwe baba bagaanyi okuddayo mu bulungi.

(d)

- Mu kibuga embeera mbi kubuga eriyo abantu abatalina kye balya
- Eriyo abagagga abatandise okugula buli katundu abantu abawansi mwe babadde bayiiyiza
- Abantu abatalina byakukola era nga tebalina mirimu
- Mu kibuga ejjuddeyo obumenyi bwa'amateeka okugeza obubbi

(e) Ng'emmere eva mu byalo okudda mu kibuga

(g)

- Obuzibu obw'amaanyi
- Bakola nnyo
- Abantu abatalina byakukola era nga basiiba batayaaya
- Buwaze oba kifuba

(g) Omuntu alemera mu kibuga nga talina kyakulya natuuka n'okulya obiwata ng'embuzi

(h) Akaabira gavumenti okumuwa obuyambi

(i) biriko nsiko

(j) Abantu tebakirizibwa kutumbula kuva mu kitundu kimu okudda mu kiralala awatali nsongna nambulukufu

EKITUNDU B

2(a)

- (i) Gabikka entembo
- (ii) Nsega y'ebika
- (iii) Tefa yonna
- (iv) Gw'owonya eggere
- (v) Ky'osimba onaanya
- (vi) Kwekolera
- (vii) Ne beerabira emyagaanya
- (viii) Tebufuuka bumbowa
- (ix) Lugiziba nnyindo
- (x) Gavungira aliwo

(b)(i) Omuntu ayinza okuggweebwako ensimbi oba ebintu naye bw'anyiikira okukola ayinza okufuna ebirala
Oba

Omuntu ateequa okuba nga mukozi nnyo okusobola okuyita mu buli mbeera n'obumaliroivu

(ii) Omuntu bwanyiikira n'akola atuuka ku birungi

(ii) Emirundi mingi mikwano gya'abantu gye gibageya n'okutuuka okubaweebuula

(iv) Ebintu byonna bisooka kuba bitono, abantu tebasaanye kuggwaaamu maanyi naddala nga batandika okukola, wabula bongere mu maaso n'okukola ennyo

(v) Okweyisa obulungi buli w'obeera

EKITUNDU C

3(a)

- Ndikuno okumubuulirira obuteegaggasa n'aziimuula okubuulirwa okwo, kino kimuvuirako okugwa mu mabanja amangi
- Okulemera ku muwala Ndibassa alina abasajja abanji, kino kimuvuirako Ndibassa okumusiiga endwadde z'obukaba
- Okuva ku mulimu n'amala emyezi mu kyalo nga tategeezizza mukama we, kino kimuvuirako okugobwa ku mirimu

- Okubba ssente za nnyina ze yatunda mu mbuzi, kino nekimuvuirako okubulwa gy'adda ng'azze mu bwavu
- Okulemererwa okusasula ensimbi z'obusuze, era akomekereza Bena amugobye mu njuye
- Mbaiwa okugaana okweyergerayo okusoma ng'amalirizza ekibiina eky'okuna, tulaba nga bwa'agobwa ku bwa kkalaani, taddayo kufuna mulimu mulala
- Mbaiwa okulya ssente zonna ze yafunanga, era bwagwa mubuzibu taba nantandikwa
- Mbaiwa okwenyigira mu bubbi, asimattuka okukwatibwa naye kimuleetera okwekyawa n'ekivaamu yeetuga
- Mbaiwa okugula ppikippiki nga tasobola kugiyimirizaawo olw'omusaala omutono gwe yali ofuna, emulemerera n'agitunda
- Mbaiwa okugattika abakazi, kino kimuvuirako okubulwa emirembe olw'okweraliikirira eby'okubalimba buli kiseera.
- Mbaiwa okudibaga omulimu gwa ofisi, afuna ogw'okusitula ensawo za kasooli era gumulema olw'obuzito ate nga gusasula kitono
- Mbaiwa obutekebeza musaayi nga tannegatta na Ndibassa, ekimuvuirako okuwerebwra ekirwadde
- Mbaiwa okuleeta ppikippiki empya ku mulimu ate ng'omusaala afuna mutono, kino kiviirako mukama we okumubuusabuusa nti yandiba nga akumpanya ssente za kkampuni
- Mbaiwa okugaana okulaba ekifaananyi ne Namusisi, bw'asalawo akirabe ne Ndibassa, ekifaananyi oluggwa Ndibassa amuddukako

3(b)(i) Ddoola ng'agamba Mbaiwa

(ii) BAMUKWATA AMATAAYI

(iii)

- Mbaiwa omusaala afuna mutono
- Ssente z'entebe asonda nsonde
- Mukyla we Namusisi oluusi y'amuwola n'okumuyamba mu bizibu
- Asula mu nnyumba mpangise
- Emmere alya mu buwooteri obwa layisi ennyo okugesa ; ebijanjaalo ebitayidde bulungi ne ccapati
- Abeera mu mabanja geyowoal ku Ddoola
- Bwe bamugoba mu nnyumba asengukira kibuye mu bifo eby'enzigotta
- Bamugoba ku mulimu n'ajeera era amaliriza akola mu kyuma kya kasooli.
- Olumu asula njala
- Tasobola kulabirira bato be
- Atunda ebyomunnyumba nga leediyo ne ppikippiki ye
- Tawa Namusisi buyambi ate ng'ali lubutto
- Ennaku emuyitirirako n'eyetta n'aleka omukyala ali olubuto mu nnaku etayogerekaka

(iv)

- Akwana Ndibassa ate nga tasobola kumulabirira
- Amutwala mu bifo ebyebbeeyi byatasobola okugeza Elite hotel
- Tava mu biduula
- Agula ppikippiki ate nga tasobola kugiyimirizaawoo
- Agula engoye ez'ebbeyi
- Agula guleediy gabaggola
- Ssente aziggyayo mu bbanka
- Ayingirira ekibinja kya Ddoola ekitemula n'okunya abantu n'asimattukira watono okuttibwa

EKITUNDU C

4(a) Omuyizi aleeta ebintu bye tulaba mu lugero nga bye bisangibwa ne mu bulamu obwa bulijo bye bino;

- Abazadde okubuulirira abaana baabwe okugeza Ssewambwa ne Sikolasitika ababuulirira muwala waabwe Cissy
- Abazadde okusindika abaana baabwe mu b'enjanda zaabwe okugeza Cissy asindikibwa ewa ssengaawe Tezigattwa ayongere okumubangula
- Abakazi okuba n'obuggyga ku muntu bbaabwe gwa'ayagala ennyo okugeza Tezigattwa alaga obuggyga eri Cissy olwa bba Bazzakya okwagala Cissy
- Abazadde okuyigiriza abaana emirimu n'okubabonereza nga balina bye batatuukiriza bulungi okugeza
- Abavubuka okukyanga emikwano nga baagala ono n'di, okugeza Ntabadde agattika Ddiiki, Ssempala, ne Okello.
- Abayizi abamu okufunira embuto mu masomero okugeza Ntabadde ne Namusoke
- Abasajja okwagala okweddiza mikwano gya baganzi baabwe okugeza Ssempala muganzi wa Ntabadde ayagala Kweddiza Cissy
- Abantu okugendangako mu masinzizo ku lunaku lwa ssabbiiti okugeza Abe wa Tezigattwa ne Cissy
- Abantu okuwambibwa abatemu okugeza Mubi ne Buda bawamba Cissy ne Nnamugaanyi
- Poliisi okugomba obwala mu bakozi b'ebikolobero; Okugeza Buda ne Mubi nga basibwa era ne bawanikibwa ku balabba olw'obutemu n'ebikolobero bye baali bakola
- Abakazi ab'embuto okuyaayoya ate n'okwetamwa ebintu ebimu okugeza Ntabadde ayoya Chapatti

- Abaana b'amasomero okugenda okulambula okugeza Cissy ne banne nga beetgekera okugenda okulambula amakolero e Jjinja
- Abalenzi okutuma mukwano gwabwe omuwala abakwanire omuwala gwe baagala, okugeza Basajjassubi atuma Nattaliya amusendere Cissy
- Omwana akulidde mu maka gye batamuzaala banne okumukwaturwa ensaalwa nga waliwo ekirungi kye bamuwalde okugeza Bakizibwe be Cissy bamukwaturwa ensaalwa olwa kitaabwe Bazzakyabwe okugulira Cissy olugoye ate bo nga tabagulide
- Abaana abawala okuwandiikira abaagalwa baabwe obubaluwa obubawaana, okugeza Cissy ne Ntabadde bawandiikira to baganzi baabwe
- Abaana abawala mu matendekero agaa waggulu okucakala n'abasaja abalina ku ssnte okugeza Namugaanyi ne Cissy
- Bassenga ba baana okufunira abaana baabwe ababeezi okugeza Nambogga ssenga wa Cissy amufunira omusajja
- Abasaja okugenda mu maka ga bakadde ba bakyala baabwe ne banjulwa ne bakola ne mbaga okugeza Bazira agenda mu maka gaba Cissy okwnjulwa era n'amukuba n'embaga makeke
- Bannaddini okubuulirira abagole ku lunaku lw'embaga okugeza kabona Dodoviiko abuuliria Cissy ebigambo ebyafi=uuka ng'olutambi ku mutima gw'omugole

4(b)(i) Ssenga Tezigattwa

(ii)

- Okukozesebwaa nga akalogoyi
- Okuvumibwanga ssengawe ne bakizibwe be
- Okumulekera nga emirimu n'gasigalako yekka ng'abalala batudde butuuzi
- Okumulyangako ebrirungi ng'enneyama ate ye yabanga abifumbye
- Okumukwaturwa obuggyaa oba enswaalwa olwe'ebirungi bye yabanga afunye n'okumwagala naddala bba ssengaawe Bazzakyabwe
- Okumuwaayiriza nga ndda ssengaawe eyamuwaayiriza ewa bba Bazzakyabwe nga bw'ali ow'olugono, wannabbwaga era mbu munafu atalina ky'asobola kukola
- Okulya nga emmere nga tewooma olw'okwogererwa amafuukuule bakizibwe be ne ssenga Tezigattwa
- Obutakuumwako bweru ekiro ate nga watiisa n'abeera mu nkuyanja y'ebirowoozo
- Okuwalanibwa bakizibwe be abaalowooza nga nti kitaabwe Bazzakyabwe bo tabaagala era mbu ebirungi byonna abimalira ku Cissy

(iii)

- Amuyigiriza okukola emirimu ng'okufumba
- Amuyigiriza empisa y'okukyalira ensiko
- Amukuitira okubanga omuyonjo mu mbeera zonna mu mubiri ne mu ngoye
- Amuyigiriza okusinza omuronzi ku buli lwa ssande
- Amubuulirira obuteemakula na bulenzi ng'akyasoma
- Amukalaatira okusoma n'omutima gumu omumalirivu awatali kuwankawanka
- Amubuulira byonna by'alina okukola nga yekoonye akagere
- Amuyigiriza engeri y'okwegobako ensu za kabuvubuka ng'akozesa ebbombo n'akalaaza
- Amubuulirira okuba nga omugumiikiriza buli gy'alaga nga
- Amuyigiriza empisa ez'obuntubulamu ng'okwewala olugambo n'obwenzi

5(a) Omuyizi alage ebintu ebikolebwa ku bakyala nga bityoboola eddembe lyabwe Byebino;

- Omuwala obutasalawo musajja gw'ayina kufumbirwa okugeza Namukasa bamufumbiza Musa omukadde ne bamulesaawo Mugga gwasinga okwagala
- Owana omuwala obutakkirizibwa kusom okugeza Namukasa ayagala nnyo okusoma naye Byakuleka agaana nga talaba muwala by'asoma
- Abakyala bavumwa okugeza sibyange avuma bba ne mulamu we ng'amuyita omukazi omussiru
- Abakyala obutasalawo ku nsonga z'abaana baabwe okugeza Sibyange akaayanako nga bafumbiza mulawee Namukasa omusajja omukadde Musa kyokka tawulirizibwa
- Omukazi bulijo abeera wansi wa musaja okugeza Omukazi omukulu okufukaamirira omulenzi awasizza muwalawee so nga yandibadde mutabani we.
- Omukazi nga bw'atazaala mwana mulenzi atwalibwa obutabeera wa mugaso so nga n'abaana abawala ba mugase
- Omwana omuwala okutwalibwa ng'ekya'amaguzi oba eky'ettunzi eky'okuggyamu obugagga okugeza Namukasa afumbizibwa Musa kubanga mugagga
- Abasaja okujolonga ekitiibwa ky'abakyala nga babagattako ekiyitiridde mbu kubanga basajjalaata okugeza Musa omukadde aina abakyala mukaaga kyokka akyayongerako
- Omusajja okuwasa omwana omuto at
- Omukazi obutaweebwa busika kityoboola kitiiibwa kye kuba naye asobola okutuukiriza obuvunaanyizibwa obwo
- Omukyala mu maka nga alina kukola ng'akalogoyi ate nga bw'avumwa

- Omukyala talina buyinza yadde ku bulamu bwe, buli kimu omusajja y'amusalirawo nga sibyangue bwe tumulaba nga talina buyinza mu maka ge.

5(b) (i) Ssaamu

(ii) Peter (petero)

(iii) Omwogezi ye ssaamu era bino bye byayolekedde;

- Okusigaza obuvunaanyizibwa bw'okulabirira batoobe
- Ayolekedde okunoonya omulimu okufuna ensimbi ajejerere batoobe
- Ayolekedde okukomya ekyejo kuba tajja kukikolera ku muntu mulala nga bw'abaddde ku nnyina
- Ayolekedde okukomya eby'obuto atandike okweyisa ng'omuntu omukulu
- Ayolekedde okukumaakuma banne

(iv) Omuyizi engeri taata wa ssaamu gyali ekizibu

- Kitaawe mutamiivu nnyo
- Kitaawe eby'okuweerera abaana tabiriiko
- Okunywanga oba okwezza omwenge gwa nnyaabwe
- Kitaabwe tayiiya so nga nnyaabwe yali ayiiya ng'okuyiisa omwenge, okulima emmere n'atundako, aluka eby'emikono n'atunda n'ebirala
- Nnyaabwe abadde abalaga omukwano mungi okusinga kitaabwe

6(a) Omuyizi aleeta ebyobuwangwa ebikooneddako mu bitontome bino

- Emikolo ng'akwabya olumbe mu kitontome Obulamu kuyimba
- Ensinda y'abaganda ey'ennono mu kitontome obulamu kuyimba
- Empisa ya muzzanjanda ng'odduukirira abali mu buzibu okugeza mu kitontome Ekijoomanyi
- Empisa y'obufumbo okugeza mu kitontome omunno gw'obufumbo
- Emirimu ng'obulimi n'obulunzi mu kitontome obwatu
- Obukulu bw'omwenge anti abantu bagunywa mu kwesanya mu kitontome kasasiro
- Enkuza y'omwana mu kitontome Abazadde
- Obukulu bw'ettaka ng'okulimirako n'okulundirako mu kitontome obwatu
- Olulimi ng'akozesa ebisoko n'engero okugeza mu kitontome Ekijoomanyi
- Emizanno nga bbusu, nkulimbye mu'kitontome Abazadde

6(b)(i)

- Embeera ya ssanyu okugeza akatale kalimu engoye, eby'okunywa, obugologoosi
- Embeera ey'okusikiriza okugeza oyitangako mu mubuulo
- Embeera ey'okwegomba okugeza okulaba ku bisanya mu eby'enjawulo

(ii)

- Ng' akiwa omutwe ogukituukirako OMUBUULO
- Ng'a kiteeka mu nnyiriri ennyimpi
- Ng'akozesa ebigambo ebivuga obumu okugeza nsusso, ggwango
- Okuddinjana ebigambo "ne"
- Okwekuumira ku mulamwa ng'akulaga ebiseera mu katale k'omubuulo
- Olulimi olusikiriza, olusaaliza
- Okukozesa obubonero nga bw'ayagala
- Okutusiigira obifaananyi eby'omubwongo okugeza obusajja nkyololo
- Okukiteeka mu sitanza ez'enjawulo kwa'azimbiddde omulamwa

6(b) (iii)

- Natuukayo mu ggwango
- Ne nnyumirwa bya nsusso
- Ne lukoya wamma ggue
- Okwewulunta ne kisukka
- Bugologoosi enfaafa

(iv) Mubuulo – Akatale akatundiawamu ebintu ebyenjawulo nga kali awantu aweetadde mu kyereerezi

Eby'ettunzi – Ebintu ebitundibwa

Nkejje – Ebyennyanya oba enva

7(a) Ettale, atontoma ttale

Ensanga

- Likukkulumu olw'okulizisa
- Liraga emigaso gy'alyo eri omuntu

2. Mukoka mu kibuga, atontoma Mukoka

Ensonga

- Yeemutugunya olw'abantu abazimba mu ntobazi mweyandiyise
- Alaga abantu bye basuula mu myala ne gizibukira mukoka n'abulwa ew'okuyita

3. Obusungu bw'omugga, atontoma mugga

Ensona

- Abantu bye bakola ebinyiiza omugga

- Ebirungi abantu bye bafuna mu mugga

4. Olwazi, atontoma Lwazi

Ensonga

- Ebirungi abantu bye bafuna okuva mu lwazi
- Olwazi y'ensibuko y'enzi, emigga n'ennyanya

5. Enkoko, atontoma Nkoko

Ensonga

- Emigaso gy'enkoko eri omuntu
- Ekuba omulanga abantu bagirabirire nga bulungi

Ebirala mulimu

Essimu, atontoma ssimu

Ensonga

- Ebirungi by'essimu eri omuntu
- Yeekokkola abagikozesa mu bukyamu ng'okugirimbirako
- Akabi akava ku kozesa essimu okugeza obubenje n'obulwadde
- Olutobazi, atontoma lutobazi
- Kkeeki

Ensonga

- Emigaso gy'olutobazi eri abantu
- Olutobazi luwanjaga olw'okulusaanyawo

7(b) (i) Akiwadde omutwe ogukituukirako oguyamba nti,

EMIRIMU GYA LEERO

- Akizimbye mu sitanza musanvu
- Buli sitanza agizimbye n'ennyiriri nnya nnya
- Akizimbye n'obunyiriri obumpi n'obuwantu
- Akozesezza ebifaananyi eby'okwefumiitiriza mu bwongo okugeza Gya dduka dduka polisi ebayoola
- Akizimbye nga tataddemu nnyo bubonero bwa jjenjeero
- Akozesezza olulimi olw'ebuziba okugeza kacwano, buswazzi, tozivaabira n'olwangu olwa bulujjo.
- Addinjana ebigambo ebimu okugeza gyafuuka
- Akyesigamizza ku mbeera z'obulamu obwa bulijo okugeza eyokunyolwa
- Akizimbye n'ebigambo ebigandawaziddwa okugeza kkomputa

(ii)

- Akubira abasuubuzi omulanga mu lunnyiriri olusooka
- Akubiriza buli muntu okutwala omulimu nga gwa kitibwa mu lunnyiriri olw'okubiri
- Olwokusatu, atukubiriza okutereka ku nsimbi zaffe twewale okuzivaabira
- Asembyayo okutukubiriza okwettanira emirimu (olunnyiriri olusemba)

(iii)

- Omutwe ogukituukirako
- Sitanza ntono anti ziri musanvu
- Okutobeka ennyiriri empanvu n'ennyimpi
- Enkozesza y'olukusa lw'abatontomic
- Obubonero n'entobeka yaabwo
- Ensengeka ennungi eva ku mutwe
- Obubaka obukirimu
- Obumpi bw'ekitontome
- Ennonda y'ebigambo ebinyuvu
- Olulimi olunyuvu

(iv)

- Obuswazzi – Butono nnyo
- Kacwano – Lya mutawaana
- Kulejja – Kwogera oba kunyumya mbooz
- Tozivaabira – Tozirya zonna lumu

BIKOMYE

AGRICULTURE PAPER I S.4
MARKING GUIDE

- 1(a) A
(b)D
(c)B
(d)D

2. State four ways of acquiring land as a production resource

- Inheritance from parents
- Buying land in small pieces
- Donations/Lotteries
- Settlement schemes
- Renting from land lords

3. State five factors affecting incubation of eggs

- Controlled/suitable temperature
- Controlled/suitable humidity
- Proper turning of eggs
- Fertility of eggs
- Controlled ventilation
- Absence of parasites in the nests of broody hens
- Absence of abnormalities

Award 4 points for 1 mark @ $4 \times 1 = 04$ marks

4. Give five uses of a crush on a farm

- Restrain animals when milking
- Restrain animals when dehorning
- Restrain animals when inseminating
- Restrain animals when vaccinating
- Restrain animals when spraying
- Restrain animals when taking body temperature
- Restrain animals when deworming
- Restrain animals when taking blood sample
- Restrain animals when putting identification marks
- Restrain animals when carrying out pregnancy diagnosis

Award 5 points for 1 mark @ $5 \times 1 = 05$ marks

5. Give five reasons for stocking crops

- Rachises wastage of chemicals when spraying /Eases spraying
- Eases harvesting
- Improves the quality of produce
- Allows free air circulation
- Leaves are exposed to enough light
- Increases crop yields
- Crops are supported from strong wind
- Crop produce is not contaminated with soil
- Crop produce is protected from soil borne diseases
- Reduces conditions that favor multiplication of pests/diseases

Award 5 points 1 mark @ $5 \times 1 = 05$ marks

6(a) State the uses of a hand hoe on the farm

- Used in cultivation of land/primary/secondary/nursery bed preparation
- Used in making of planting holes/mounds/heaps
- Used in sampling
- Used in digging of the trench for the building
- Used in harvesting of crops
- Used in the making of a drainage channels/soil conservation measure
- Used in excavating pit latrines/manure pits
- Used when mixing concrete/mortar

Award 5points for 1mark @ $5 \times 1 = 05$ marks

(b) Explain the factors to consider when buying tools to use on the farm

- Cost; choose tools which are of low price according to your income
- Durability; choose tools which are long lasting to reduce damages
- Size of land; choose tools bearing in mind how big your land is / hand hoes for small land
- Skills to us; tools selected should be easy to use by the farmer
- Topography; hilly areas do not favor ox/disc/mould board ploughs yet a hand hoe can be used
- Nature of the vegetation; ox plough is used in areas with short grass while a disc plough can be used in thick vegetation

- Soil conditioned dig hard soil requires heavy implements while loose moist soils require light implements like a hoe
- Availability of spare parts; choose tools whose spare parts are easy to get cheap/low maintenance costs
- Conservativeness of the farmer; some farmers are not willing to change from using traditional tools to modern tools
- Type of power to use; ox-plough implements are used in areas where draught animals are available

Award 5 points for 2marks @ 1 mark=mention 1 mark=explanation 5x2=10 marks

(c) How are garden tools maintained after use?

- Sharpening blunt blades
- Coating/greasing the blades to prevent rusting (Reject painting)
- Replacing broken handles
- Removing soil from the blades/prongs
- Straightening bent blades/prongs
- Storing in a cool box for small sized tools
- Lubricating loose nuts/replace lost nuts
- Arrange tools properly in the store to reduce breakage / losses

Award 5 points for 1 mark @ 5x1=05 marks

7(a) Differentiate between risk and uncertainties

- Risks can be predicted while uncertainties cannot
- Risks can be estimated while uncertainties cannot
- Risks can be insured against while uncertainties cannot
- A risk is a situation in which the future can be predicted with some degree of probability while uncertainty is a state of having imperfect knowledge about future events

Accept any 2 well matched differences for 2 marks @ 2x2 = 04marks

(b) Outline risks farmers encounter in production

- Theft of produce (Iwestrek machinery)
- Fire outbreak
- Pests/diseases attack
- Changes in weather
- The health of the farmers/workers
- Low crop yields
- Failure of enterprise
- Accidents to farmer/worker

Award 4 points for link @ 4x1=04marks

(c) Explain the measures farmers take to overcome risks and uncertainties

- Insurance, pay a small premium to the insurance company that will bear risks in case they occur/compensate
- Mixed farming/diversification's produce different products, not all can fail at once as farmers may fall back one if others fail
- Flexibility; organization of the farm should be able to change easily to suit new circumstances
- Contract farming; producing a product at agreed price
- Liquidity; maintain assets that can easily be converted to cash to face any challenges
- Choosing a reliable enterprise; select those enterprises that have fewer chances of failure
- Getting loans; this will enable the farmer to continue in case of failure
- Input rationing; generate savings on inputs and capital which can be used to offset losses
- Personal savings/building owner's equity; to counteract any failure so that the farmer can still continue farming
- Co-operative/government support; can guarantee prices for farmers' produce
- Timely planting/harvesting/fertilizer application; reduce losses
- Fencing; to minimize theft
- Advertising; this improves on marketing

Award 6 points for 2marks @

1 mark-mention, 1 mark-explanation 6x2=12marks

8(a) why is wool commonly used as a construction material?

- Wood is relatively cheap
- Readily available
- Versatile can be used in various parts
- Treated wood is long lasting
- Can be worked upon using simple tools
- Easy to erect/dismantle
- Has good insulation qualities/good insulator
- Resistant to stock/vibration

Award 6pts for 1 mark @ 6x1=06marks

(b) Describe the following methods of preserving wool for construction

(i) Sap displacement

- Freshly cut poles are peeled/debarked
- Poles are cut into required sizes
- Poles are placed vertically in a drum containing the preservative
- Poles are kept in vertical position for at least a week
- Sap in the wood evaporate and is replaced by the preservative
- Insert poles upside down into the preservative
- Remove the poles from the preservative
- Pile the poles to drip dry

Pile the poles to drip dry

(ii) Hot and cold soaking

- Poles are peeled/debarked
- Poles are cut into required sizes
- Poles are put in a drum containing the preservative
- Drum is heated to a temperaturative near boiling point
- Moisture in the wood cells expand
- Fire is withdrawn
- Poles are allowed to cool while still in the preservative
- Cell moisture contracts and draws in the preservative
- Poles are removed and piled to drip dry.

Award 7pts for points @ 7x1=07 marks

9(a) State the importance of legumes in a cropping programme

- Improve soil fertility through nitrogen fixation
- Control erosion/conserve moisture/control needs since they are cover crops
- They are used in preparation of green manure
- Supply proteins to man
- Deep rooted legumes recycle nutrients
- Legume pastures provide proteins to grazing animals
- By products of legumes are used as animal feeds
- Legume shrubs provide roughages to animals

Award 4 points for each @ 4x1=04 marks

(b) Describe the field practices claimed out in the growing of beans

- Land clearing is carried out to remove vegetation
- Primary tillage is carried out
- Secondary tillage is done to ease planting
- Timely planting is done at the start of the rainy season
- Holes are made at reasonable depth
- Holes are made at reasonable spacing
- Planting is done in lines
- SSP/DAP is drilled to encourage root development
- 2 seeds are put in each hole and covered with soil
- Gap filling/Gapping is done in case viability is low
- Weeding is done early to reduce competition
- Staking is done for the climbing types
- Pest control is done by regular spraying using a suitable pesticide
- Disease control is done by regular spraying using a suitable fungicide
- Irrigate where necessary
- Harvesting is done depending on the intended use green/dry

Award 12 points for 1 mark @ 12x1=12 marks

(e) Give the post-harvest practices carried out on beans

- Threshing where a stick is now to hit and remove seeds from the pods
- Winnowing where rubbish is removed using a winnowing basket
- Sorting is done to remove affected beans
- Sun drying done to the required moisture content
- Seed dressing is done to prevent pest attack
- Packing in sacs is done to reduce spillage
- Store in good store on racks

Award 4pts for mark @ 4x1=04marks

10(a) Why are field pests a problem in farming?

- Eat leaves/defoliate reducing photosynthesis
- Eat plant roots reducing water/mineral absorption
- Eat flowers rechicing reproduction

- Weaken stems/bore into stems leaching to breakage
- Rob plant sap containing nutrients
- Transmit plant diseases/vectors
- Create wounds which act as entrance points for germs
- Lead to stunted growth as the terminal bud is eaten
- Eat crop produce lowering yields
- Increase cost of production
- Lower the quality of produce

Award 8 points for 1 mark @ 8x1=08 marks

(b) Explain the cultural control methods used in pest control

- Closed/dead season; breaks the pest cycle as they starve the pests once they appear
- Crop rotation; breaks the pest cycle
- Close spacing; controls aphids especially in ground nuts
- Pruning; removes the micro climate that favors the multiplication of pests.
- Putting scare crows; these scare away pests
- Field hygiene/sanitation; burning crop remains after harvest destroys pests
- Early planting; crop grows fast and escape periods of pest attack
- Use of clean planting materials; these set off quickly and grow fast
- Early harvesting; reduces attack from field pests
- Hand picking; especially those that are localized and slow in movement e.g. caterpillars
- Flooding; suffocates pests especially in rice field
- Trap cropping/trap crops; divert away pests from the main crop and the trap crop is destroyed with the pests

Award 6 points for 2 marks @ mark=mention, link=explanation

6x2=12marks

11 (a) what are the benefits of using compost manure in crop production

- Has a long / lasting effect in the soil/release nutrients slowly for a long time
- Buffers soil PH
- Supplies macro/micro nutrients/improves soil fertility
- Improves soil structure
- Improves WHC since it is spongy
- Improves the ease of ploughing of the soil
- Improves on the soil colours as it supplies organic matter
- Improves on soil drainage
- Improves on soil aeration

Award 8 points for 1 mark @ 8x1=08marks

(b) Describe the compost pit method

- 5 pits of reasonable size and depth and size are dug
- Dry materials/maize stalks are put first in the pit
- Fresh materials are then added
- Cow dung/FYM is added to provide microorganisms to break down the fresh materials
- Artificial fertilizers are added to improve on the nutrients content
- Ash is added to neutralize the pH
- Once fills a layer of dry grass and top soil is put to cover the pit
- Materials stay under cover for month
- After 1 month, materials are transferred to pit 2 where they stay for 1 month under cover
- Materials in pit 2 are transferred to pit 3 where they stay for 1 month undercover
- Materials in pit 3 are transferred to pit 4 where they stay for 1 month under cover
- Materials in pit 4 are transferred to pit 5 where they stay for 1 month undercover
- Materials from pit 5 are removed, allowed to cool down and later applied in the garden

Award 12 points for 1mk @ 12x1=12 marks

12(a) what are vices?

- Vices are habits among birds (OWTTE)

Award 2 marks

(b) State the causes of vices among birds

- Boredom among birds
- Exposure of eggs on the floor
- Inadequate nests
- Bright light in the nest boxes
- Bright light in the brooder
- Starvation
- Overcrowding of birds

- Reproductive disorder/prolapse
- Open wounds
- Little in the nest boxes
- System of rearing
- Introduction of a new bird in the unit
- Failure to collect eggs regularly
- Feeding birds on compressed feeds/pellets
- Irritation by external parasites/mites/mange
- Inadequate feeds
- Presence of broken eggs in the floor
- Unbalanced feeds

Award 8points for 1 mark @ $8 \times 1 = 8$ marks

(b) How can vices be controlled among birds

- Regular collection of eggs
- Debeaking birds
- Darkening nest boxes
- Reducing light in the brooder
- Isolation of birds with prolapse
- Hanging greans in the unit
- Feeding birds on enough feeds
- Feeding birds on balanced feeds
- Having optimum stocking rate
- Providing enough nest boxes
- Control external parasites by dusting
- Keep birds of different ages separately
- Provide enough feed/water troughs
- Cold treatment of broody birds
- Scatter grains in litter to keep birds busy

Award 10points for 1mark @ $10 \times 1 = 10$ marks

13(a) State the signs of furrowing

- Vulva enlarges
- A slimy discharge comes out of the vulva
- The feats get enlarged extensively as they are filled with milk
- Sow becomes restless/nervous
- Heavy and deep breathing
- Sow lies down
- Loss of appetite
- Sow prepares the furrowing nest

Award 5points for 1mark @ $5 \times 1 = 5$ marks

(b) Describe how to manage piglets from birth up to weaning

- Remove mucus from the nostrils to ease breathing
- Disinfect the umbilical cord with iodine
- Inject piglets with iron to prevent piglet anaemia
- Put piglets in warm place/room
- Weigh the piglets
- Remove the needle teeth to prevent damage to the sow's teats
- Provide creep feed to the piglets after one week of feeding on milk
- Castrate piglets when they are 2 weeks of age
- Identify piglets by ear tagging/notching
- Follow a regular vaccination programme/treat piglets against diseases
- Deworm piglets to control worms
- Spray regularly to control external parasites
- Provide water to the piglets
- Weigh piglets to determine growth rate
- Weigh piglets to determine growth rate
- Wean piglets at 4 weeks of age.

Award 10 points for $1\frac{1}{2}$ marks @

$10 \times 1\frac{1}{2} = 15$ marks

14(a) State the ways in which diseases spread in farm animals

- Taking contaminated feeds and water
- Sectors especially blood sucking parasites
- Uncontrolled mating/natural mating/random mating

- Use of unsterahsed equipments during farm operations
- Direct contact with affected animals
- Diseased animals being introduced on the farm
- Contact with botchy thirds of affected animals
- Contaminated feed/water troughs
- Poor disposal of animals that have died from a disease
- Through air/air borne diseases
- Excreta and litter
- Clothes and shoes of workers and visitors
- Dirty animal quarters
- Carrier animals introduced on the farm
- Contact with soil as it has spores for disease e.g. Anthrax
- Infected eggs especially bacillary white diarrhea
- Overcrowding in animals houses

Award 10 points 1 mark

10x1=10marks

(b) How is disease spread prevented in farm animals?

- Controlled mating
- Use of artificial insemination
- Perimeter fencing
- Having optimum stocking rate
- Controlling vectors through dippers/spraying/bush burning
- Regular deworming of animals
- Quarantine measures put in place
- Isolation of affected animals
- Regular vaccination of animals
- Treatment of diseased animals
- Sanitization/Hygiene in animal houses
- Proper disposal of animal wastes
- Proper feeding of animals on balanced rations
- Giving adequate feeds to the animals
- Giving animals clean drinking water
- Culling of affected animals
- Having proper stocking rates
- Proper construction of animals houses sheltered/ventilated/large floor space
- Buying stock from a reliable source

Award 10 points for 1 mark @

10x1=10marks

END

**PRINCIPLES OF AGRICULTURE PAPER TWO
MARKING GUIDE 2022 527/2**

1(a) Identify diseases on specimens;

A : cassava mosaic $\frac{1}{2}$ mk

B: groundnut Rosette $\frac{1}{2}$ mk

b) State 4 observable damages on specimens

specimen A: - short internod

- Poor leaf development
- Distorted leaf blades
- Small leaves
- Yellowing of leaves

Award $\frac{1}{2}$ @ any 4 points 2mks

Specimen B

- Poor roots development
- Shortened internodes
- Small leaves
- Short plant
- Poor leaf growth
- Yellowing of leaves

Award $\frac{1}{2}$ @ any 4 points 2mks

c) Give 4 control measures for each disease on specimens A and B.

Specimen A:

- Timely planting
- Destroy affected plants
- Plant resistant varieties
- Use suitable pesticide to kill the vectors
- Use clean planting materials
- Clean weeding

Accept 4 points @ $\frac{1}{2}$ mk 2mks

Specimen B

- Close spacing
- Early planting
- Spray with recommended
- Pesticide to kill the vector
- Use resistant varieties

Accept 4 points @ $\frac{1}{2}$ mks 2mks

d) Vectors for diseases observed on;

Specimen A: white fly/ tobacco white flies $\frac{1}{2}$ mk

Specimen B: Aphids $\frac{1}{2}$ mk total 10mks

2(a) State two effects of each specimen on the affected animal:

Specimen E:

- Make animal emaciated/thin and weak
- Swollen abdomen
- Anaemic
- Diarrhoea
- Slunted growth
- Loss of weight/condition

Accept 2 points @ $\frac{1}{2}$ mk 01mk

Specimen F

- Cause coughing
- Anaemia
- Bloated/swollen abdomen
- Emaciation
- Diarrhoea
- Slunted growth
- Loss of condition

Accept 2 points @ $\frac{1}{2}$ mk 01

Specimen G:

- Cause wounds
- Swollen lymph nodes
- Anaemia
- Emaciation
- Irritation/itching

- Shorter growth
- Loss of weight

Accept 2 points @ ½ mk

01

b) Give two visible adaptations of each specimen for its survival

specimen E

- Flat/tapered/thin for neat packing in intestines
- Segments break off easily when matured for multiplication
- Has hooks/suckers for attachment/nutrition

Accept 2 points @ ½ mk 1mk

Specimen F

- Flat/thin body for neat packing in the liver tissue
- Has suckers for feeding
- Has mouth for feeding

Accept 2 points @ ½ mk 1mk

Specimen G

- Brown colour for camouflage
- Flat body to hide in the hair
- Pointed mouth parts for easy attachment/sucking blood
- Has legs for easy movement
- Has hard coat/cover to protect it from damage/loss of fluids

Accept 2 points @ ½ mk 1mk

c) Ways of controlling specimens E, F and G

Specimen E

- Dispose human feaces in pit latrines
- Eat properly cooked meat
- Deworm regularly
- Burn infested meat

Accept 2 point @ ½ mk 1mk

Specimen F

- Graze on well drained pasture
- Fence of marshy posture
- Use copper sulphate to kill snails in infested pastures
- Use ducks to eat the snails
- Deworm regularly

Accept 2 points @ ½ mk 1m

Speciman G

- Spay/dip in acaricides
- Burn/plough infested pastures
- Practice double perimeter fence
- Practice rotational grazing
- Hend pick and kill
- Apply pye-grease on time infested body

Accept 2 points @ ½ mk

d) Classfy specimens

specimen E and F – internal/endo parasites

Specimen G – External/Ecto parasites ½ mk 10mks

3) How are the following specimens suited for their functions.

KI: Has a combustion chamber where fuel-air mixture burns to produce power. Has pressure rings to prevent loss of compression

Has oil rings for lubrication 1mk

Has grooves for fitting of the rings

Specimen K2:

- Has a gap across which spark jumps
- Has porcelain insulator to resist high temperature

Specimen K3

- Has a filter elements/oil bath through which air is forced to be cleaned
- Has pleated/folded element which trap dust

Award 1 mark @ for 1 correct point on each specimen

b) Features of K4 that enables it to function efficiently;

- Has drainage tap for easy washing of the radiator
- Has two tanks to hold water
- Has small tubules to hold hot water
- Has radiator fins to conduct heat from tubes

- Has over flow pipe to reduce on the internal pressure
- Has pressure cap to prevent spilling of water
- Has many tubules/pipes to increase surface areas for cooling hot water

Accept 4 features @ ½ mk 2mks

c) How do you maintain specimens;

K2: clean electrodes with sand paper/wire brush/petrol

I – adjust to the correct gap

K3: Use air blower to remove dust

- Replace worm out air filter
- Keep enough clean oil in oil balt of a wet air cleaner
- Tap tighly the elements to remove dust particles

K4:

- Keep surface free of leaves/trash or any other material
- Repair any leaving park
- Ensure the cap is tigh
- Always fill with clean water

K 5

- Ensure proper lubrication/adding enough engine oil

Award 1mk@ for the correct maintenance of specimens 4mks

d) Effects of faulty K2 and K4

K2: Engine will not start when switched on

- Engines switches on but does not fire

K4: over heating of engine ½ mk

- Engine knock

Award ½ mk for one effect of @ specimen

4) Identity of parts labelled on specimen T.

1- Tank

2- Nozzle

3- Pumping lever/handle

4- Trigger control/valve

5- Sholder strap/belt

Award ½ mk for @ correct label 2 ½ mk

b) Functions of each part

1- Holds the pesticide/chemical spray

2- Delivers chemical spray mixture/breaks spray into small droplets

3- Creates/builds up pressure inside the spray tank

4- Regulates release of chemicals from the tank to the nozzle

5- Enables the sprayer to be carried on the back of the operator

Award ½ mk for @ correct function 2 ½

c) Maintenance of specimen T

- Wasg the spray tank thoroughly after use or work
- Unblock the nozzles, filters, nose and launces
- After use the remaining quantity of spraying in the tank must be spilled out in a safe place
- Lubricate all the moving parts
- Check for danaged parts and replace them with new ones
- Store in a cook dry place when not in use
- Use clean water
- After use keep the tank open until it is dry

Accept 5 points @ 1mk

5) Specimen X

- It has underground bulbs/bulbs/rhisomes which develop into new plants
- It produces many viable seeds

Specimen Y

- It produces very many viable seeds that germinate easily
- The seeds are sticky for easy dispersal by man or animals
- It has a dense net work of roots to get water and mineral salts from the ground

Specimen Z:

- It has rhizomes/stem cuttings which easily develop into new plants

Accept one feature from @ specimen 1mk 3mks

b)(i) Classify the specimen according to life span

- X and Z are perennials weeds
- Specimen Y – Annual weed

Accept correct classificaiton 1mk @ 1mk

ii) Identify by scientific names

specimen:	X	Oxalis latifolia
	y	Bidens Pilosa
	Z	Digitaria scalarum

Award ½ mk @ correct identity 1 ½ mk

c) Suggest the type of herbicides to control each specimen and why?

Specimen Y:

Contact herbicide:

Reason: kills any plant part they come in contact with as specimen Y (Black jack) has no underground rhizomes or bulbs:

Specimen X:

Systemic herbicides:

Reason: Specimen x (Oxalis sp)

Has underground bulbs/bulbils and systemic herbicides enter the entire plant tissues and kills the whole plant.

Specimen Z:

Systemic herbicide

Reason: specimen Z or couch grass has underground rhizomes which will only be killed by systemic herbicides that enter the entire plant tissues before killing it.

**UCE BIOLOGY PAPER I
MARKING GUIDE 2022**

- | | | |
|-------|-------|-------|
| 1. C | 11. D | 21. C |
| 2. C | 12. C | 22. C |
| 3. C | 13. D | 23. C |
| 4. B | 14. C | 24. C |
| 5. D | 15. B | 25. B |
| 6. C | 16. A | 26. A |
| 7. D | 17. D | 27. C |
| 8. B | 18. A | 28. D |
| 9. A | 19. B | 29. C |
| 10. A | 20. C | 30. B |

Guide

		A	B	C	D
a(i)	Potato	4.5	6.5	0.0	0.0
	Liver	8.0	10.0	0.0	0.0

(ii)

Table: 1manz

Bars separate, same width
Right bars touching

1 manz for @ bar including C & D

Volume of gas (cm^3)
Samples

□ - Potato

■ - Liver

- b(i) More gas with liver; liver tissue has more enzymes; faster breakdown of hydrogen peroxide.
 (ii) B liver more gas; because chopping increased S.A of liver tissue; hence more enzymes; faster breakdown;
 any 3
 c) Hydrogen catalase; oxygen + water peroxide 2mks
 d) Boiling denatured enzymes; No breakdown of Hydrogen peroxide
 e) Introduce glowing splint into cylinder full of gas, it must be rekindled

32. a)(i) Maintenance of a relatively constant internal environment. 01

ii) Temperature regulation

Blood sugar

pH regulation

Osmoregulation regulation of salts 02
 Regulation of water

b(i) Sweating

- When body gets hot; sweat glands release, sweat; evaporation of sweat by body heat leads to drop in body temperature. 2mks

ii) Vasoconstriction

When body gets cold; arterioles in skin narrow; inducing skin blood flow; reducing heat loss; stopping further drop in body temperature. 04mks

c) Allows constant optimal metabolic rate 1mk

33. (i) Predator

Animal that hunts, kills and eats other animals

ii) Prey- animal that is hunted and killed by another for food

iii) Grass _____ Antelope _____ Chetah

b(i) Adrenaline

ii) - Increased heart rate/pulse rate/increased blood supply to muscles

- Increased breathing rate

- Causes release of glucose from stores
- Diverts more blood to muscles

C(i) Glucose + Oxygen _____ Energy + Carbon dioxide + Water

Glucose _____ Energy + Lactic acid

ii) Less energy released

Toxic lactic acid released/causes muscle cramp

34. a) Serum is plasma less fibrinogen 1mk

b) Red blood cells $\frac{1}{2}$ mk@

White blood cells

Platelets

Water

Proteins (blood proteins)

Soluble food

Mineral salt

Wastes

Hormones

Gases

c) Supply/transport food @1mk

Transport oxygen to tissues

Transport humours

Transport W.B.C to areas infected

Supply clotting materials

Remove wastes/transport wastes to excretory organs

Heat distribution 2mk

d) Continue to bleed, perhaps to death due to lack of blood clotting factors. 15mks

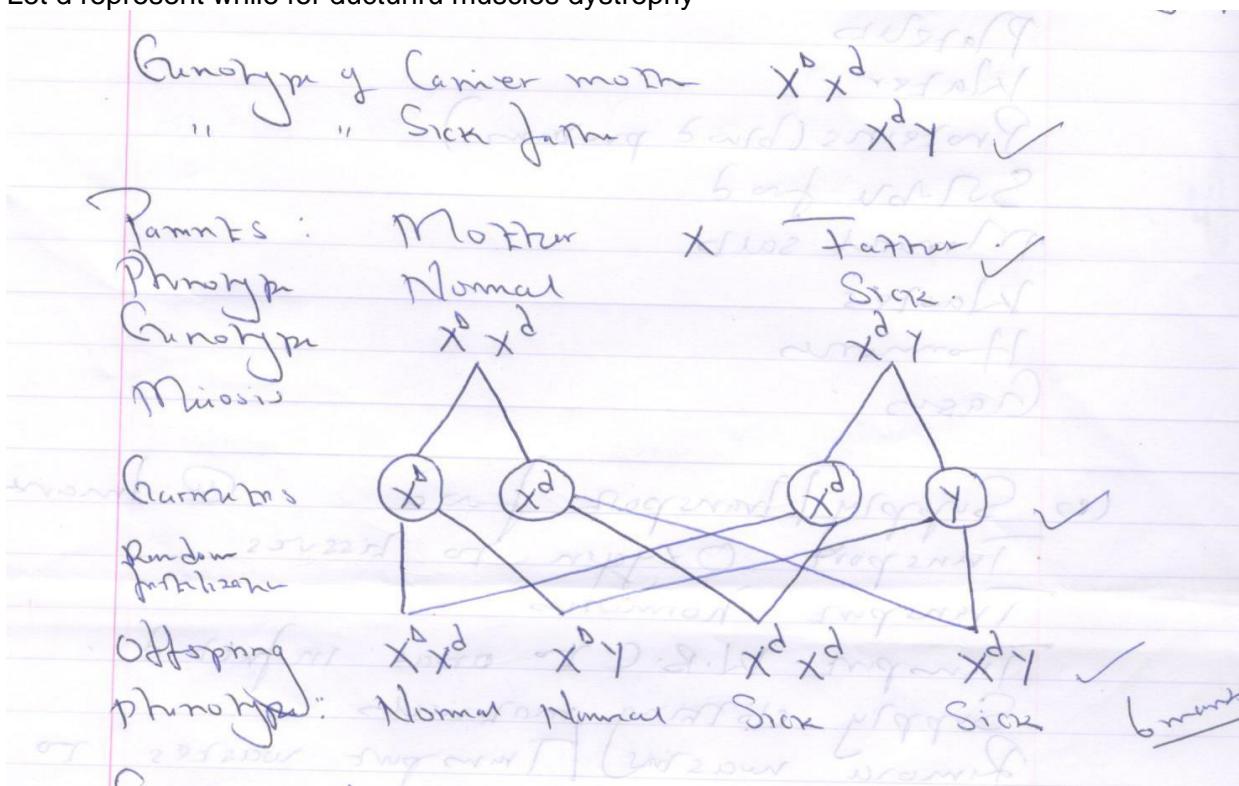
35. (a)(i) Genetics branch of science/biology concerned with study of genes, variation and heredity in organisms.

ii) Six linked traits- characteristics controlled/caused by genes located in sex chromosomes

iii) Carrier individual with one deleterious allele for a massive disease

b) Let D represent white for normal muscles

Let d represent white for Duchenne muscular dystrophy



c) Mating advanced plant specimens 1mk any 3

- Diagnosis of genetic diseases

Cancer diagnosis

Infectious disease diagnosis

Animal and plant breeding

Antibiotic resistance study

Drug discovery

DNA fingerprinting

Mating genetically modified organisms

Studying insistence pattern

36. a)(i) Densification: process of converting nitrates in soil into nitrogen 2mks

ii) Pollution: Release of substances/objects/ energy into the environment in levels high enough to cause harm to the organization. 2mks

iii) Food web: interlinked food chains in a specific ecosystem. 2mks

b(i) Improved agriculture-improved methods, strains of crops and livestock, mechanization, and fertilizers-increased food production

- improved sanitation – reduced incidence of diseases – reduced death
- improved water supply- more and treated water available to many reducing death.
- Improvement in medicine- better health care, induced death

ii) Pollution

- Depletion of resources
- Destruction of wildlife
- Lack of food
- Overcrowding

iii) Contraception

- Conservation of minerals
- Conservation of wild life
- Conservation of renewable resources
- Finding new energy sources

UCE BIOLOGY PAPER II
MARKING GUIDE 2022

1. You are provided with solutions of different concentrations labelled **A**, **B** and **C** and specimen **P**. Follow the procedure below for accurate experimental result

(a) Procedure

- With a cork borer, cut four cylinders from specimen **P** and trim them to 4cm long
- Label four test tube as **A**, **B**, **C** and **D**
- Pour 6cm³ of solutions **A**, **B** and **C** into corresponding test tubes.
- Gently drop one cylinder into each test tube
- Let the cylinders stand in test tubes for 30minutes.
- After 30 minutes, remove the cylinders and label them the corresponding test tube labels for easy identification.
- Feel cylinders; **A**, **B** and **C** and describe their deference in texture and turgidity in table I below;

(04 marks)

Table I

Cylinder	A	B	C
Texture	Smooth;	Rough;	Very rough;
Turgidity	Soft;	turgid;	very turgid;

$$6 \times 1 = 06$$

- (b) Feel the cylinders **A**, **B** and **C** with your hands and explain their differences in their turgidity in relation to cylinder **D**

Cylinder **A** (03 marks)

.....It lost water by Osmosis; it concentrated solution it became soft..... $3 \times 1 = 03$

69

Cylinder B

(03 marks)

It is as hard as Cylinder D since
it was isotonic to solution B; leading
to no net loss or gain of water.

3+1 - 03

Cylinder C

(2 marks)

It absorbed water by osmosis from
dilute solution B becoming hard.
I fungal

2+1 - 02

- (c) (i) Give three significance of the process involved in experiment 1(a) above to plants. (3 marks)

- It is used in absorption of water by plant roots.
- Used in movement of water from xylem to leaf cells.
- Used in movement of water across center of roots into xylem vessels.

3+1 - 03

- (ii) Give significance of difference in turgidity of cylinder A and C in table I above to plants.

(03 marks)

- plant cells lose water to become soft leading to wilting to reduce water loss;
- Plant cells gain water to become hard to provide support to herbs (non woody plants);
- plant ~~cells~~ guard cells gain water to become turgid and open the stomata to allow gaseous exchange;

$$\begin{array}{r} 3+1=03 \\ -1 \\ \hline 03 \end{array}$$

20

2. You are provided with specimens labelled R and Q. Gently pluck off and discard leaf like structures of specimen R and Q basing on remaining parts of specimens R and Q;

- (a) With reasons, identify the plant part represented by specimens R and Q.

(2 marks)

Plant part

Flower;

01

Reasons

- possession of stamens and pistil (are ~~and~~ ~~shallow~~ shallow);

$$\begin{array}{r} 2+1=01 \\ -2 \\ \hline 01 \end{array}$$

(b) (i) Describe the structure of anthers and filament of specimen Q.

Filament of specimen Q

(2 marks)

Short & thick filament

2+1 — 01

Anthers of specimen Q

(2 marks)

Bilobed; Large; elongated & curved

Any 2+1 — 02

(ii) Give adaptations of androecia of specimen Q to their function.

(3 marks)

- Many to produce many pollen grains
- Large anthers to produce many pollen grains
- Thick filament to support anthers
- Brightly coloured anthers to attract insects

3+1 — 03



(c) Outline the differences between specimen Q and R basing on their remaining parts. (3 marks)

Specimen Q	Specimen R
- Filament free	j filament fused
- 10 filament	j Very many filament
- elongated anthers	j round anthers
- stigma not divided	j stigma divided
- Ovary not curved	j Ovary curved

(d) (i) With reasons state the type of pollination for specimen R.

(3 marks) ~~any 3x1 = 03~~

Type of pollination

Cross pollination

07

Reasons

- Stigma above anthers
- Bright coloured stigma to attract insects
- Broad stigma helps to provide large surface area for landing of insects

5

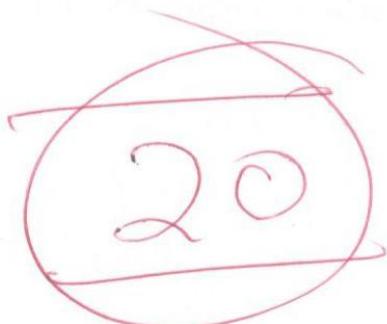
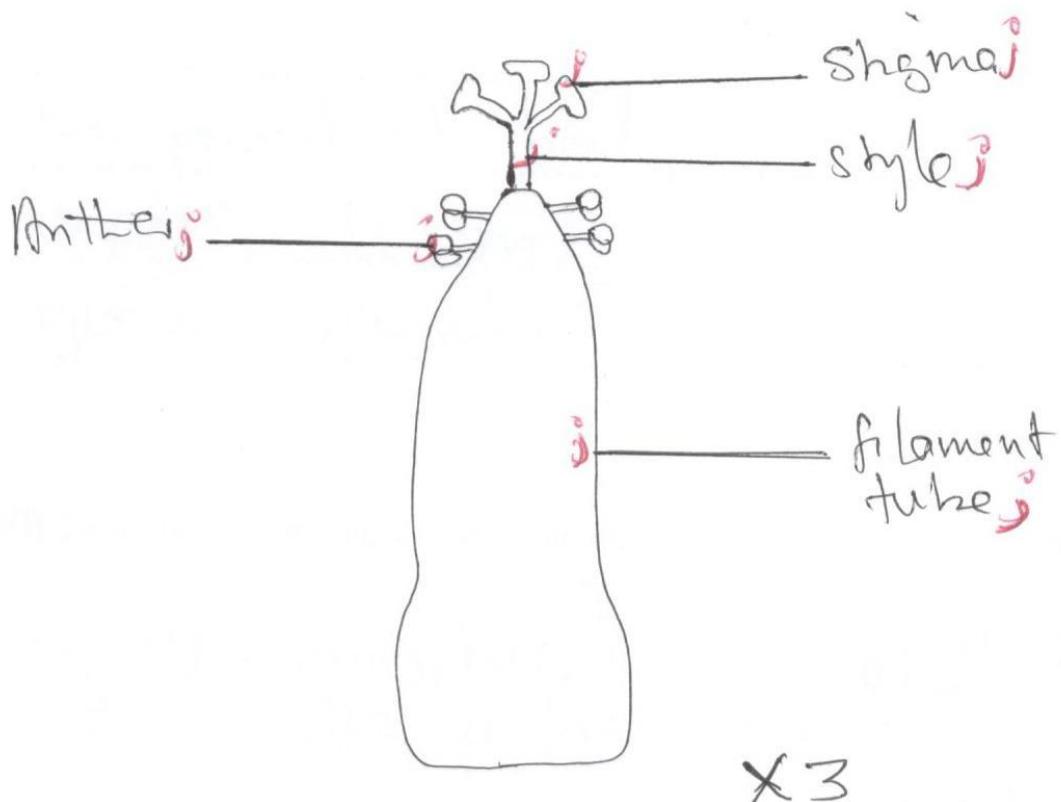
any 2x1 = 02
1

06.00

(ii) Draw and label the remaining floral structures of specimen R.

(5mks)

The drawing of floral structures of specimen R after placing of leaf like structures.



$$DIL = 8 + \frac{1}{2} - 0.4$$

T -

M -

$\frac{1}{2}$

0.5

$$\underline{0.5}$$

3. You are provided specimen labelled M and E

(a) With a reasons identify the phylum of specimen M

(04 marks)

Phylum of specimen M

Arthropoda

01

Reasons

Segmented body

Exoskeleton

Jointed Limbs

4x1 — 03

(b) (i) Describe the structures of specimen E.

(2marks)

Round, Segmented, moist, soft, lens.
body tapering to ends

Any 4 x 5 — 02

(ii) State how specimen E is adapted to living in its habitat. (4 marks)

- Pointed ends to easily burrow into mud
- moist body for gas exchange
- soft body for flexibility
- lens body to increase surface area for gas exchange

4x1 — 04

(c) Give four difference between specimen E and M

(04 marks)

Specimen E	Specimen M
No limbs	has Limbs
no distinct head	has distinct head
has no exoskeleton	has exoskeleton
has no antennae	has antennae
has no mandibles	has mandible
- has no eyes	- has eyes

any 4+1=04

(d) (i) With a reason suggest the feeding habits of specimen M.

(2 marks)

Feeding habit of specimen M

.....
Bitting and chewing! 01

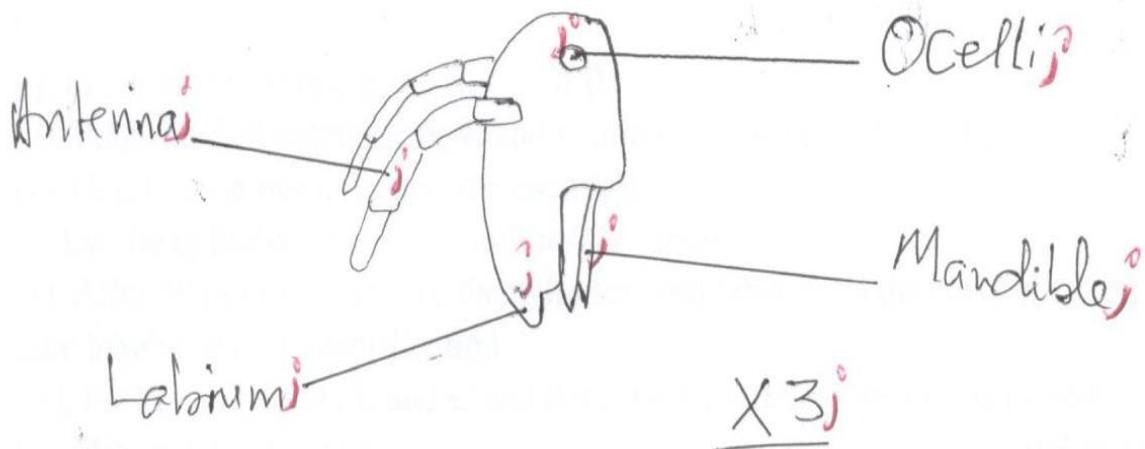
Reasons

.....
Bear mandibles! 01

06

(ii) Draw and label the main front body part of specimen M from its lateral view
body (4 marks)

The drawing of the main front part of specimen M from its Lateral view.



DLL any $8 + \frac{1}{2}$ - 03

M — 0h

T — 0h

04

20

/

UCE MATHEMATICS PAPER ONE
P456/1 MARKING GUIDE 2022

$$1. \quad p * q = p^q$$

$$2 * -3 = 2^{-3}$$

$$= \frac{1}{2^3}$$

$$= \frac{1}{8}$$

M1

A1

$$\frac{1}{8} * \frac{1}{3} = \left(\frac{1}{8}\right)^{\frac{1}{3}}$$

$$= \sqrt[3]{\frac{1}{8}}$$

$$= \frac{1}{2}$$

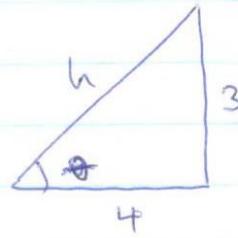
M1

A1

Accept 0.5

0.4

2.



$$h^2 = 3^2 + 4^2$$

$$h^2 = 9 + 16$$

$$h = \sqrt{25}$$

$$h = 5$$

$$\sin \theta = -\frac{3}{5}; \cos \theta = -\frac{4}{5}$$

$$\therefore -\frac{4}{5} - -\frac{3}{5} = -\frac{1}{5}$$

B1

for 5 seen.

B1

for both values.

$$3. \quad x^2 - 9x + 14$$

$$x^2 - 2x - 7x + 14$$

$$x(x-2) - 7(x-2)$$

$$\underline{(x-7)(x-2)}$$

B1

B1

$$x^2 - 9x + 14 = 0$$

$$(x-7)(x-2) = 0$$

$$x-7 = 0; x-2 = 0$$

$$\underline{x = 7}$$

M1

$$\underline{x = 2}$$

A1

for both values correct

0.4

4.	x	f	d	fd		
	115	8	-20	-160		
	125	18	-10	-180	M ₁	for all d column correct
	135	30	0	0		
	145	26	10	260	M ₁	for all fd column correct
	155	12	20	240		
	165	6	30	180		
				$\sum f = 100$		
				$\sum fd = 340$		

$$\bar{x} = A + \frac{\sum fd}{\sum f} = 135 + \frac{340}{100} \quad M_1$$

$$= 138.4 \quad \begin{array}{l} \text{A1} \\ \text{or} \\ \text{or} \end{array}$$

$$5. \quad 2x + 5y = -11$$

$$3x - y = 8$$

$$\begin{pmatrix} 2 & 5 \\ 3 & -1 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -11 \\ 8 \end{pmatrix} \quad B_1$$

$$\begin{pmatrix} -1 & 5 \\ -3 & 2 \end{pmatrix} \begin{pmatrix} 2 & 5 \\ 3 & -1 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -1 & 5 \\ -3 & 2 \end{pmatrix} \begin{pmatrix} -11 \\ 8 \end{pmatrix} \quad M_1$$

correct order is a must

$$\begin{pmatrix} -17 & 0 \\ 0 & -17 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -29 \\ 49 \end{pmatrix} \quad M_1$$

$$-17x = -29 ; -17y = 49$$

$$x = \frac{-29}{17} \quad y = \frac{-49}{17} \quad \begin{array}{l} \text{A1} \\ \text{or} \\ \text{or} \end{array}$$

for both values correct
 $x = +1.71$ and $y = -2.88$

$$6. \quad \left(\frac{1}{4}\right)^x \times 2^{x+1} = \frac{1}{8}$$

$$\left(\frac{1}{2}\right)^x \times 2^{x+1} = \frac{1}{2^3} \quad B_1$$

for 2^2 and 2^3

$$\frac{1}{2}^{2x} \times 2^{x+1} = \frac{1}{2^3}$$

$$2^{x+1-2x} = 2^{-3} \quad M_1$$

$$2^{-x+1} = 2^{-3}$$

$$-x+1 = -3 \quad M_1$$

$$x = 4 \quad \begin{array}{l} \text{A1} \\ \text{or} \\ \text{or} \end{array}$$

$$7. A - B = \begin{pmatrix} -2 & 1 \\ 0 & 3 \end{pmatrix} - \begin{pmatrix} 5 & 0 \\ -6 & 2 \end{pmatrix}$$

$$= \begin{pmatrix} -7 & 1 \\ 6 & 1 \end{pmatrix}$$

M₁

A₁

$$(A - B)^2 = \begin{pmatrix} -7 & 1 \\ 6 & 1 \end{pmatrix} \begin{pmatrix} -7 & 1 \\ 6 & 1 \end{pmatrix}$$

$$= \begin{pmatrix} 55 & -6 \\ -3 & 7 \end{pmatrix}$$

M₂

A₁

04

$$8. \text{ line } y = x$$

$$(a, b) \rightarrow (b, a)$$

$$I(1, 0) \rightarrow I'(0, 1)$$

$$I(0, 1) \rightarrow I'(1, 0)$$

$$M \cdot O \cdot I' = \begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix}$$

B₂

Image = M.O.I' x object

M₄

$$= \begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} 3 \\ -4 \end{pmatrix}$$

$$= \begin{pmatrix} -4 \\ 3 \end{pmatrix}$$

$$\frac{B'(-4, 3)}{2}$$

A₁

04

$$9. a = 50^\circ \text{ (alt. L theorem)} \quad B_2$$

$$a + b = 180^\circ$$

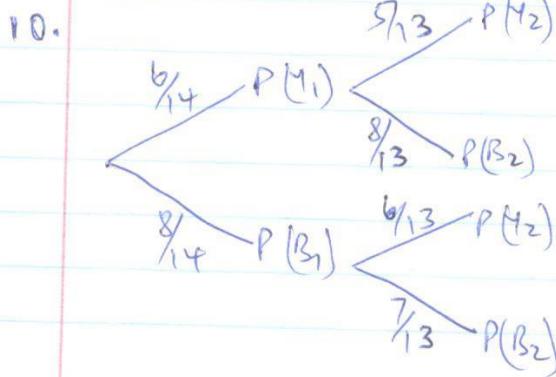
$$50^\circ + b = 180^\circ$$

$$\underline{b = 130^\circ}$$

M₁

A₁

04



B₁ for each correct branch

B₁ for each correct branch

$$\begin{aligned}
 P(B_2) &= P(Y_1 \cap B_2) + P(B_2 \cap Y_2) \\
 &= \left(\frac{6}{14} \times \frac{8}{13} \right) + \left(\frac{8}{14} \times \frac{7}{13} \right) \\
 &= \frac{24}{91} + \frac{4}{13} = \frac{4}{7} \\
 &\quad \text{M1} \\
 &\quad \text{A1} \\
 &\quad \text{---} \\
 &\quad \underline{\underline{94}}
 \end{aligned}$$

12. a) i)

$$\begin{pmatrix}
 8 & 30 & 12 \\
 30 & 60 & 20 \\
 10 & 50 & 24 \\
 30 & 40 & 32
 \end{pmatrix}$$

(ii)

$$\begin{pmatrix}
 4000 \\
 6500 \\
 3000
 \end{pmatrix}$$

B₃ B₁ for each correct column.

B₂

b)

$$\begin{pmatrix}
 8 & 30 & 12 \\
 30 & 60 & 20 \\
 10 & 50 & 24 \\
 30 & 40 & 32
 \end{pmatrix}
 \begin{pmatrix}
 4000 \\
 6500 \\
 3000
 \end{pmatrix}
 \quad \text{M1}$$

$$\begin{aligned}
 &= \begin{pmatrix}
 32,000 + 195,000 + 36,000 \\
 120,000 + 390,000 + 60,000 \\
 40,000 + 325,000 + 72,000 \\
 120,000 + 260,000 + 96,000
 \end{pmatrix} \\
 &\quad \text{M1}
 \end{aligned}$$

$$\begin{aligned}
 &= 1^{\text{st}} \text{ week } \begin{pmatrix} 263,000 \\ 570,000 \\ 437,000 \\ 476,000 \end{pmatrix} \\
 &\quad \text{2}^{\text{nd}} \text{ week } \\
 &\quad \text{3}^{\text{rd}} \text{ week } \\
 &\quad \text{4}^{\text{th}} \text{ week }
 \end{aligned}$$

$$\begin{aligned}
 \therefore \text{Total} &= 263,000 + 570,000 + \\
 &\quad 437,000 + 476,000 \\
 &= \text{shs. } \underline{\underline{1,746,000}} \quad \text{A1}
 \end{aligned}$$

b)

$$\begin{aligned}
 &\frac{17}{100} \times 1,746,000 \\
 &= \text{shs. } \underline{\underline{296,820}} \quad \text{A1} \\
 &\quad \text{---} \\
 &\quad \underline{\underline{12}}
 \end{aligned}$$

11. a)

x°	180	-150	-120	-90	-60	-30	0	30	60	90	120	150	180
$y = 2 \sin x^\circ$	0	-1	-1.7	-2	-1.7	-1	0	1	1.7	2	1.7	1	0
$y = \cos 2x^\circ$	1	0.5	-0.5	-1	-0.5	0.5	1	0.5	-0.5	-1	-0.5	0.5	1

B3

B3

→ All points for $y = 2 \sin x^\circ$ plotted correctly M1
 → Smooth curve drawn. A1

→ All points for $y = \cos 2x^\circ$ plotted correctly M1
 → Smooth curve drawn. A1

c) $x_1 = 21^\circ \pm 3^\circ \quad (18^\circ - 24^\circ)$ A1

$x_2 = 160.5^\circ \pm 3^\circ \quad (157.5^\circ - 163.5^\circ)$ A1
12

Note:

B3 for all values correct

B2 for 9-12 values correct

B1 for 6-8 values correct

B0 for less than 6 values correct.

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Candidate's Name

Signature

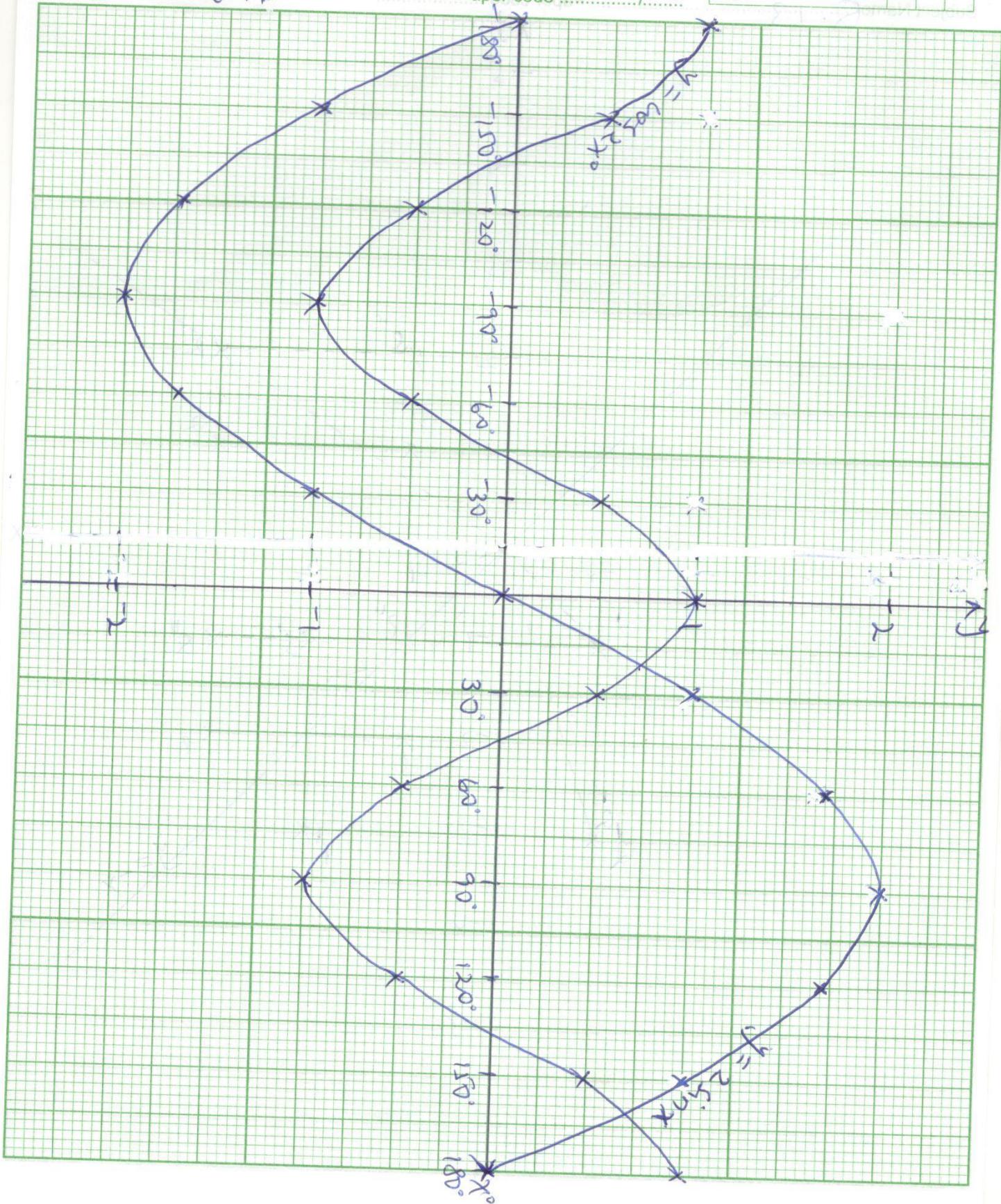
Subject Name Q. 11

UACE

Random No.

Personal Number

Paper code



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UACE

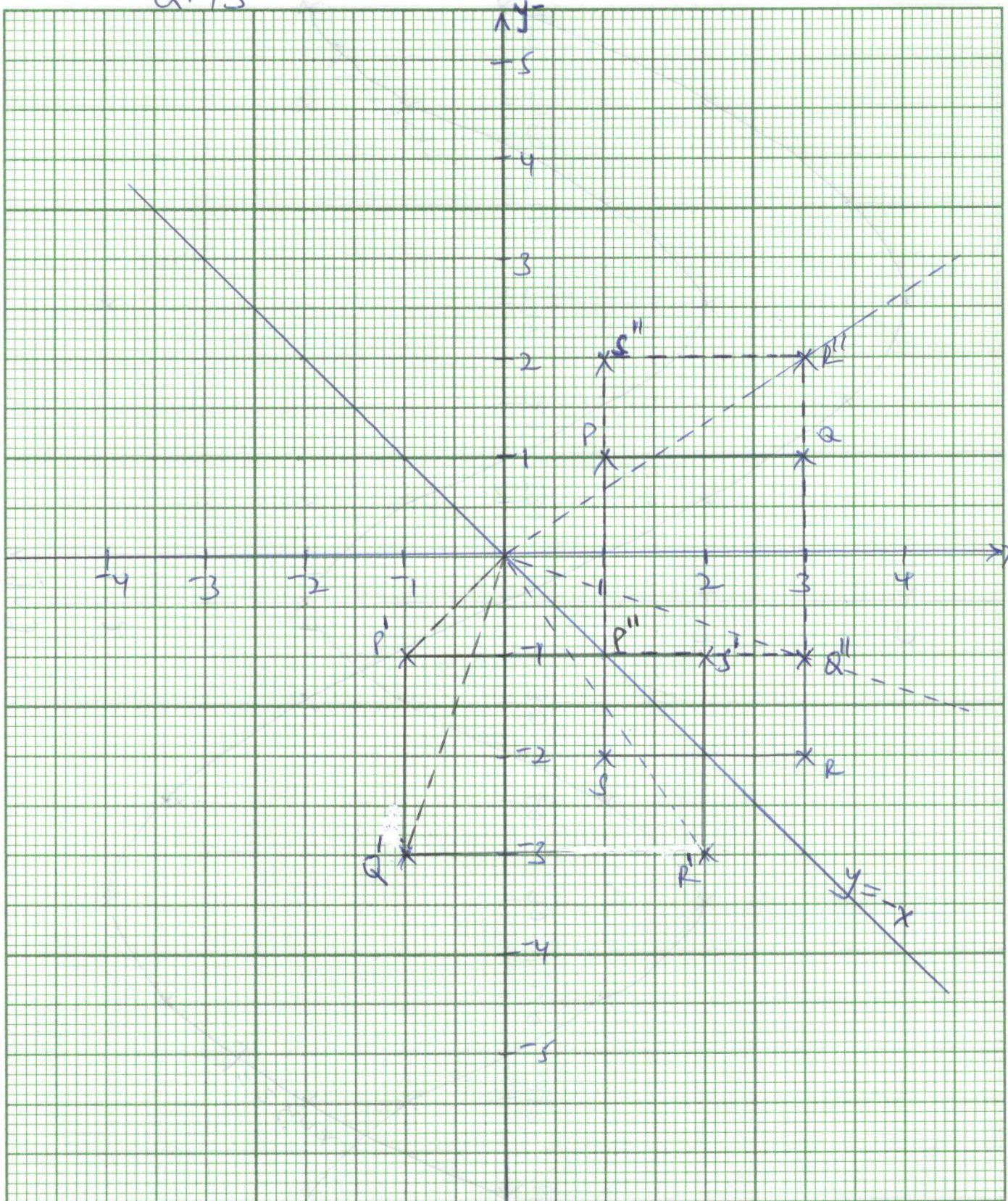
Candidate's Name

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Signature

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Subject Name Q. 1.3 Paper code



13. a)

$$\begin{aligned}P' &(-1, -1) \\Q' &(-1, -3) \\R' &(2, -3) \\S' &(2, -1)\end{aligned}$$

(ii) $P''(1, -1)$
 $Q''(3, -1)$
 $R''(3, 2)$
 $S''(1, 2)$

b) it is a reflection in
the x-axis or line $y=0$

14.

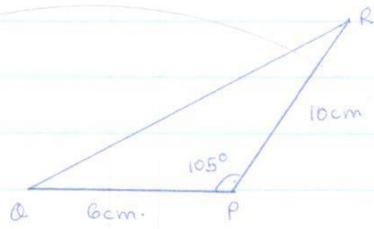
B_1	for rectangle PQRs
M_1	for reflection method
A_1	for each pair
A_1	for each pair
B_1	for rectangle P'Q'R'S'
M_2	for rotating method
A_1	for each pair
A_1	for each pair
B_1	for rectangle P''Q''R''S''

B_2

12

14)

sketch



B1

correct
for sketch showing
all the details.

15)

$$AP = 4.5\text{cm}$$

$$\text{Area} = \frac{1}{2} ab \sin \theta$$

$$= \frac{1}{2} \times 6 \times 10 \times \sin 105^\circ$$

$$= 28.97$$

$$= \frac{1}{2} \times 6 \times 10 \times 0.9659$$

$$\text{Area} = 28.977 \text{ cm}^2$$

b) Radius = 6.6cm.

M1 for perpendicular AP

A1 $\bar{AP} = (4.4 - 4.6)\text{cm}$

M1

A1

M1 for angle bisectors.
A1 for radius $(6.4 - 6.8)\text{cm}$

12

15. a)	135 153 315 351 513 531	$\left. \begin{array}{c} \\ \\ \\ \\ \\ \end{array} \right\}$	B_1 for any three $\left. \begin{array}{c} \\ \\ \\ \end{array} \right\}$ for any three B_1
--------	--	---	---

$$\text{range} = 531 - 135 \\ = 396$$

$E = \{513, 531\}$

$$P(E) = \frac{2}{6} = \frac{1}{3}$$

M1

B1

A1

$$b) P(W) + P(R) + P(B) = 1$$

$$\frac{1}{4} + \frac{2}{5} + P(B) = 1$$

$$P(B) = 1 - \frac{13}{20}$$

$$P(B) = \frac{7}{20}$$

M1

A1

let total no. be y .

$$\frac{7}{20}y = 7$$

M1

$$y = 20.$$

A1

$$n(W) = \frac{1}{4} \times 20$$

M1

$$= 5 \text{ balls.}$$

A1

$$n(R) = \frac{2}{5} \times 20$$

M1

$$= 8 \text{ balls.}$$

A1

12

$$17. a) \rightarrow 2x + 3y \leq 18$$

$$\rightarrow 4x + 3y \leq 24$$

$$\rightarrow y > x$$

$$\rightarrow x \geq 0$$

$$\rightarrow y \geq 0$$

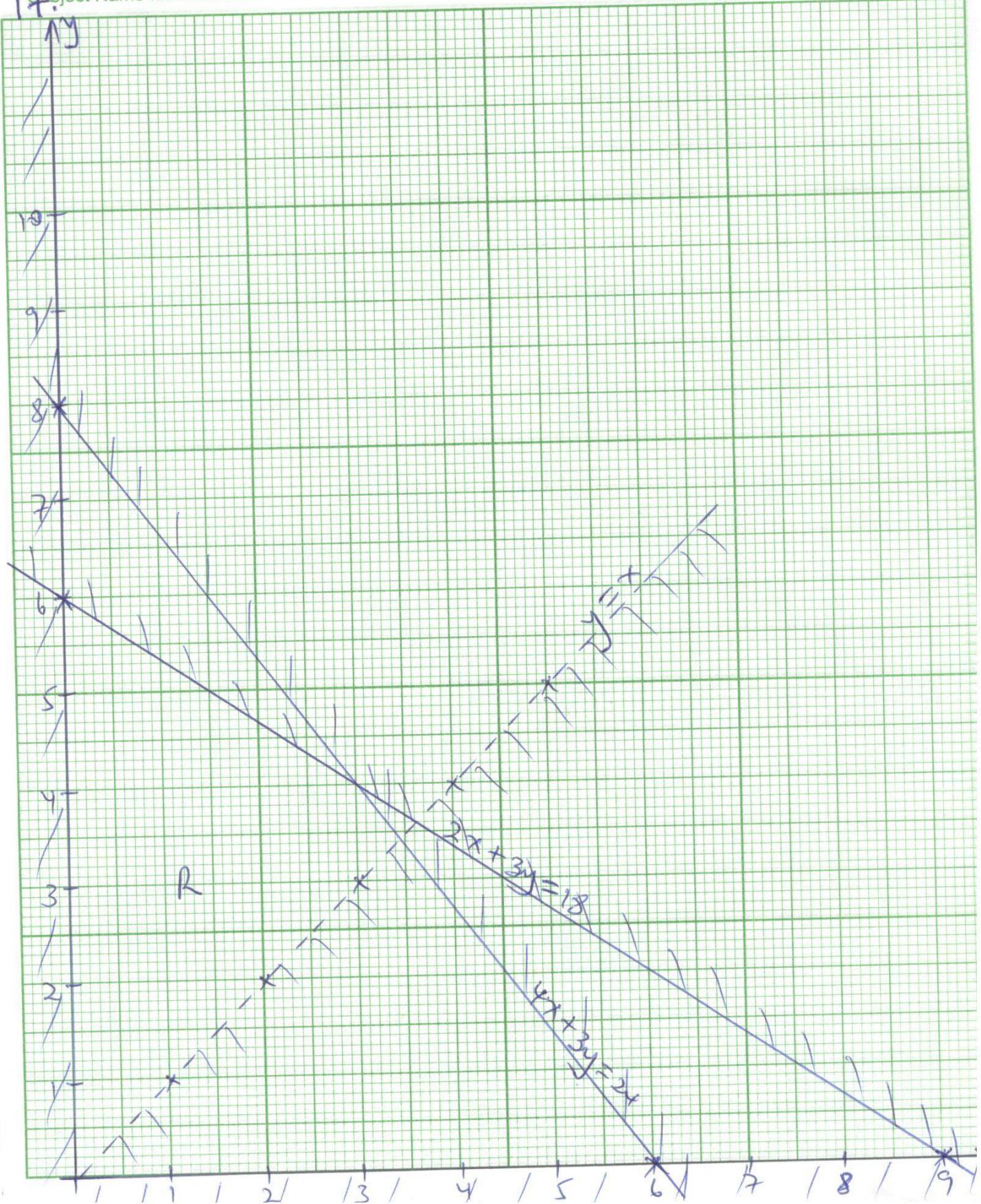
M1

M1

M1

M1

M1



→ Correct line $2x+3y=18$ M₁
with correct shading drawn

→ Correct line $4x+3y=24$ M₂
with correct shading drawn

→ correct line $y=x$ (dotted) M₃
with correct shading

→ Labelling both axes B₁

c) $4000x + 6000y = P$ B₁

$$(0,6): (4000 \times 0) + (6000 \times 6) \\ = 36,000$$

$$(5,1): (4000 \times 5) + (6000 \times 1) \\ = 26,000$$

$$(3,4): (4000 \times 3) + (6000 \times 4) \\ = 36,000$$

M₁ for any 2 pairs
tested including (3,4)

∴ 3 machines of type A
and 4 machines of type B
give maximum profit.

A₁

12

$$16. a) nx = 8000 \quad \dots \text{ (i)}$$

$$(n+4)(x-50) = 23700 \quad \dots \text{ (ii)}$$

M₁ for eqn. (i)

M₁ for eqn. (ii)

b) from eqn. (i) $n = \frac{8000}{x}$

M₁ for making either
x or n the subject

$$(n+4)(x-50) = 23700$$

$$nx - 50n + 4nx - 200 = 23700$$

$$\text{But } n = \frac{8000}{x}$$

$$\therefore \left(\frac{8000}{x} \right)x - 50\left(\frac{8000}{x} \right) + 4x - 200 = 23700 \quad M_1 \text{ for correct substitution}$$

$$\frac{8000}{x} - 400,000 + 4x - 200 = 23700$$

$$8000x - 400,000 + 4x^2 - 200x = 23700$$

$$7800x - 400,000 + 4x^2 = 23700$$

M₁ for simplifying

$$4x^2 - 15900x - 400,000 = 0$$

M₁ for quadratic eqn.

$$x^2 - 3975x - 100,000 = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

M₁ for correct substitution in formula.

$$x = 3975 \pm \sqrt{15800625 + 400,000}$$

M₁

$$x = \frac{3975 \pm 4025}{2}$$

M₁

$$x = \frac{8000}{2} = \frac{4000}{2} \quad A_1$$

$$n = \frac{8000}{4000} = \frac{8000}{4000} \quad M_1$$

$$\frac{n}{2}$$

A₁

12

ALTERNATIVE: $n = 8000 - x$ (odd)

$$nx = 8000 \quad \text{--- (i)} \quad \text{M}$$

$$(n+4)(x-5) = 23,700 \quad \text{--- (ii)} \quad \text{M}$$

$$nx - 5n + 4x - 20 = 23700$$

$$nx - 5n + 4x = 23900 \quad (02-x)(n+4)$$

$$\text{But from eqn. (i) } x = \frac{8000}{n} \quad \text{M}$$

$$\therefore n\left(\frac{8000}{n}\right) - 5n + 4\left(\frac{8000}{n}\right) = 23900 \quad \text{M}$$

$$8000 - 5n + \frac{32000}{n} = 23900 \quad \text{M}$$

$$\frac{32000}{n} - 5n = 15900 \quad \text{M}$$

$$32000 - 5n^2 = 15900n \quad \text{M}$$

$$5n^2 + 15900n - 32000 = 0 \quad \text{M}$$

$$n^2 + 318n - 640 = 0 \quad \text{pdt} = -640$$

$$n^2 + 320n - 2n - 640 = 0 \quad \text{M} - 2 \times 320 \text{ B}$$

$$n(n+320) - 2(n+320) = 0$$

$$(n-2)(n+320) = 0 \quad \text{M}$$

$$n-2 = 0 \quad \text{or} \quad n+320 = 0$$

$$n = 2 \quad \text{M} \quad 2000.004 + 2 \times 2000 = -320$$

$\therefore \underline{\underline{n = 2}}$ since no. of litres can't be negative A7

$$(ii) \quad x = \frac{8000}{n}$$

$$x = \frac{8000}{2} \quad \text{M}$$

$$x = \frac{4000}{2} \quad \text{A7}$$

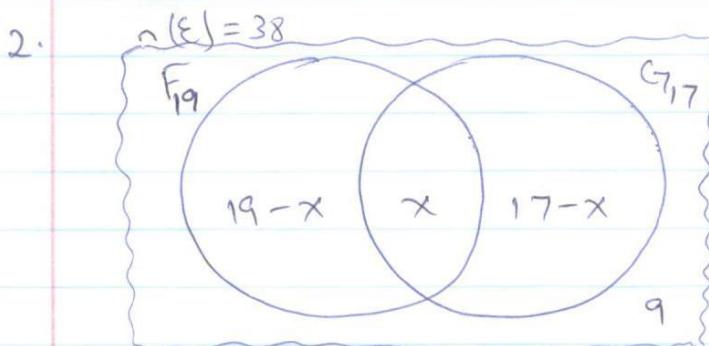
UCE MATHEMATICS PAPER TWO
P456/2 MARKING GUIDE 2022

$$\begin{aligned}
 1. \quad 16^{y+1} &= 2 \times 8^{2y} \\
 (2^4)^{y+1} &= 2 \times (2^3)^{2y} \\
 2^{4y+4} &= 2 \times 2^{6y} \\
 2^{4y+4} &= 2^{1+6y} \\
 4y+4 &= 1+6y \\
 4-1 &= 6y-4y \\
 2y &= 3 \\
 y &= \frac{3}{2} \\
 \hline
 \end{aligned}$$

B1 for 2^4 and 2^3 seen
M1 for correcting opening of brackets
M1 for collecting like terms.

A1
or

c.a.s.



B1 for all regions correctly represented

$$\begin{aligned}
 19-x+x+17-x+9 &= 38 \\
 45-x &= 38 \\
 -x &= -7 \\
 x &= 7 \\
 \therefore n(F \cap G) &= \frac{7}{2}
 \end{aligned}$$

M1

A1

$$\begin{aligned}
 \text{(ii)} \quad n(G') &= 19-7+9 \\
 &= \frac{21}{2}
 \end{aligned}$$

A1

or

$$\log_2 8 + \log_3 27 - \log_5 25$$

$$\log_2 2^3 + \log_3 3^3 - \log_5 5^2$$

M1 for 2^3 , 3^3 and 5^2

$$3 \log_2 2 + 3 \log_3 3 - 2 \log_5 5$$

M1

$$3+3-2$$

$$= \frac{4}{2}$$

M1

A1
or

c.a.s.

$$\begin{aligned}
 4. \quad A &= P \left(1 - \frac{r}{100}\right)^t \\
 &= 26,000,000 \left(1 - \frac{8}{100}\right)^3 \\
 &= 26,000,000 (0.92)^3 \\
 &= 26,000,000 \times 0.7787 \\
 &= \underline{\underline{\text{sh. } 20,246,200}}
 \end{aligned}$$

Accept alternative
of calculating year
per year.

M

M

M

A1

04

$$\begin{aligned}
 5. \quad \vec{PQ} &= \vec{OQ} - \vec{OP} \\
 &= \begin{pmatrix} 5 \\ -8 \end{pmatrix} - \begin{pmatrix} -16 \\ -36 \end{pmatrix} \\
 &= \begin{pmatrix} 21 \\ 28 \end{pmatrix} \\
 |\vec{PQ}| &= \sqrt{21^2 + 28^2} \\
 &= \sqrt{441 + 784} \\
 &= \sqrt{1225} \\
 &= \underline{\underline{35 \text{ units}}}
 \end{aligned}$$

M

A1

M

A1

04

$$\begin{aligned}
 6. \quad &\frac{(3+\sqrt{2})(1+\sqrt{2})}{(1-\sqrt{2})(1+\sqrt{2})} \\
 &\frac{3(1+\sqrt{2}) + \sqrt{2}(1+\sqrt{2})}{(1)^2 - (\sqrt{2})^2} \\
 &\frac{3+3\sqrt{2} + \sqrt{2} + 2}{1-2} \\
 &\frac{5+4\sqrt{2}}{-1} \\
 &= -5-4\sqrt{2} \\
 \therefore p &= \underline{-5}, q = \underline{4}
 \end{aligned}$$

M

A1

M

A1

04

for both values correct

$$\begin{aligned}
 7. \quad 9 \text{ cm}^2 &\text{ rep. } 729 \text{ km}^2 \\
 1 \text{ cm}^2 &\text{ rep. } 81 \text{ km}^2 \\
 \sqrt{1 \text{ cm}^2} &\text{ rep. } \sqrt{81 \text{ km}^2} \\
 1 \text{ cm} &\text{ rep. } 9 \text{ km}
 \end{aligned}$$

M

M

1 cm rep. 9x100,000 cm
1 cm rep. 900,000 cm
Scale is $\frac{1}{900,000}$

M

A1

04

8. Let $y = \frac{3x}{2x+1}$

$$y(2x+1) = 3x$$

$$2xy + y = 3x$$

$$y = 3x - 2xy$$

$$\frac{y}{3-2y} = x$$

$$x = \frac{y}{3-2y}$$

$$\therefore g^{-1}(x) = \frac{x}{\frac{3-2x}{x}}$$

B2

$$g^{-1}(2) = \frac{2}{3-2(2)}$$

M

$$= \frac{2}{3-4}$$

$$= \frac{2}{-1}$$

$$= \frac{-2}{1}$$

A1

04

9. $2x + 3y = 6$

$$3y = -2x + 6$$

$$y = \frac{-2x+6}{3}$$

M

$$\therefore m = \frac{-2}{3}$$

A1

(i) when $x = 0$

$$y = \left(\frac{-2}{3} \times 0\right) + 2$$

M

$$\underline{\underline{y = 2}}$$

A1

10.

$$P \propto \frac{1}{q^2}$$

$$P = \frac{k}{q^2}$$

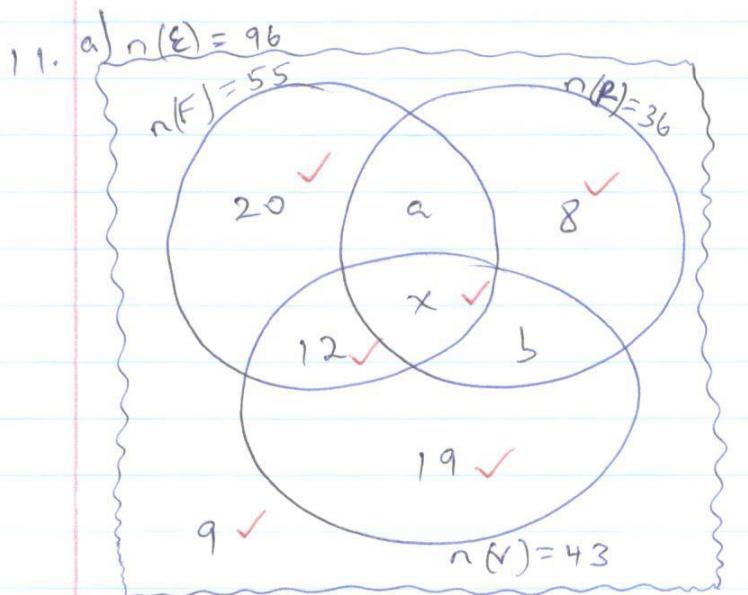
$$q = \frac{n}{r^2}$$

$$k = 9 \times 16 = 144$$

$$P = \frac{144}{q^2}$$

$$P = \frac{144}{8^2} = \frac{144}{64}$$

$$P = \frac{2.25}{\cancel{2}}$$



$$a = 55 - (20 + 12 + x) = 23 - x$$

$$b = 43 - (12 + 19 + x) = 12 - x$$

b) $23 - x + x + 8 + 12 - x = 36$

$$43 - x = 36$$

$$-x = -7$$

$$x = 7$$

$$\therefore n(F \cap R \cap N) = \frac{7}{\cancel{2}}$$

c) $20 + 8 + 19 + 9 = 56$

$$P(\text{at most one game}) = \frac{56}{96}$$

Accept.

B1

$$P_1 q_1^2 = P_2 q_2^2$$

$$9 \times 4^2 = P_2 \times 8^2$$

B1

$$\therefore P_2 = \frac{9 \times 16}{64}$$

M1

$$P_2 = 2.25$$

A1

Accept $\frac{2}{4}$ or $\frac{9}{4}$

OR

B8

B1 for each correct region.

M1

A1

No.	S.F.	Log No.	
28.4	2.84×10^1	1.4533	
0.438	4.38×10^{-1}	7.6415	My for 1.4533 and 7.6415
		1.0948	
0.0042	4.2×10^{-3}	3.6232	My for 3.6232
		3.4716	
$1000 \times 2.962 = 10 \times 10^{0.4716}$			My
$= \frac{2962}{10}$			A1

$$b) \log_2 64^{\frac{2}{3}} + \log_2 32 - \log_2 128$$

$$\log_2 (4^3)^{\frac{2}{3}} + \log_2 32 - \log_2 128$$

$$\log_2 4^2 + \log_2 32 - \log_2 128$$

$$\log_2 \left(\frac{16 \times 32}{128} \right)$$

$$\log_2 4$$

$$\log_2 2^2$$

$$2 \log_2 2 = 2 \times 1 = \frac{2}{1}$$

$$\begin{array}{r}
 2 \overline{)600} \\
 2 \overline{)300} \\
 2 \overline{)150} \\
 3 \overline{)75} \\
 5 \overline{)25} \\
 5 \overline{)5} \\
 \hline
 1
 \end{array}$$

$$600 = 2^3 \times 3 \times 5^2$$

$$\log_{10} 600 = \log_{10} (2^3 \times 3 \times 5^2)$$

$$= \log_{10} 2^3 + \log_{10} 3 + \log_{10} 5^2$$

$$= 3 \log_{10} 2 + \log_{10} 3 + 2 \log_{10} 5$$

$$\begin{aligned}
 &= (3 \times 0.3012) + 0.4771 + (2 \times 0.6990) \\
 &= 0.903 + 0.4771 + 1.398 \\
 &= \underline{\underline{2.7781}}
 \end{aligned}$$

A1
12

13. a) $\vec{PC} = h \vec{PA}$

$$\begin{aligned}
 \vec{PA} &= \vec{PQ} + \vec{QA} \\
 &= \underline{\underline{m}} + \vec{QA} \\
 \vec{QA} &= \frac{1}{5} \vec{QR}
 \end{aligned}$$

$$\vec{QA} = \frac{1}{5} (\vec{QP} + \vec{PR})$$

$$\vec{QA} = \frac{1}{5} (-\underline{\underline{m}} + \underline{\underline{n}})$$

$$\therefore \vec{PA} = \underline{\underline{m}} + \frac{1}{5} (-\underline{\underline{m}} + \underline{\underline{n}})$$

$$\vec{PA} = \frac{1}{5} (4\underline{\underline{m}} + \underline{\underline{n}})$$

$$\vec{PC} = \frac{h}{5} (4\underline{\underline{m}} + \underline{\underline{n}})$$

M1

M1

A1

A1

M1

M1

(ii) $\vec{PC} = \vec{PQ} + \vec{QC}$

$$= \underline{\underline{m}} + \vec{QC}$$

$$\vec{QC} = k \vec{QB}$$

$$\vec{QB} = \vec{QP} + \vec{PB}$$

$$\vec{QB} = -\underline{\underline{m}} + \frac{1}{2} \vec{PR}$$

$$\vec{QB} = -\underline{\underline{m}} + \frac{1}{2} \underline{\underline{n}}$$

M1

$$\vec{QB} = \frac{1}{2} (-2\underline{\underline{m}} + \underline{\underline{n}})$$

$$\vec{PC} = \underline{\underline{m}} + \frac{k}{2} (-2\underline{\underline{m}} + \underline{\underline{n}})$$

A1

b) $\frac{h}{5} (4\underline{\underline{m}} + \underline{\underline{n}}) = \underline{\underline{m}} + \frac{k}{2} (-2\underline{\underline{m}} + \underline{\underline{n}})$

$$\frac{4h}{5} \underline{m} + \frac{h}{5} \underline{n} = (1-k) \underline{m} + \frac{k}{2} \underline{n}$$

M

$$\text{for } \underline{m}: \frac{4h}{5} = 1-k \quad \dots \text{ (ii)}$$

} M

$$\text{for } \underline{n}: \frac{h}{5} = \frac{k}{2} \quad \dots \text{ (ii)}$$

for both equations

$$\text{from eqn. (ii), } h = \frac{5k}{2}$$

$$\therefore \frac{4}{5} \left(\frac{5k}{2} \right) = 1-k$$

$$2k = 1-k$$

$$3k = 1$$

$$k = \frac{1}{3}$$

A1

$$h = \frac{5k}{2} = \frac{5}{2} \times \frac{1}{3}$$

$$h = \frac{5}{6}$$

A1

12

14. a) Allowances:

$$\text{Housing : } \frac{960,000}{12} = 80,000$$

B1

$$\text{water : } \frac{300,000}{12} = 25,000$$

B1

$$\text{insurance : } 15,000$$

$$\text{medical : } 30,000$$

$$\text{transport : } 60,000$$

$$\text{marriage : } 10,000$$

$$\text{children : } 2 \times 25,000 = 50,000$$

$$1 \times 15,000 = 15,000$$

$$\text{Total allowances shs. } 285,000 \quad \text{M A1}$$

Taxable income = gross income - Allowances

$$= 995,000 - 285,000 \quad \text{M}$$

$$= \text{shs. } 710,000$$

Amount	Tax	
$50,000 - 2 = 50,000$	$\frac{4}{100} \times 50,000 = 2000$	
$150,000 - 50,000 = 100,000$	$\frac{10}{100} \times 100,000 = 10,000$	
$350,000 - 150,000 = 200,000$	$\frac{18}{100} \times 200,000 = 36,000$	
$650,000 - 350,000 = 300,000$	$\frac{35}{100} \times 300,000 = 105,000$	
$719,000 - 650,000 = 69,000$	$\frac{55}{100} \times 69,000 = 33,450$	M
		A1
	Total tax = 8 hrs. $186,000$	A1

c)
$$\frac{186,000}{995,000} \times 100$$

$= 18.69$

$= 18.7$

M

15. a)

$$AC^2 = 64^2 + 48^2$$

$$AC^2 = 4096 + 2304$$

$$AC = \sqrt{6400}$$

$$AC = 80 \text{ cm.}$$

$$DC = \frac{1}{2} \times 80$$

A1
M

$$DC = 40 \text{ cm}$$

$$VD^2 = 50^2 - 40^2$$

$$VD^2 = 2500 - 1600$$

$$VD = \sqrt{900}$$

$$VD = \frac{30 \text{ cm}}{2}$$

B1
M

b) Volume = $\frac{1}{3} \times \text{base area} \times \text{height}$

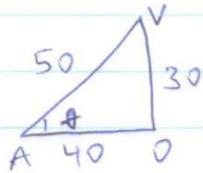
$$\text{Vol.} = \frac{1}{3} \times 64 \times 48 \times 30$$

$$= \underline{\underline{30,720 \text{ cm}^3}}$$

M

A1

c) AO is projection of AV on base



$$\tan \theta = \frac{30}{40}$$

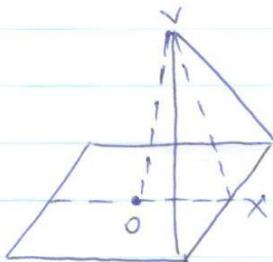
$$\theta = \tan^{-1}(0.75)$$

$$\theta = \underline{\underline{36.87^\circ}}$$

M

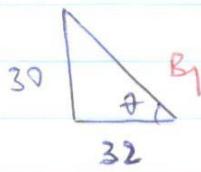
A1

d)



$$OX = \frac{1}{2} \times 64$$

$$OX = 32 \text{ cm}$$



$$\tan \theta = \frac{30}{32}$$

$$\theta = \tan^{-1}(0.9375)$$

$$\theta = \underline{\underline{43.15^\circ}}$$

B1

M

A1
12

for sketching Δ .

$$16. \text{ a) } F \propto k + \sqrt{n}$$

$$\therefore F = k_1 + k_2 \sqrt{n}.$$

B1

$$12,300 = k_1 + k_2 \sqrt{100} \quad \dots \dots \text{(i) M for equation (i)}$$

$$14,700 = k_1 + k_2 \sqrt{144} \quad \dots \dots \text{(ii) M for eqn. (ii)}$$

$$\Rightarrow k_1 + 10k_2 = 12,300$$

$$\therefore \underline{k_1 + 12k_2 = 14,700}$$

$$2k_2 = 2400$$

$$k_2 = 1200.$$

$\begin{cases} \text{M} \\ \text{M} \end{cases}$ for solving simultaneous

M

A1

$$\text{But } k_1 + 10k_2 = 12,300$$

$$k_1 + (10 \times 1200) = 12,300$$

M

$$k_1 + 12000 = 12,300$$

$$k_1 = 300$$

A1

$$\therefore F = 300 + 1200 \sqrt{n} .$$

A1

$$\begin{aligned}F &= 300 + 1200 \sqrt{81} \\&= 300 + (1200 \times 9) \\&= 300 + 10,800 \\&= \underline{\underline{\text{shs. 11,100}}} \\&\quad 12\end{aligned}$$

M1

M1

A1

c.o.o.

17. a) time taken by Elijah

$$\begin{aligned}&= 14:42 \\&- 9:30 \\&\hline\end{aligned}$$

5 hrs 12 minutes.

M1

$$\begin{aligned}\text{distance} &= \text{speed} \times \text{time} \\&= 50 \times 5.2 \\&= \underline{\underline{260 \text{ km from A}}}\end{aligned}$$

M1

A1

b) Speed = $\frac{\text{distance}}{\text{time taken}}$

$$\begin{aligned}\text{distance} &= 260 - 60 \\&= 200 \text{ km}\end{aligned}$$

B1

$$\begin{aligned}\text{speed} &= \frac{200}{5.2} \\&= 38.4615 \\&\approx \underline{\underline{38.5 \text{ km/hr}}}\end{aligned}$$

M1

A1

$$c) t_{Elijah} = \frac{300}{50} = 6 \text{ hrs}$$

M1

Elijah arrived at 3:30 p.m.

A1

$$t_{Mugoro} = \frac{240}{38.5} = 6.23 \text{ hrs}$$

M1

Mugoro arrived at 3:44 p.m.

A1

$$\begin{aligned}d) \quad &3:44 \\&- 3:30 \\&\hline 14 \text{ minutes.}\end{aligned}$$

M1

A1

**S4 CRE 224/1 LUKE'S GOSPEL
MARKING GUIDE**

1(a) Describe the announcement of Jesus to the shepherds in the field when keeping sheep Luke (2:8-20)

- There were shepherds camping in the country side looking after their flocks at night
- Suddenly an angel of the Lord appeared to them with the glory of the Lord shining around them
- They were terrified but the angel told them not to be afraid
- He told them that he had brought them the good news that would bring them great joy to all people in the world.
- The angel told the shepherds that they would find a baby wrapped in the clothes and laying in a manger
- The angel suddenly surrounded by many more angels from heaven and they began singing praises to God saying "glory to God in the Highest and Peace on earth to all his people"
- When the angels had left and gone back to heaven, the shepherds decided to go to Bethlehem to see what the Lord had made known to them.
- They hurried to the place and found Mary and Joseph with a baby lying in a manger
- On seeing the baby, they narrated what the angels had told them and everyone was amazed
- Mary kept all these things in her heart and wondered over them
- The shepherds then returned to their camps giving glory and praise to God for all they had seen.

(b) How the birth of Jesus similar to that of John the Baptist. (12 marks)

- In both cases, the messages were delivered by the angel Gabriel to Zachariah and the virgin Mary
- In both the messages was delivered to righteous people
- In both Zachariah and the virgin Mary had no children
- In both Zachariah and Mary were filled with fear
- In both Zachariah and Mary doubted Gabriel's message
- In both cases Zachariah and Mary were to produce baby boys
- In both Zachariah and Mary got names from Angel Gabriel as John and Jesus
- In both Zachariah and Mary were to produce by divine intervention
- In both cases, the missions of these children were spelt to Zachariah and Mary
- In both cases, the children to be born would be great before God
- Both babies were circumcised on the 8th day
- Both parents were relatives
- In both cases, Angel Gabriel told Mary and Zachariah not to be afraid

2(a) why did Elizabeth rejoice when she learnt that she was pregnant? (10marks)

- Because she was old and had no hope to have a child
- Because God had answered her prayers
- Because becoming pregnant at such an old age was very big surprise
- Because had rumored or taken away a disgrace from her
- God had lifted up her status to become a mother
- Because she would be called blessed by the Israelites
- Because God had intervened in her problems
- Because God had fulfilled his promises to her
- Because she was going to produce a great man who will prepare for the coming of the messiah.

(b) Why is there Joy when a child is born in African Tradition? (15 marks)

- Because a child is a sign of fertility of mother and father
- Children change the status of people since one becomes a father and mother
- Having child is seen as a blessing from God/gods
- Because having a child is a sign of conquering death in African tradition
- Because children seal marriage in African tradition
- Children are important in inheriting their parents
- Children are important for veneration purposes i.e. Gwe descent burial to their parents
- Children are seen as a source of security
- Children are seen as a source of wealth especially girl who could fetch bride wealth
- Children are seen as a form of Labour to their parents
- Children are a source of company to wives who were usually isolated by family
- Children are important in carrying on the family name or the clan name
- African cultural beliefs and practices are preserved through producing children.

3(a) How did John the Baptist prepare the Jews for the coming of the messiah (15 marks)

- He advised the Jews to repent their sins and be ready for the Lord's coming
- John condemned the Jews about boasting that they were descendants of Abraham
- He warned the Jews about the coming judgement that would be brought by the messiah
- He announced the coming of a messiah would liberate man from sin
- He told the rich to share with the poor and the needy
- He advised the tax collectors to be contented with their salaries and stop being corrupt

- He baptized people with water
- He explained to them that he was not the messiah but fore runner
- He explained to them the time of messiah as it was prophesied by the prophets
- He said that his preaching was a fulfillment of Isaiah's message
- He acknowledged that Jesus was much greater than him
- He advised people to live holy lives
- He baptized Jesus in river Jordan and later introduced him to the crowd
- He recognized Jesus as a Lamb of God. Jesus had come to start a new era
- He introduced Jesus to his disciples and handed them to Jesus
- He condemned the marriage between Herodias and Herod

(b) How did the different categories of people react to his teaching (10 marks)

- Some thought that he was the messiah
- Many accepted baptism and went to him to be baptized
- Tax collectors came to him and asked John what they should do to receive salvation
- Some soldiers also came to him and asked for his advice
- King Herod imprisoned John the Baptist
- Many were amazed with his teaching
- Many came to John to be baptized in river Jordan
- Some repented their sins

NB. Each point 2 marks

4(a) How did Jesus heal a man with demons (Luke 8:26-39)

- Jesus and his disciples sailed on over the territory of Gerasa which is across the lake from Galilee
- When they reached on shore, they met a man who had demons
- For a long time the man had gone without clothes and would not stay at home
- He spent most of the time in the burial caves
- When he saw Jesus, he gave a loud cry and threw himself at his feet saying "Jesus son of the most high God I beg you do not punish me"
- He said this because he had ordered the devil to go out of him
- This man even though they chained him, he would break the chains and driven out into desert by the evil spirits
- Jesus answered him what was his name and answered that he was mob
- The demons begged Jesus not to kill them
- The demons begged Jesus to send them to pigs which were feeding nearby
- Jesus then let them go into pigs and the whole herd rushed down and drowned in lake
- Those who saw thus happen went out and what they had seen.

(b) Give the significance of the above event according to St. Luke

Signified

- Divinity of Jesus
- Humanity of Jesus
- Son of God
- Glory of God
- Jesus had power over evil spirit
- Messiah who had to come into the world
- Lack of Faith of the man who was taking care of pigs
- With God everything is possible
- Love of God through Jesus
- Continuous battle between Divine powers of God with satanic forces
- This was away of spreading the good news to the people
- Kingdom had been established
- Messianic secrecy of Jesus because he ordered the evils spirit to keep quiet

5(a) Explain the meaning of what happened during the baptism of Jesus (13 marks)

Voice:

- The voice confirmed that Jesus was a true son of God
- The voice also proved Jesus mission of saving man kind
- Confirmed that the mission and work were the will of God
- The voice proved the divine nature of Jesus
- It revealed the trinity of God the father, son and holy spirit
- Voiced confirmed Jesus as messiah who had come to save

Dove.

- The dove led to the coming of the holy spirit
- The dove revealed the divinity of Jesus
- Meant that Jesus was part of trinity
- The holy spirit meant to enable Jesus to fight against temptation

- Proved the holiness of Jesus
- The dove meant that Jesus was a humble servant of God
- Meant the establishment of the kingdom of God

(b) What is the importance of baptism to Christians?

- Initiates people into the family of God
- Prepares one for K.O.G and eternal life
- It is a source of blessings to people which tends to success
- It purifies man from original sin of Adam and Eve
- Helps to fulfill Christians obligation
- Enables Christians to acquire Christian names
- Serves as a basis of spreading the Good news
- Christians receive blessings through baptism
- It calls for repents of one's sin
- It is a sign of obedience to the command of Jesus
- Enables one receive a decent burial
- Enables one accept death and resurrection of Jesus
- It is an expression of faith in Jesus Christ

6(a) Give an account of Jesus temptation in the wilderness (Luke 4:1-13) (12 marks)

- After Baptism Jesus was filled with the holy spirit and the holy spirit led him to the desert where he was tempted by the devil
- Jesus was in the desert for a period of 40 days not eating anything but the angels took care of him
- At the end of 40 days he was hungry then the devil said to him "if you are the son of God, tell the stones to become food"
- Jesus answered 'it is written "man must not live only on bread"
- Then the devil led Jesus up to a high place, in an instant, he showed Jesus all the kingdom of the world
- He said to Jesus that "I will give you all authority and glory. It has been given to me and I can give it to anyone I want if you worship me, it will be yours"
- Jesus answered "it is written, worship the lord your God. He is only one you should serve"
- Then the devil led Jesus to Jerusalem. He had Jesus stand on the highest point of the temple. If you are the son of God" he said throw yourself down from here.
- It is written, the Lord will command his angels to take good care of you
- They will lift you in their hands. Then you won't trip over a stone.
- Jesus answered "scripture says, do not test the lord your God. When the devil finished all this tempting, he left Jesus until a better time

(b) If Jesus a son of God, why did he allow the devil to tempt him?

- Because he wanted to show his Divine nature as angels came and saved him
- To show humanity
- To prepare him for future temptation in his ministry
- To show that he was more superior than devil
- To show his obedience to the will of God
- To show that he was suffering messiah
- To show the battle between divine and satanic forces
- To show the importance of the holy spirit
- To hide his messianic identity
- To identify himself with sinful maintained he had come to save
- To demonstrate his in God
- To fulfill the old testament scripture Luke the temptation faced by the Israelites
- To demonstrate that temptation is part and partial of Christian lives

7(a) What expressions did Africans use to help them understand God? (13 marks)

- They believed in ancestral worship of spirits who mediated between the living and the dead
- They worshiped the super natural being called God
- They preserved places of worship such as caves, rocks, shrines
- They had names of super natural being like Edeke
- They prayed for their needs
- They offered both human and animal sacrifices
- They sought for guidance from God
- They offered materials in form of food stuff iron tools
- Natural happenings which man could not explain
- Natural creatures were considered to be the work of God
- They believed that God's anger could result into diseases
- Africans gave thanks to God for his gifts and blessings
- They upheld good morals among themselves
- They participated in various rites i.e. marriage, Others

(b) In what ways was worship important in African traditional society?

- Through worship Africans
- Expressed the faith in the divine being
- Worship helped African promote morality in their society
- African celebrated life stages through worship
- African were able to maintain good relations through worshiping
- Worship served to satisfy the religious hunger of Africans
- Through worship the Divine beings were entertained and praised
- Through worship, initiation rituals like sex education were practiced
- Africans were able to thank the divine through worshiping
- Through worship, African were able to acquire Divine healing
- Though worship African served to promote and preserve African culture
- Worship enabled Africans to overcome calamities
- Worship served as the practice of identification of members.

8(a) Why did Jesus drive out people who were setting in the temple?

- Because the temple was a house of God and thus for prayers
- The temple administrators had turned the temple as a place for robbers
- He wanted to show his divine powers like he had authority to drive them out
- To show his humanity i.e. he fed angry
- The temple had been turned into a market place for setting and buying
- Because the temple had become a business center
- He was fulfilling the scriptures of keeping the temple clean
- He wanted to stop noise in the temple
- Jesus wanted to show that he was the expected messiah
- There was discrimination in the temple the Gentile character
- To stop exploitation of worship
- To restore true and sincere worship in the temple
- To expose the hypocrisy of Jewish religious leaders
- To expose lack of faith of his disciples

(b) How has God's temple turned out to be a den of robbers today?

- Some have turned the church as business center
- Some church leaders are Greedy
- Some church leaders have embezzled the relief aid
- Discrimination in the church between the rich and poor
- Faking miracles being performed
- Some church members play sex in the church
- Some have turned the church into a center of politics
- Power struggles between religious leaders
- Some Christians come to show off
- Indecent dressing especially women
- Faking testimonies
- Gossiping among Christians who take long talking about others
- Some use the church as a meeting place for boyfriends and girl friend

9(a) Relate the parable of the sower

- As the great crowd gathered and people came from various town, Jesus began teaching them in parables
- Then he said that a man went out to sow seeds
- While sowing, some seeds fell along the path and were picked by the birds of the sky and ate them up
- Some fell on the rocky ground and immediately dried up because they lacked water
- Some fell along thorny bushes and grew up with thorns which choked them and dried up
- Some fell on good soil, grew up and produced many fruits
- The disciples failed to understand the meaning of the parable, therefore Jesus explained for them
- The seeds that fell along the path represent people who hear God's word but fail to safeguard it the devil comes and take it away
- The seeds that fell on a rocky ground represent people who receive the word of God gladly but it keeps on the surface and fails to take it deeply in their hearts such that when they are faced with temptation they abandon it.
- The seeds that fell among the thorny bushes represent people who hear the word of God, believe it for short time and when worries riches and pleasures of the world come they forget the word of God
- The seeds that fell on good soil represent people hear the word believe and live according its teachings and doing good actions which become the fruits of the word of God.

(b) Suggest the reasons why Jesus used parables during his teachings

- Jesus wanted to attract the attention of his listeners
- Wanted to make it easy for his listeners
- Because parables were the commonest ways of teaching
- It was a way of identifying himself with his listeners
- To simplify his message for his listener
- To overcome direct confrontation from his opponents
- He wanted to indirectly attack his opponents
- Wanted his listeners to think for themselves
- Wanted his audience to be active and participate
- He wanted differentiate himself from teachers of the law
- Because parables were interesting for his listeners
- To fulfill the old testament scriptures
- To expose lack of facts of his disciples

10(a) Outline moments when Jesus prayed during his ministry

- During baptism
- Before choosing the disciples
- After Peter's confession of Jesus as a messiah
- During the transfiguration
- During the last supper
- When Jesus was on the cross
- During the feeding of 5000 people
- When Jesus dinned with two disciples at Emmaus
- After the return of 72 disciples
- Temptation in the desert
- Praying at Mountain olives
- Teaching the Lord's prayer
- During his ascension into heaven

(b) Give Jesus teaching about prayer

- Prayer should be addressed to God
- Should be persistent
- Should be offered in humility
- Should be said in faith
- People should forgive others through prayer
- God answers prayers
- People should be sincere while praying
- Prayer should Glorify God
- People should pray for God's protection
- People should forgive their enemies
- People should submit themselves to the will of God
- Prayer should be said in privacy

11(a) Why was divorce rare in traditional African society? (13 marks)

- Women were inferior to men
- Polygamy solved some of the marriage challenges
- There was adequate time or courtship
- Sex education was provided by the elders
- Parental advise of marriage partner
- Production of many children in marriage settled marriage
- There was guidance and counseling given to the married
- The unmarried in A.T.S were despised
- Men had disciplinary measures
- Marriage was within one's tribe
- Bride price payment served to seal marriage
- There was adequate sexual satisfaction of men
- There was limited economic hardship in T.A
- Marriage was an important aspect of social age
- Divorce was strongly condemned and not accepted in Africa
- Marriage was a communal affair

(b) What did Jesus teach about divorce (Luke 16:18)

- Jesus discouraged divorce
- To him any man who divorces a woman and marries another commits adult
- Marriage after divorce is a sin
- divorce is a sin against God
- Divorce is an abuse of marriage institution

- Anyone who divorce should seek for reconciliation
- Marriage is a permanent institution
- Divorce is not God's plan
- Jesus called for faithfulness in marriage
- Maintain love among married couples
- He encouraged patience

12(a) Describe the events of the death and burial of Jesus

- It was about 12 o'clock the sun stopped shinning
- Darkness covered the whole country until three o'clock
- The curtain in the temple was torn into two
- Jesus cried in a loud voice "fathers in your hands I place my spirit"
- He said this and died
- The army officer saw what had happened and praised God saying certainly he was a good man.
- When the people who had gathered there to watch saw what had happened they all went home beating their chests in sorrow
- All those who knew Jesus's personality including women followed him from Galilee stood at a distance
- There was a man named Joseph of Arimethia
- He was a good man and honorable who was waiting for the K.O.G
- He went in the presence of Pilate and asked for the body of Jesus
- He took the body down and wrapped it in Linen cloth and placed in the tomb
- It was Friday and the Sabbath was about to begin
- The women who had followed Jesus from Galilee went with Joseph and saw the tomb and how Jesus body was placed on it.

1(b) Describe how the funeral rites performed in any African society

- The funeral rites are fulfilled in order to avoid causing an offence
- There are rituals concerning the preparation of the corpse for disposed
- In some societies, the corpse is washed with water or medicine
- The other its shaved and the nail are cut off
- In some places oil and butter is put through the mouth, nostrils and other body opening
- The corpse is covered with cotton wool and bark cloth
- All these rituals are done by experienced elders
- Some individuals are not allowed to touch or come nearer the corpse
- The body is buried with belongings in some societies
- There is fasting and songs of mourning
- Sexual abstinence is done until the day of mourning
- Hair of bereaved family members is cut off

S4 CRE 223/1 MARKING GUIDE

1(a) Explain the changes that have been brought by deforestation in Uganda today.

The following are changes that have been brought about by deforestation in Uganda today.

Negative changes;

- Deforestation has brought changes in climate that is very high temperatures thus global warming
- Deforestation has brought about soil erosion that is the removal of the top soil
- Deforestation has brought about loss of plant and animal species/bird species
- Deforestation has brought about destruction of homes (Habitats for animals and birds)
- Deforestation has brought about destruction of food for wild animals and birds
- Deforestation has deprived human beings of some herbal medicines for treatment
- Deforestation has brought about destruction of some wild fruits that used to be eaten by man
- Deforestation has led to innovation of alternative sources of fuel for example solar energy, use of Bio-gas among others
- Deforestation has provided employment opportunities to Lumber jacks, charcoal burners
- Deforestation has provided fuel to human kind, charcoal and firewood
- Deforestation has chased away wild and dangerous animals from near human settlements.
- Deforestation has brought about alternative economic activities for example trees have been cut and fruits planted

(b) What can a Christian do to protect the environment?

- A Christian can teach people the importance of having forests
- A Christian can report those who destroy forests to the relevant authorities
- A Christian can switch to alternative source of fuel for example bio gas
- A Christian can support government programs of re-planting trees
- A Christian can join environmental clubs campaigning for preservation of the existing forests
- A Christian can pray to God to intervene so as to change the hearts of those who destroy the environment
- A Christian can carry out terracing on the steep slopes to protect the environment
- A Christian can plant cover crops to prevent soil erosion thus protecting the environment
- A Christian can carry out Re-afforestation that is re-planting of trees to protect the environment
- A Christian can respect God's creation that is the trees/forests

2(a) Describe the values a Christian should consider when choosing a vocation

A Christian should consider the following factors when choosing a vocation

- A Christian should consider his/her interest in the vocation
- A Christian should consider the impact of the vocation to the spirituality of a person
- A Christian should consider the duration of the training period
- A Christian should consider the usefulness of the vocation
- A Christian should consider the cost of training
- A Christian should consider the Government policy on the vocation
- A Christian should consider salary and fringe benefits
- A Christian should consider the availability of the vocation
- A Christian should consider the Christian attitude of the vocation

(b) Why is Jesus considered a good worker?

Jesus is considered a good worker because of the following reasons

- Jesus served people equally regardless of status
- Jesus promoted Team work as He worked with His disciples
- Jesus used His work to unite with fellow human kind and God
- Jesus used his work to help those in need for example He fed 5000 people with two fish and five loaves of bread
- Jesus prayed to God before conducting work
- Jesus practiced self-denial by giving up His dear life
- Jesus respected and honored leisure by resting on the sabbath
- Jesus helped his foster father Joseph in the carpentry workshop thus loved manual work
- Jesus involved himself in spiritual work that is he preached the word of God to convert more believers

3(a) Give the principals that should be followed in the enjoyment of leisure time today?

The following principals should be followed

- Talent development
- Educative
- Health of the individual
- Time of the leisure activity and time available for the individual
- Availability of money and price for leisure activity
- Necessities required to enjoy the leisure activity
- Choice and interest of leisure activity
- Number of people required for leisure activity

- Moral development
- Development of relationships
- Cultural background of the individual
- Does it help to generate income e.g. weaving baskets
- Development of friendships
- Improves skills

3(b)

- By praising and worshipping God
- By reading and interpreting the scriptures
- Fellowshiping
- By preaching the good news
- By celebrating important religious days and feastings
- By helping the needy like the poor, sick and others
- Through telling and enjoying stories
- Through making pilgrims to holy places
- Through attending social parties like weddings and graduation
- Through reconciling conflicting parties
- Through charting and playing with children
- Through watching constructive films and drama

4(a) Explain the injustices that have persisted in Uganda's elections

Uganda's elections have brought on board contestants who tell lies/give promises to the voters for example promising to give free education to all school going children by President Yoweri Kaguta Museveni in the 1996 presidential campaigns.

Uganda's elections have led to imprisonment of opposition leaders/members for example it is said that colonel Kizza Besigye is one of the most arrested politicians in the world over.

Uganda's elections have led to brutal arrests of voter's for example in the Kayunga L.C.V By-elections 2021 December, contestant Harriet Nakwedde was beaten by the soldiers together with her supporters on the eve of Election Day.

Uganda's elections have led to manipulation of laws for the ruling party to stay in power for a life time

Uganda's elections have brought about intimidation of voters especially those in opposition.

Uganda's elections have brought about vote rigging especially incumbent leaders so as to stay in those positions

Uganda's elections have led to revenge due to hatred as contestant's abuse each other during campaigns.

Uganda's elections have brought about blackmailing and intrigue among contestants.

(b) What challenges did Jesus face in promoting justice?

- Jesus faced the following challenges in promoting justice
- Jesus was accused of forgiving sinners that is scribes and Pharisees
- Jesus was betrayed by one of his disciples/best friend Judas Iscariot
- Jesus was tempted by the devil three times in the desert
- Jesus was blamed of being Blasphemous
- Jesus was arrested, tried and crucified on the cross
- Jesus was called Prince of demons
- Jesus was overtaken by anger when he chased people who had turned the Lord's Temple into a market place
- Jesus died a shameful death of a criminal as he was crucified on the cross/hanged
- Jesus was called/referred to as Prince of Demons
- Jesus was accused of eating with tax collectors for example Levi the tax collector, Zacchaeus the tax collector

5(a) In what ways have some church leaders failed to offer services to people in Uganda today?

Some church leaders have promoted the use of magic and witchcraft in their churches for example it is alleged that pastor Kakande Samuel of Synagogue church Mulago ku bbiri Kampala uses witchcraft to perfume miracles.

Some church leaders have refused worshippers to give in coins as offertories

Some church leaders have killed believers for example Joseph Kibwetere former leader of "The restoration of the Ten commandments organized the killing of his followers on 17th March 2000 in Kanungu District Western Uganda

Some church leaders have given false prophesies

Some church leaders have failed to live by what they preach as they involve in sexual immorality with married women of their believers

Some church leaders have practiced corruption/embezzlement of church funds as they use it for personal selfish interests

Some church leaders have turned themselves into Gods as they demand a lot of respect from christens

Some church leaders have used the church pulpit into a political platform as they campaign for specific aspirants during campaigns

(b) What can a school leader learn from Jesus's leadership?

- A school leader can learn to stand for justice just as Jesus protected the adulterous woman when he said "Anyone who has never sinned, cast the first stone"
- A school leader can learn to pray to God just as Jesus prayed to God first in whatever he used to do that is before anything God was at the forefront
- A school leader can learn to sacrifice time for the sake of other students just as Jesus sacrificed his life and died on the cross to save us from sins
- A school leader can learn to be law abiding just as Jesus obeyed laws when he accepted to pay taxes when he said "Give Ceaser what belongs to Ceaser and God what belongs to God"
- A school leader can learn to serve others just as Jesus served the disciples when He washed the disciples' feet on Holy Thursday

6(a) In what ways can a S.4 student demonstrate his/her loyalty to authority at school

A S.4 student can demonstrate his/her loyalty to authority at school through the following ways;

- A S.4 student can attend all timetable lessons
- A S.4 student can put on the appropriate school uniforms throughout the week
- A S.4 student can attend payers as organized in school
- A S.4 student can eat all school meals
- A S.4 student can respect all leaders in school
- A S.4 student can revise books especially during prep time
- A S.4 student can report wrong doers to the school authority
- A S.4 student can talk well to teachers and fellow students
- A S.4 student can wake up in time to attend preps and normal lessons
- A S.4 student can keep quiet in class during lessons and even when there is a free period
- A S.4 student can surrender illegal items to school authority in case he/she came with them accidentally
- A S.4 student can ask for forgiveness in case of any misconduct
- A S.4 student can abide by the school rules and regulations
- A S.4 student can attend school assemblies

6(b) How did Uganda Martyrs demonstrate their loyalty to God?

The Uganda Martyrs demonstrated their loyalty to God through the following ways;

- The Uganda Martyrs accepted Baptism and acquired Christian names for example Joseph and added it on to Balikuddembe
- The Uganda Martyrs preached the word of God to convert more believers for Example Karoli Lwanga baptism Kizito Omuto
- The Uganda Martyrs attended fellowships to share life challenges and got solutions
- The Uganda Martyrs walked long distances to attend prayers
- The Uganda Martyrs worshipped only one true God creator of Heaven and Earth
- The Uganda Martyrs denounced small gods which were visible to believing in an invisible God
- The Uganda Martyrs taught Christian instructions to the new converts
- The Uganda Martyrs accepted to be butchered/killed using spears, fire among others
- The Uganda Martyrs believed in life after death thus sang songs of praise when fire was ablaze
- The Uganda Martyrs denounced earthly wealth to heavenly wealth

7(a) What makes the youth happy?

The following things make the youth happy

- Getting/having a true friend who walks in when the rest are out
- Disco Dancing
- Getting a lot of money from the work place/friends
- Having an expensive mobile phone
- Completing a given level of education
- Eating a balanced diet
- Introducing their spouses to their parent's home
- Having both parents alive
- Having good health free from sickness
- Attending church wedding/marriage ceremony/introduction ceremony
- Going for an outing/picnic/trip/vacation

(b) Explain the occasions of happiness in the Old Testament

The occasions of happiness in the Old Testament are;

- Giving birth/producing children for example Sarah the wife of Abraham 100 years gave birth to Isaac
- Anointing/installation of a new king for example king Solomon was anointed as the king of Israel
- Celebrating the Passover event for example the angle of death had to pass over the houses of Israelites and killed all the Male born babies of the Egyptians
- Crossing the red sea as God saved the Israelites from death

- Receiving the Ten commandments of God through Moses which acted as guidelines in daily lives
- When God sent food to the wilderness that is “Manna and Quills”
- Victory in war as it revealed God’s supremacy for example when David defeated Goliath the Giant Philistine using a stone and sling
- Good harvest/getting a good harvest for example the 1st harvest which was usually given to God through offering
- The return of the covenant box for example the Israelites celebrated when the Ark of the covenant was returned to them
- The dedication of the temple to God
- When people observed God’s presence during worship for example the Israelites felt happy when God answered Elijah’s prayer by sending fire to burn the sacrifice.

8(a) Describe the traditional African burial rituals performed during a burial ceremony in a society you know

- The society I know is Buganda Central region
- The burial rituals performed during a burial ceremony are;
- Cleansing the corpse/body by bathing it using “Ebinnyirikisi” from Kanana tree
- Postmortem incase someone is taken/the dead hospital, the use of paraffin for controlling the bad scent
- Closing the eyes and tying the head, putting cotton wool in the nose and ears
- Dressing the body/corpse
- Wrapping the body in clothes (Looti) and Back cloth (Embuggo)
- Mourning for the concerned family members and friends
- Constructing a shelter in the courtyard
- Setting a fireplace to light the way for the dead
- Prayers by the religious people
- Attached family members tie backcloth/banana fibers/cloth around the waist
- Burial at 2:00pm as “Ssalongo, Nalongo” at 4:00pm

(b) How does Jesus life give assurance for eternal life?

Jesus’s life give assurance for eternal life through the following ways;

- Jesus’s life is the resurrection of Life that is Jesus conquered death by resurrecting to life thus an assurance that eternal life is for the righteous
- Jesus life through sharing the Holy Eucharist Holy Communication gives assurance for eternal life that is bread signify body and wine reflects blood of Jesus Christ.
- Jesus life through trusting in God the Almighty gives assurance for eternal life
- Jesus life of believing in God gives hope to Christians for eternal life
- Jesus life of love and care for those in need as in the story of the rich man and Lazarus gives assurance for eternal life
- Jesus’s life gives assurance for eternal life through obeying the greatest commandment that is “Loving God with mind, heart and soul” and “Love your neighbour as you love yourself”
- Jesus’s life gives assurance for eternal life through having fellowship so as to share life experiences and change to good ways of living
- Jesus’s life gives assurance for eternal life through endurance/perseverance amidst life challenges
- Jesus life gives assurance for eternal life through forgiving those who do wrong as to error is human

9(a) What do People consider as a successful life in Uganda today?

- People consider having material possessions/wealth/lots of riches us a successful life in Uganda today
- People consider having a stable marriage as a successful life Uganda today
- People consider completing education as a successful life in Uganda today
- People consider reaching/attaining a ripe age thus having grand children as a successful life in Uganda today
- People consider attaining leadership that is being elected as a leader in society
- People consider having a good relationship friends who help during problems is a successful life in Uganda today
- People consider having a good relationship with fellow human beings and God is a successful life in Uganda
- People consider being popular as a successful life in Uganda today that is musicians/celebrity, religious leaders.
- People consider winning prizes as a successful life in Uganda today
- People consider having the ability to fly out of the country as a successful life in Uganda today
- People consider having good morals and Christian values as a successful life in Uganda today that is honesty, kindness, humbleness
- People consider economic stability in the country as a successful life in Uganda today

(b) Give the difference between present and Christian understanding about success

- Success is personal belief while in Christian understanding success is through belief in Jesus Christ
- Present success is through trust in individuals/ persons while Christian understanding of success is trust in God

- Present success is being materially rich while Christian understanding of success is living according to the beatitudes that is being spiritually poor
- Success in the present society is disobeying the ten commandments while Christian understanding is observing and following the ten commandments
- Success in the present society is satisfying individual personal needs while Christian understanding is self-giving
- Success in the present society is understood as winning earthly competitions while Christian understanding is winning God's favors and Blessings
- Success in the present society is having good relationship while Christian understanding is having good relationship with God
- Success in the present society is by revenging to those who do wrong to others while Christian understanding of success is being a peace maker thus forgiving those who do wrong
- Success in the present society is asking for guidance from fellow people while Christian understanding of success is asking for guidance from God.

10(a) Give the advantages and disadvantages of a Nuclear family Advantages;

- A nuclear family is cheap to maintain
- In a nuclear family, there is equal distribution of property in case of parent's death
- In a Nuclear family, there is equal share of basic needs to the children by parents.
- In a Nuclear family parental love and care to the children is equally distributed
- In a Nuclear family, there is strong bond of trust among family members
- In a Nuclear family, family issues are kept as a secret
- In a Nuclear family, children respect the family religion

Disadvantages;

- A nuclear family is likely to lose touch with distant family relatives
- A nuclear family cultivates selfishness among children
- A nuclear family can easily face insecurity incase all the born children are girls
- A nuclear family can fall victim of Western ideologies as parents leave children to do what they want
- A Nuclear family faces boredom and monopoly of life due to few members

(b) Explain the Old Testament teaching about family life

- The old Testament teaches that children have to respect their parents as the Fourth commandment states that "Respect Your father and Mother"
- The Old Testament teaches that there should be love and care for another in the family. For instance, Abraham expressed love and care to wife Sarah
- The old Testament teaches that Man is the head of the family and overall controller
- The Old Testament teaches that children are a gift from God.
- The old Testament teaches that a family is a center of education that is informal education as it is said "Charity begins at home"
- The old Testament teaches that a Family should bring children in a religious way
- The old Testament teaches that children should provide company and joy to the family
- The old Testament teaches that ancient families of the Israelites were extended for example Abraham's family included Sarah, Isaac, Jacob and all his descendants
- The old Testament teaches that Barenness was seen as a curse for example Peninah saw Hannah as a cursed woman before producing a child for Elkanah
- The old Testament teaches that wives are to respect theirs husbands for example Sarah called her husband Abraham master

11(a) How was sex education extended to the young in the Traditional African society?

- Sex Education was extended to the young in the Traditional African society through;
- Sex education was extended through initiation ceremonies for example circumcision among the Gishu of Eastern Uganda.
- Sex education was extended through observing taboos and beliefs for Example girls to sit humbly covering their legs up to the knees for guarding the private parts among the Baganda Central region
- Sex education was extended through folks tales for example the story of "Njabala" among the Baganda of Central region
- Sex education was extended through proverbs For Example "Omwana omubi avumaganya nnyin" among the Baganda of Central region
- Sex education was extended through giving punishments to the offenders for Example among the Banyankole of Western Uganda, a girl who lost her virginity before marriage was thrown in a river cliff
- Sex education was extended through traditional songs and dances
- Sex education was extended through rewarding outstanding people of good conduct
- Sex education was extended through visiting biological distant family relatives for example "aunt-ssenga" among the Basoga of Eastern Uganda
- Clan meetings/Public gatherings, peers

(b) Show ways in which sex misuse has affected people in your society today

- Sex misuse has affected people in your society today
- People have been imprisoned due to rape which is forceful sex
- Sex misuse has caused divorce that is permanent marriage breakup
- People have lost their dignity/status/personal integrity
- Sex misuse has led to school dropout
- Sex misuse has made some people die due to sexually Transmitted diseases
- Sex misuse has led to family conflicts for example incest which is sex between close relatives
- Sex misuse has caused big numbers of single parents
- Sex misuse has led people to miss the sacrament of Holy communion/Eucharist due to adultery

12 (a) Under what circumstances was divorce permitted in African Traditional society

- Divorce was permitted in African Traditional society under the following circumstances;
- Bareness of the woman
- Prolonged illness
- Infertility of the woman
- Loss of virginity
- Witchcraft tendencies
- Too much laziness of the woman
- Marital unfaithfulness
- Immoral behaviors of the woman
- Incestuous relationship
- Family influence

(b) What advice does the New Testament give to protect marriage relationships?

- The new testament teaches that partners to work hard in order to provide themselves basic needs of life
- The new testament teaches that marriage is a life long covenant/permanent agreement of living together
- The new testament teaches that partners should satisfy each other sexual desires to do away with adultery
- The new testament teaches that the married should tolerate each other for good living
- The new testament teaches that the married should forgive each other incase of any wrong doing.

13(a) Describe the characteristics of God basing on the old Testament

- God is the creator as he created the world in six days
- God is holy when he appeared to Moses through the burning bush
- God is the provider when he provided Manna and quails to the Israelites
- God is invisible during the call of Abram, Moses, Samuel
- God is omnipotent (All powerful) when he defeated the Egyptian gods during the deliverance of Israelites from slavery
- God's omniscient (All knowing) when he sent prophets to the Israelites for example prophet Nathan to king David
- God is loving when he sent Moses to liberate the Israelites out of Egyptian slavery
- God is transcendent (Above human knowledge) thus he knew that Adam Eve had committed sin in the Garden of Eden
- God is universal when he pronounced judgement and punished Israelites neighbours like Tyre
- God is omnipresent (Everywhere) when He gave Moses the Ten laws at Mountain Sinai.

(b) Give evidence to show Early Christians searched for God

- Early Christians performed miracles for example Peter and John healed a lame man at the Temple gates of Jerusalem Temple
- Early Christians founded churches For Example Paul founded churches in Rome/Galatia/Ephesus/Colosia/Corinth among others
- Early Christians baptized new converts for example Peter baptised 3000 converts in Samaria
- Early Christians trained others to help them with the work of preaching the gospel for example Paul trained Timothy and Titus
- Early Christians wrote Epistles for example Paul wrote 1 and 2 Corinthians
- Early Christians settled disputes for example Paul settled the issue of eating foods offered to idols

14(a) Identify the false gods in the Ugandan society today

- The false gods in the Ugandan society today are;
- Wealth/money/material wealth/properties
- Wives/women
- Wine/alcohol
- Music/Disco
- Modern science and Technology
- Drugs
- Food
- Sacred objects
- Modern Education/formal Education

- Politics/power
- Witch doctors
- Games
- Books/novels
- Films
- Friends

(b) How did the people of Israel turn away from God?

- The people of Israel turned away from God through the following ways
- The people of Israel practiced polygamy for example King Solomon married 700 wives and 300 concubines
- The people of Israel practiced idolatry that is worshipped idols for example the golden calf
- The people of Israel became self-centered and did self-worship
- The people of Israel worshipped objects instead of God.
- The people of Israel practiced Hypocrisy that is worshipped God and small Gods
- The people of Israel practiced worship of foreign gods that is worshipped Baal or Baal worship
- The people of Israel practiced Divorce
- The people of Israel made an alliance with a pagan king Assyria
- The people of Israel ignored God and turned to do everything on their own
- The people of Israel disobeyed God's call
- The people of Israel persecuted God's prophets
- The people of Israel carried out intermarriages
- The people of Israel murdered innocent people for example Ahab killed Naboth and took over his vineyard
- The people of Israel exploited fellow Israelites

15(a) Give the ways how Christians strengthen their spiritual life?

- Christians carry out works of charity/charitable service
- Christians preach the gospel to convert more believers
- Christians make missionary journey
- Christians write Christian literature
- Christians organize praise and worship to pass on gospel message to the believers
- Christians compose Christian songs
- Christians participate in Christian drama
- Christians read scriptures in the Bible to have a deeper understanding of God
- Christians make pilgrimages to Holy places
- Christians fast during Lenten season

(b) Giving reference to the New Testament, show how Jesus involved in society affairs

- Jesus associated with sinners/outcasts for example Zacchaeus the tax collector
- Jesus welcomed children for example he told the disciples that "Let them come close to me, God's kingdom is their"
- Jesus uplifted women status for example he appreciated the widows offering of a coin as an offertory to the Almighty God
- Jesus performed miracles for example he rose Lazarus, Jairus' daughter and the widow's son of Nain
- Jesus helped the needy for example he fed 4000 people with two loaves of bread and a small fish

S4 CRE 224/5 AFRICAN HERITAGE MARKING GUIDE

1(a) Describe the nature of African traditional religion

- African traditional religion was the religious that practiced in Africa among Africans before the infiltration of western culture and influence and after.
- There was a belief in the spirits of the dead or ancestral spirit.
- The spirits were considered as part of African family members
- There was a belief in existence of supernatural beings when they called God the creator known by different names by different tribes e.g. Lubanga among the Luo
- Prayers were conducted to the spirits of the ancestors
- Sometimes there was worship of spirits which were done under sacred places such as forests, hill, caves, lake shores etc
- Sacrifices were performed to spirits of ancestors at various calamities such as drought, accidents, diseases etc
- In some societies human sacrifices were performed as a form of worship
- The spirits were consulted through special people such as diviners, prophets etc who were able to foretell situations
- Elders played a very important role in African traditional religion e.g. they acted as mediators between spirits and the people
- There was a belief in gods who assisted the supernatural being
- There was also a belief in spirits who were responsible for bad happenings
- Success was attributed to good works of spirits whom they believed blessed them for their deeds.
- Failure and disaster were believed to be as the result of anger of gods and spirits
- Special sacrifices and prayers would be offered to gods and spirits before planting season
- It had religious leaders who presided over various functions and duties e.g. rain makers
- In African traditional religion marriage was compulsory and polygamy was the ideal marriage
- It involved initiation rituals such as circumcision among the Bamasaba/Bagisu etc
- Men were considered to be superior to women in ATR
- There was another important element of prayer in African religious life
- It was the African culture and way of life
- Music, dance and drama were performed as a way of worship in ATR
- ATR had strong emphasis on morality and good conduct
- It involved taught punishments to those who did not fulfill the religious obligation
- There was a belief in art and symbols that were worshipped and considered to possess spiritual powers
- Herbs were used to treat diseases and to preserve them

1b) What were the characteristics of African traditional religion

- African traditional religion had/has a number of weaknesses including;
- It had various practices which differed from tribe to tribe and this confined it to one place.
- Limited information was recorded about African traditional religion because of its variation of practices or content
- It has/had a belief in many gods who were sometimes organized to possess power, yet not
- The gods and spirits of Africa were at times harsh and remote
- African traditional religion played a big role division of Africans because of various practices that differed from tribe to tribes
- Human sacrifices were at times practiced which was murder that led to claiming of human lives
- Some practices inflicted bodily harm on individuals which was painful e.g. circumcision, ditoridectomy, detothing etc
- Tough punishment administered in African traditional religion were dehumanizing for example among the Iteso people found in incest act, were put in the hut and set fire on it as other people beat victims with stones and sticks
- There were also lies taught in African traditional religion since it was difficult to verify the truth. Eg landslides were believed to be caused by a wild sheep according to Bagisu
- In some societies human beings were worshipped instead of supernatural beings
- Some beliefs were out of ignorance because what Africans put to explain, they attached religious significance e.g. lightning, earthquake etc
- Some practices in African traditional religion were health hazards for example ditondecromy, widow inheritance etc
- African traditional religion practices sometimes suppressed individual talents because some roles or duties were performed according to sex. E.g. among the Karimajongs thatching of huts was done by women but men could as well be good.
- It involved the belief in superstition
- ATR accommodated bad practices like sorcery and witchcraft which offered the wellbeing if Africans
- It promoted inferiority complex among women breeding gender inequality

2a) Explain the meaning of the different names that were given to God in African traditional society

- Katonda meaning creator

- Kibumba meaning molder
- Ruhanga meaning God is powerful
- Imana God is all powerful
- Were God is powerful
- Lisodene God is our seeing
- Lugaba in Busoga meaning the giver

2b) Why is African traditional religion declining

African traditional religion is declining because;

- The role of foreign religion which have replaced African traditional religion. The instrumental are Christianity and Islam
- Western education which has been washed Africans to under look African traditional religion
- Urbanization which have attracted new social setting neglecting African traditional religion
- Moral decline in African societies has rendered African traditional religion useless hence the decline
- The influence of modern leisure industry which provides majorly western culture which in turn undermines African traditional religion
- Rural urban migration makes people to abandon their religions practices on their new settlement
- Inter marriages that occur in African traditional societies has led to decline of ATR
- African traditional religion had lough rules and regulations which forced people to seek release in different faith
- Unhealthy and remote practices carried out in African
- Lack of proper documentation about African traditional religion has led to misinformation hence its decline
- Peer group influence has portrayed African traditional religion as a background practice leading to its declines
- Diversity of African traditional religion that is it involved many practices which caused disunity
- Emergence of new political setting also necessitated new religious demands leading to the decline of African traditional religion e.g. colonialists favoured Christianity
- Emergence of human rights movements which among its objectives advocates for freedom of worship giving space to escape from African traditional religion

3a) What evidence is there to show that Africans in traditional societies knew God?

- They believed in ancestral worship of spirits who mediated between God and the people
- They worshipped the supernatural being called God the creator
- They preserved places of worship such as caves, rocks, forests, big trees etc
- They had names of super natural being e.g. Edeke among Iteso, Kibumba among Basoga etc
- They prayed for their needs from God meaning that they know God
- They offered both human and animal sacrifices to God as away of worship
- They sought blessing and guidance from God implying that they knew God
- They offered materials inform of food stuffs, iron tools, utensils etc to God
- Natural happenings which man could not explain were believed to be as the result of God's will
- Natural creatures were considered to be the work of God
- They believed that Gods anger could result into disaster such as drought, epidemic etc which could be averted by offering sacrifices
- Africans gave thanks to God for his gifts and blessings which could be seen through good harvest, child bearing etc
- Africans practiced religious songs and dance in order to glorify God's name
- They did all what they could to mountain relationship with God the creator
- They participated in various rites of passage which marked important moment in life of an "individual as away of worship"
- They upheld good morals among themselves as away of maintaining good relationship
- with God the creator

3b) In what ways was worship important in African traditional traditional society,

Importance of worship included;

- It enabled them to seek forgiveness from God or any divine beings for the wrong they had committed
- Through worship Africans expressed their divine beings. They prayed for their needs such as fertility, many wives and many children
- Worship helped to promote morality in the society
- Through worship Africans acquired blessings from the divine being
- Through worship Africans celebrated life stage such as naming, marriage etc
- African were able to maintain good relations
- Worship served to satisfy the religious hunger of African which was done through prayers and offering
- Through prayer divine beings were entertained and pleased through practices like music, dance and drama
- Worship provided a basis of unity, peace and harmony in society
- Through worship, initiation rituals as a form of worship enabled acquisition of sex education and young people were transformed to adults

- Africans were able to thank the divine beings for what they had done for them
- Through worship Africans were able to acquire drunk feelings such as overcoming diseases, barrenness etc
- African worship served to promote and preserve African culture, since religion was culture
- Worship also served to overcome calamities and problems such as epidemics with the help of specialists
- Worship served as the practice of identification of members because each tribe practiced different activities

4a) Why were expectant mothers given special treatment in traditional African society?

- They were given special treatment to avoid pregnant related illnesses through consulting medicine men
- In order to avoid any possible trouble and disturbances to the mother. Ancestors were appeased through sacrifices and libation
- Special treatment was done to ensure proper growth of the fetus by feeding the mother on special food
- It was done to avoid occurrence of accident through keeping the expectant off from heavy work
- It was done to protect expectant mothers from people's evil eyes and bad omen by using protective charms
- It was a way of respecting the expectant mother because she was carrying life which was sacred and precious
- In some societies expectant mothers were prohibited sexual relations to avoid harming the baby in the womb/fetus
- It was done to make delivery easy because certain foods were forbidden in some societies e.g. eggs among the Kikuyu
- Midwives were made to be on standby to help the expectant mother during delivery
- Some times an old woman was brought to assist the pregnant mother during that hard period
- Expectant mothers communicated to their husbands through the go-between in order to avoid being tempted in sexual relations
- Special treatment was done in order to give birth to healthy children
- Expectant mothers were given special treatment because they were considered to be weak to carry out heavy work during that state e.g. carrying heavy load, splitting firewood etc
- They were given special treatment because they were considered to be sick to handle everything normally
- It was a way of appreciating them for being on the process of clan expansion

4b) Describe the birth rituals in any African traditional society

- During labour pain the pregnant mother was left in the hands of a midwife and all the men of the family were supposed to keep away among the Akamba.
- After the birth of her child no one can visit the house until the appropriate rituals have been performed according to the Akamba society
- After birth the placenta and its contents were carefully disposed of e.g. in a virgin land or isolated area
- A purification was done on the mother by a medicine man or dinner because pregnancy state was considered unclean
- Among the Akamba after three days from birth a goat was slaughtered and there was great rejoicing by the family
- The baby was given protective charms to protect it from people with evil eyes and malicious spirits
- The mother's hair and that of the baby is shared to symbolize the start of new life
- A thanksgiving ceremony is conducted to thank God for the gift of child and prayers and sacrifices are offered
- There was cutting of umbilical cord which signifies the beginning of independent life
- The mother was expected to breastfeed the baby

5a) How were the dead treated in African traditional society?

- The corpse was carefully disposed of depending on the community. Some communities use water and herbal medicine, others share their hair and put oil in their mouth nostril etc
- The body was carefully placed in the grave facing the appropriate direction according to the customs of the people
- The dead were wrapped in traditional wear such as bark cloth among the Baganda
- The dead were treated with religious rituals of prayers and cleansing before burial to ancestral world
- The dead were buried in carefully selected places like in backyard, ancestral burial places etc
- Some communities bury their dead with their belongings such as food stuffs, weapons and animals to indicate their occupation
- The grave was respected by being protected. In some societies the grave was made into a shrine.
- Close contact with the body of those who committed suicide or died of certain diseases was avoided for fear of contamination
- Dead bodies of those who committed suicide by hanging were cleaned before burial for their action
- Before burial family members and relatives mourn in different styles and normal activities came to stand still
- Children, pregnant women or suspected witches were not allowed to touch or go near the corpse
- In some societies symbolic fire was lit near the grave under the grave yard was guarded from bad people
- The dead body was kept in the house for some days ranging from two to many before burial
- The dead were buried in deep soil to avoid closure and as part of decent burial

5b) Why were the dead given decent burial in traditional African society?

- The dead were believed to be part of the family that is they were accorded decent burial.

- The dead were expected to return to the homes of the living members at any time either to give blessings or curses depending how one was buried.
- They were buried decently to avoid punishments from the dead.
- It is a way of appreciating the deceased what they have done during their time of living.
- They were given decent burial because they were considered to be diviners living near God so they served as mediator between God and the people
- They were accorded decent burial in order to avoid revenue from the deceased in case they were not buried well
- Giving decent burial to the dead was a way of expressing love to their loved
- Decent burial was a sign that the deceased has not forced his death. Those who committed suicide were buried indecently
- They were accorded decent burial because the deceased were believed to be more powerful than the living
- The living wanted their loved ones to be welcomed in the world of the dead/spiritual world
- Decent burial was a sign of belonging some one with child was buried well than someone without.
- It was away of celebrating someone's life
- It was away of beating farewell to the deceased
- The young were buried immediately to avoid bad omen
- The death of the elderly went with great celebration and jubilation to send them into ancestry world.

6a) Describe how the adolescents were ritually introduced to life in any African traditional society you know.

- The society is the Bagisu (Bamasaaba)
- The name of the custom is called imbalu or ipalu
- The adolescent were introduced ritually to life among the Bagisu through circumcision which was gradually, systematically and meaningfully planned because of its seriousness
- The ritual was organized in four main stages
- The first stage involves dances and dresses where intending candidates traditionally assemble in the local villages at special places dressed in dancing attires
- The dance referred above is a preparation dance called "Isonga" dance which usually takes place in the evening
- Among the Bagisu every male is directly or indirectly forced to be circumcised though the age was not fixed. It varied from area to area but the range was 14-25 years.
- The second stage is when the initiates go around the village in groups accompanied by friends, relatives parents and well wishers while dancing and drumming
- In this stage the adolescent visit their relative, friends and their parents' friends to inform them officially and formally that they going to ritually introduced to life of adulthood (manhood)
- During these visits people usually welcomed these adolescents and offered them presents in form of chicken, goats and even cattle
- The gifts or presents demonstrated cooperation of strong relationship and friendship for the boys encouragement to under got the ritual
- The third stage preparation begin few days before the actual ceremony takes place where dancers intensified and people go on dancing up to night for two days during this stage local beer was brewed, thousand of live stock slaughtered, foods prepared and instructions were given to the intiates.
- No remarks were expected from the candidates when being instructed
- The adolescents to be initiated were prohibited from playing sex three days to the operation because it would complicate the operation
- The fourth stage was the final ritual preparation performed with maximum care
- Here the elders cleared the place and rebuilt shrines as desired by each clan
- In the shrine a special sacrifice of a fowl or a goat was and millet beer were offered
- During this last stage the intending adolescent was taken to his place called "Ibmwana" to announce to maternal uncles that time has come to be ritually introduced to life of manhood.
- Normally upon the visit of maternal uncles, gifts were given, feasts organized and sacrifices were done
- The uncles could blow beer on the belty of the initiates as words blessing are uttered urging him to stand firm during the actual operation and he was returned back.
- Upon the return, the intending boy received the last instructions in the customs of his people and duties expected of an adult man
- After instructions sub clans got ready to coverage at one and proceeded to the sacred swamp traditionally recognized
- At the sacred swamp the candidates was smeared with mud and became changed ready to become a man
- From there the boy was made to stand straight and firm on the ground immediately the foreskin was cut off as people shout at ago that you are finished
- The initiates circumcised was supposed to be ritually deceived by the circumciser
- The initiates were then secluded from the rest of public

6b) Explain the importance of this practice

- Circumcision signifies new life because after one being Circumcised is regarded to return home as a new person
- It is one of the ways informal education is carried to its members who have been circumcised e.g. the youth were encouraged to respect elder and age sets
- It signified bravery and ability for one to withstand difficult or hardships in his life
- It was a qualification for a boy to marry and raise a family
- Circumcision ritual brought people together as fellowship thus promoting unity
- It was a traditional sign of preserving cultural practices
- Circumcision was considered a health practice for boys and men because it limited the spread of some diseases
- It was a sign of respect to the members of that given custom
- It was a means through which initiates receive property in form of gifts and presents
- Circumcision was a qualification for one to join the council of elders and participate in certain equal roles in the society
- It was an act of union between the living and the departed because the latter needed to be remembered for their custodianship
- It provided the youth with identification marks for recognition as members of a given community
- The practice controlled early marriages in the society because for one to accept to undergo the practice must have grown
- It signified the end of childhood to adulthood i.e. a bridge between boyhood to manhood

7a) What were the qualities considered when choosing a marriage partner in African tradition society?

- The family background of a boy or a girl was considered the family members had to be morally upright
- They considered health status of the boy or girl. The partner had to be free from diseases like leprosy, epilepsy, sick cells etc
- They considered hard working of the partner
- Cultural background of each partner it was required that two partners follow the same culture to create harmony, crossing and cultures was not allowed
- Economic status of the boy was considered. He had to possess wealth in form of cattle and land
- Virginity of the girl was considered. A girl found a virgin commanded a lot of respect and brought a lot of rewards to the girl's family
- Beauty was also considered especially a girl. She was expected to be waist lines and beads around arms, needs and waist which were admired by boys
- They considered the clan of each partner, they were meant to be of different clans
- Character of the partner was considered. One had to possess character of respect, kindness, humility, honesty etc
- Heroism was considered, bravery or skills one had added him an advantage
- One must have successfully undergone initiation rites of a given society e.g. circumcision, ditoridectomy etc among the sabens
- Productivity of women was considered. Though this was difficult to establish immediately but later it was discovered
- Considered the character of hospitality by being welcoming and getting along with everyone easily

7b) Why did parents get involved in choosing marriage partner of their children?

- Parents' involvement in choosing marriage partners of their children discourage cases of divorce since their intention was to make marriage of their children stable.
- Parents were the major sponsors of marriage of their children. They wanted to be sure about what they paid for
- Parents sought for more knowledge about the family background of someone in order to avoid some diseases such as sickle cell
- Parents got involved in order to develop strong bonds between families of a boy and a girl since negotiation was between parents
- Parents want to uphold moral values among their family members
- Parents were more experienced and had mutual judgment they based on when choosing partners for their children
- They wanted to avoid incest because they knew their relatives
- They wanted to continue guiding and protecting their children
- Parents wanted to preserve the culture of their society so they picked partners from the same clan
- They wanted their children to live good lives
- Some parents got involved in choosing partners for children because it was the order of the day
- It was a sign that parents were responsible for the marriage of their children
- They wanted to avoid their children from making irrational and unwise decisions
- Parents wanted to make inquiries about the other partner so as to make a good choice of a partner to the children

8a) How was education conducted in traditional African?

- Informal education was the type of education which was practiced in African traditional society
- It was conducted according to the cultures of the communities where cultural norms were transmitted to the young general.
- This type of education was provided by elders whom included parents, grand parents, aunties, uncles etc who served as teachers
- The system of education was relevant to the need of the society
- The aunties had special roles of teaching girls and preparing them for adulthood responsibilities
- The uncles also had special responsibilities of teaching boys and prepare them for adult roles
- It was conducted orally by word of mouth
- There was no writing and reading in this type of education
- It was provided according to age and sex
- There were no credentials awarded after training
- It was conducted around fire places, during work, on the bush etc
- Girls were trained in female roles e.g. cocking, winnowing, guiding were among the skills taught to girls
- Similarly boys were trained in male roles such as hunting, herding, fighting etc
- More education was passed during initiation rites which served to transform the young into adults
- Sex education prepared the young for marriage responsibilities

8b) Why is sex education declining today?

- Some parents are too busy to attend to their children
- Increasing moral decay in society today e.g. prostitution
- Some parents are too shy to discuss sex matters with their children hence it declines
- Some think that it is the role of teachers to teach their children sex education
- The influence of western culture leading to the decline of sex education
- Influence Christianity which undermines African values such as sex education
- Some children are too fearful and not free with their parents which leads to decline of sex education
- Some children are too fearful and not free with their parents which lead to decline of sex education
- The influence of boarding schools where children spend most of their time boarding schools where there is sex education
- Some children do not stay with their parents because they work far away
- Some parents are not knowledgeable enough to provide sex education to their children hence its decline
- The influence of modern leisure industry which render the content education useless
- Poverty whereby some children don't put in practice ideals of sex which leads it to decline
- Domestic violence which result into separation of the family members sometimes can lead to the decline of sex education
- The decline of traditional social and cultural settings whereby some of the values and norms are no longer respected e.g. virginity
- Rural urban migration whereby people adopts new behavior urban areas and abandon their traditional values like sex education
- Permissiveness in society whereby the youth are allowed to do whatever pleased them neglecting sex education

9a) In what way was courtship valuable in African traditional society,

- Courtship refers to a period of affectionate love which develops between men and women with the intention of winning one another in marriage
- It resulted into good choices of marriage partners
- It enabled stability in marriage since the couple had to appreciate one another before marriage occurs
- It enables the couple to learn the behavior of one another
- Courtship provided an opportunity for parental participation in determining marriage partner of their children
- Courtship helped in the shaping of morals of the unmarried, into good people
- It helped to promote virginity among the girls since it was one of the items it targeted
- It helped to reduce cases of incest in the society
- Courtship provided space for the couple to plan for their marriage in advance
- It made marriage meaningful and respected in the society
- Courtship helped partners to have stable marriage because they took up the commitment after studying each other
- It served as good foundation for stable marriage
- Courtship provided an opportunity to establish health status of the partner for example diseases like leprosy can be identified
- It provided an opportunity for the partners to express their intimate love to each other

9b) What are the dangers of modern courtship?

- There is limited time of courtship for the partners to learn one another resulting into making bad choices of marriage partners
- Some young people want to involve in sex before marriage leading to sex misuse

- There are no guidelines to be followed during courtship as a result young people are left on their own
- To day courtship is done without the consent of their parents which has resulted into conflicts between children and parents
- Most of the young people they consider beauty more than anything else leading to misuse of courtship period
- Today there is a wide spread indiscipline and immorality among the young people during courtship e.g. sex immorality, watching pornographic literature, smoking etc are order of the youth
- Most of the young people do not respect elders so they ignore their advise rendering courtship period useless
- The danger HIV/AIDS pandemic is being spread during courtship whereby some young people take up courtship whereby some young people take up courtship before establishing their HIV status which end up in fornication hence HIV/AIDS infection
- To day time of courtship is not used to discuss important issues regarding their marriage but is just spent on sex through fornication and romancing
- There is a lot of pretense in love relationship some of the young people are only money minded
- Peer group influence is another danger of courtship where wrong information is provided by peers
- Unwanted pregnancies which occur at a wrong timing due to courtship
- Abortion is being committed during courtship due to unwanted pregnancies

10a) How were names of children determined in African traditional society?

- Children were named after their relatives e.g. grand parents
- They were named after great leaders or heroes e.g. Member among the Bagisu
- Children were sometimes named after important historical events e.g. drought, floods, locusts etc
- Some times were named after animals e.g. wambwa among Bagisu means a dog
- Children were given names that reveal physical features e.g. kasozi among Buganda that means a hill
- They were sometimes given religious names such as were in lubya and kuruhanga in western Uganda, meaning God
- Twins were given special names e.g. wamono and mukhwana for males and namono and mukwana for females among Bagisu
- The follower of twins also had special names e.g. Kizza among the Bakiga
- The follower of twins also had special names
- Children were at times named according to difficult labour pain the mother underwent e.g. Opala among the Karamoja and akileng among the Iteso
- Some names revealed the internal characteristics or qualities of the child wisdom were named Oryeket
- Some times names were given according to physical appearance of the baby e.g. among the Banyoro and Batoro Karungi meant beauty
- The clan sometimes selected names or name to be given to the baby
- Names were sometimes selected basing on the clan
- At times names were decided when the baby was still in the mother's womb
- They were named according to the environment the baby was delivered from
- Some names given showed the interests of parents when the baby was in the womb
- Names sometimes were determined by friends and relatives

10b) Give reasons why naming rituals were important in African traditional society

- Naming was important because it gave a new born baby identity
- It indicated that the child is accepted as a member of the society
- It reflected part of personality of the child as some names showed unique qualities of a person
- It was through naming that people expressed their gratitude to God the creator
- The name sometimes could reflect remembrance of a certain event that was memorable at the time of birth e.g. drought, famine etc
- Naming served as the way of preserving cultural names that were given to young ones
- Through naming ritual children were given gifts such as cattle, chicken etc as a basis of acquiring property
- Naming rituals were a source of cleansing and blessing to the baby through which all sorts of bad omens were washed away
- Naming was a source of solemn unity and binding between the baby and relatives
- Names satisfied the emotional feeding of the parents of the baby
- It was a religious ritual through which Africans worshipped and satisfied their spiritual hunger
- It was a means of celebrating the life of the newly born baby
- Naming brought about joy and happiness among the family members and community

11a) Describe the ways Africans in their traditional societies offered sacrifices

- Sacrifices were a form of worship in African religious life experience
- Sacrifices involved shedding blood of special animals for the divine being. They were different colours
- Sacrifices were directed to the beings such as the creation ancestral spirits and gods
- Sacrifices were presided over by religious leaders such as elders, medicine men priests etc

- They were conducted as public function involving many people such as family members clan members and society members
- Sacrifices were offered to the divine beings during special ceremonies such as birth, marriage, initiation, funeral rites etc
- Medicine men and women were restricted and considered unholy during offering of sacrifices
- It involved performance of magic, making rain etc
- The best items (animals) were selected for offering
- Sacrifices were carried in sacred places such as shrines, court yards, river banks etc
- It involved prayer and invocation of the divine beings to take who take part in the functions Africans involved
- It involved seeking blessing from the divine beings e.g. to be blessed with good harvest, rain, children etc
- Casting of blessings to the people involved in offering of sacrifices e.g. blessing of fertility, good yields etc
- Sometimes African offered sacrifice of human beings to the divine beings to attract blessing. In Bunyoro the "Abasingo" were a sacrifice clan of overcoming bad omen
- Sacrifices were accompanied with religious activities such as singing, dancing, drumming etc
- Sacrifices were done during hardships and calamity so it carried at overcoming disaster such as epidemic outbreak

11b) How were sacrifices important in African traditional society

- Sacrifices were used as a form of worshipping the divine being
- Sacrifices were used to evoke blessing from the divine being
- Sacrifices used for purification where people would be cleansed of their sins or bad omen
- Sacrifices were used as a source of food where people sometimes ate the sacrificial animals or items
- They were used to appreciate God and other spiritual beings for blessings rewarded to them e.g. good harvests
- Sacrifices were used to avert disaster that has befallen on the society
- They were used to prevent future misfortunes for example among the Bagisu an animal was sacrificed upon the death of herdsman to avoid death of animals he has left
- It was a means of renewing contacts with the divine being
- Sacrifices were offered for the purpose of reconciliation in case of broken relationship
- Sacrifices were used to mark and remember important occasions such as funeral rites, initiation rites etc
- Sacrifices helped to promote unity among the African communities as they gathered together for practices of sacrifice

12a) What was the role of the spirits to the life of traditional Africans

- Spirits were approached for assistance during times of hardships through prayers and petitions
- Spirits were the source of names given to people in order to please them
- Spirits were served in mediation between God and the people
- They communicated to the people through visions and dreams
- Spirits were a source of African traditional religion
- Spirits were part and partial of the living people
- Through spirits, Africans were able to seek for forgiveness from the gods, and the creator violation of African obligation
- Through spirits, Africans maintained contact and good relations with the departed members of their families
- Spirits helped in punishing enemies on the behalf of the people
- Spirits ensured harmony among African families
- Spirits provided for success in African traditional life of hunting agriculture, fishing etc
- Spirits offered protection to Africans against their enemies

12b) Explain the traditional African understanding of the spiritual world;

- Traditional Africans carried sacrifices to appease the ancestral spirits
- They believed that death is the only way one could access the spiritual world
- They carried out libations whereby had pour food in the ground as a way of appeasing ancestors
- They believed the spiritual comprised of both good and bad spirits also called ghosts
- They believed that shrines are dwelling places for spirits
- Spirits were believed to be either the source of blessing or curses
- To allow easy communication with the spirits, the deceased were buried in the country yards or near homes
- In some societies the dead were buried with property meaning that they were to use the same things in the spiritual world
- Ancestors were always wherever there was a problem in the community
- Initiation rituals were performed or practiced as a way to acknowledge the existence of the spiritual world (spirits)
- They believed that spirits sun bathed cool sun shine
- They believed that spirits of the dead at times rested in various places like forests, hills, banana plantations etc such places were respected
- The spirits were believed to have powers which at times dictated proceeding in the community
- They believed that smoke from ground meant that the dead were cooking
- The spirit were consulted before major decisions were made. This was done through specialists
- They believed that the spiritual world was determined by the way one behaved when he was still alive

LUGHA YA KISWAHILI PAPER ONE
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(a)(i) Baada ya dhiki ni faraja

Hapa Mwalimu anastahili kusoma vizuri kazi ya mwanafunzi yeyote aligeandika juw ya mada yenewe baada ya dhiki ni faraja

Mambo anayestahili kusahisha ni kama

- Kichwa – kwa herufi kubwa na kiwe kimepigiwa mstari Alama 02
- Utangulizi: Utangulizi wenyewe mvuto wa taswira ambao mwanafunzi ameleta luu ya mada yenewe. Hapa mwanafunzi aliyefanya hayo yote mpe alama 05
- Mwili wa Insha, Mwanafunzi atoe hadithi yake huku akionyesha hali ya unyonge mtu fulani aliyipitia na mwishowe aonyeshe hali ya starche/furaha ambayo amepata sasa

Haya yote yasimuliwe kinathari

Alama zo zipewe kwa yule mwanafunzi aliyetanya hayo yote

- Hitimisho: Mwanafunzi ahitimu au akamilishe insha yake na maneno ya kushauri, kuonya, kushangilia, kuvumilia, na kuwa shujaa. Na mwanafunzi aliyetoa haya yote apewe alama 05
- Matumizi ya lugha na Alama za Uakifishaji Vikitumiwa vizuri na mwanafurizi mwenyewe aondoke na alama 07
- Mwanafunzi aliywewka maudhui mengi yenyewe kuonyesha Uonyonge na Uraha aongezwe na alama 03

1(a)(ii) Kichwa chenye sifa zote kinachukua alama oz yaani

- Kiwe kimepigiwa mstari
- Kiwe katika herufi kubwa
- Kiwe kifupi
- Kitoe ujumbe kimhustari

Utangulizi: Mwanafunzi atakaye fasili maana ya dini na kueleza mifano bora ya dini tunazo hapa duniani au Ulimwenguni na kuzifasili mifano hijo basi aondoke na alama 08 bila shaka

Mwili: Mwanafunzi aeleze kikamilifu Juu ya umutimu wa dini. Angalau atje tano na kuufafariva vizuri hoja hizo kwenye aya

- Kila hoja ilijoelezwa vizuri huchukua alama tano (05) zote ndizo alama 25 katika mwili wa Insha
- Mwanafunzi aliyetutimu vizuri kazi yake huku akieleza Ufupisho wa mwili wake wa insha basi aondoke na alama 03
- Uakifishaji sahili na Matumizi bora wa lugha huchukua alama 02 kwa yule aliyevituma vizuri

1(a)(iii) Hapa Mwanafunzi lazima aandike insha kuhusu hali au mtu aliyekuwa mfano mzuri kwake maishani

Mwanafunzi atoe mifano mambo aliyogapenda katika hali au mtu huo halafu baadaye aonyesha wasifu wake

- Mwalimu asahihishe mambo yafuatayo
Kichwa – Kichwa chenye ufupi wa maneno machache kilichowiana na kauli mwanafunzi aliopewa na kimeandikwa kwa herufi kubwa kipewe alama 02
- Utangulizi: Mwanafunzi aliyeandika insata yenyewe mvuto, mwalimu amsahishe kulingana uwezo wake na alama zisizidi 05 kwa yule aliyebara
- Mwili wa insha. Lazima Ujumbe wa mwanafunzi uwe hapa na mwanafunzi asimulie kwa kinathari. Pia moudhui yote ya mwanafunzi yanastahili kuwa katika sehemu. Mawazo ya mwanafunzi yawiane na mada yake

Mwanafunzi aliyefanya hayo yote apewe alama 25

- Hitimisho: katika hitimisho, Mwanafunzi anastahili kutoa ama ushauri, kuonya, kuclumisha, kusifu kutokana na Jambo analozungumzia. Mwanafunzi aliyehitimu vizuri kazi yake na kauli aliopewa hasa ikiwa inawiana na maudhui yake pamoja na mada, Apewe alama 05
- Matumizi bora ya mbinuza na Uakifishaji uzuri wa kazi ya mwanafunzi, vinachukua alama 03

Zote alama 40

(iv) katika mada hii, Mwanafunzi anapaswa kuandika huku akisimulia Juu-ya kirusi chochote alichowahi kuona utaatari wake. Pia Mwanafunzi aeleze kikamilifu na kimfano juu ya kirusi chenyewe

Utoaji wa alama

- Kichwa – Mwanafunzi aliyeandika mada yake kwa herufi kubwa, apewe alama zote mbili katika kichwa (alama oz)
- Mwingine aliyoeta kichwa ambacho takipo katika herufi kubwa lakin kimepigiwa mstatari anaweza kupewa alama $1\frac{1}{2}$
- Utangulizi katika Utangulizu Mwanafunzi anaweza kuanza kufafarwa juu yo kirusi hatari hicho baaelaye aeleze katika hali ya taharuki jinsi alivyoambuki zwa na kirusi chenyewe

Mwanafunzi aliyefuatia hayo yote apewe alama 05

Mwili – Katika mwili mwanafunzi aeleze kwa kinathari juu ya kirusi hatari na atoe maudhui yake yote katika sehemu hii

Mwanafunzi atakayefafarwa hayo yote vizuri apewe alama 25

Wengine mwalimu anauwezo wa kuamua kulingana na Jinsi kazi ya mwanafunzi ilivyomvutia

- Hitimisho – Mwanafunzi aeleze hitimisho lake huku akitoa suluhisho inayohusiana na mada yenewe.
Mwanafunzi akitanya hivyo vyote vizuri bila shaka aondoke na alama $05\frac{1}{2}$

- Matumizi bira na Usahihi wa alama za Uakifishaji pamoja tamathali za higha yanachukua alama 03

(b)(i) KUMBUKUMBU ZA MKUTANO WA CHAMA CHA WANAFUNZI WA KISWAHILI WALIOALIKWA
KATIKA CHUMBA CHA MIJADALA TAREHE 2 JUNI 2017 KUANZIA SAA NANE ZA MCHANA

Waliohudhuria

1. Masereka Belvin – Mwenyekiti
2. Kamukama Amon – Mweka hazina
3. Atuhaire Lilian – Mkuu wa Utafiti
4. Nakahuki Zahara – Mjumbe
5. Niwokisubizo Racheal – Katibu
6. Kobusingye Anitah Mwanachama
Waliotuma udhuru
1. Jjuuko Richard – Naibu mwenyekiti
2. Nakabugo Nashiba – Msimamizi wa mijadala
3. Kasisita Babra – Mlinda usalama

Waliokosa kuhudhuria

1. Nakyambula Swaifah – Msimamizi wa mijadala Naibu
2. Nanyonjo

Walioalikwa

1. Mwl TUMUKWATSE VICENT – Mlezi wa chama
2. Nabayunga Janat – Mwanahabari

Ajenda

1. Moambi na kufunguliwa kwa mkutano
2. Kusoma kumbukumbu zilizopita
3. Masuala Ibuka KUKARIBIS WANDFUNZI WAPYA
4. Kusajili wanachama Wapya
5. Kufungwa kwa mkutano

KUMB OL: KUFUNGULIWA KWA MKUTANO

Mwenyekiti aliwakaribisha wanachama wote na kuomba mweka hazina kuwaongoza katika maobi, aliywombwa mungu kutujalia amani wakati wote. Pia mwenyekiti aliwatambulisha wageri na kuomba washiriki wawe huru kuchangia katika asenda ya mkutano huu ili kuboresha chama.

KUMB 02: KUREJELEA KUMBUKUMBU ZA MKUTANO ULIOPITA

Katibu alisoma kumbukumbu za mkutano wa mwezi wa meyi. Kumbukumbu zilikubatiwa na wanachama wote na kuthibitishwa na mwenyekiti pamoja na katibu kwa kutia saini zao

KUMB 03: MASUALA IBUKA KUTOKANA NA KUMBUKUMBO ZILIZOSOMWA

Mwekahazina alifahamisha Mkutano kwamba aliongera na Mkuu wa idara kushuso ufadhili kama tulivyokuwa tumekubaliana katika KUMB 06 ya mukutano uliopita. Pia mjumbe wa chama aliripoti kwamba hafla ya kiswahili yambayo wanachama walikuwa wamealikwa kuhudhuria katika shule ya sakata academy haingeweza kufanyika kutokana na sauti ya mziki uliokuwa unaerdelea katika shule hiyo. Wanachama waliokuwa wamejitayarisha kwa mashairi waliombwa kwendelea kujifunza ili Wayawasilishe muhula wa pili

KUMB:04 KUKUKARIBISHA WANAFUNZI WAPYA

Wanachama walikubaliana kwamba

Mwenyekiti alikaribisha wanafunzi wa kidato cha kwanza na cha tano huko akimwombwa mlezi na mwana habari kushika Jukwa ndipo flashi za kamera na Mziki nyororo nyororo uipoanza kuchezwa

Mlezi alishauri wanafunzi wapya kuunga mkono chama cha kiswahili na kuwa watulivu sana. Aliongeza zoezi la kusajili wanafunzi wapya na mwishowe kufungua densi kirasmi na wimbo la kiswahili la Diamond Platinum "sikuoni" kila mwanafunzi alifurahia wimbo huo

KUFUNGWA KWA MKUTANO

Mkutano Ulifungwa saa kumi na nusu. Baada ya maswala yote kujadiliwa mkutano uliofuatia ulipangwe tarehe ishirini no mwezi na Julai katika ukumbi wa Mziki

KUTHIBITISHWA KWA KUMBUKUMBU

.....
Mwenyekiti

.....
Katibu

Utoaji alama

- Kichwa chenye
- Muda
- Mahali
- Tarehe
- Lengo

Alama 02

Kikesa myawapo alama moja

- Utangulira pamoja na ajenda – Alama 05

KUMB I, II, III ,IV, V, na VI
Ujumbe uliomo kama ni sahili
Hitimisho

Alama 12 kulingana na

Alama 01

Zote alama 20

1(b)(ii) RIPOTI YA USABABISHI WA AJALI ZA BARABARANI KWA
INSPEKTA WA POLISI NCHINI UGANDA-2022

Kufuatilia maagizo ya inspeksa wa polisi nchini Uganda kwa unyenyekevu nautulivu nikuonyeshe usababisho wa asali katika barabara nyingi za Uganda kama askari polisi wa barabara. Nyingine zinasababishwa na binadamu wenyewe na nyingine Magari yenyewe. Kulingana na uchunguzi tosha nimejaribu kukusanya, zifuatazo ni sababu zinaleta ajali barabarani

La kwanza, Madereva ndio chanzo sana cha adali za barabarani humu nchini hata katika nchi nyingine. Madereva wengi wanaendesha magari wakiwa walevi sana, Hili lilitibitika baada ya kutumia machine ya kupima wanaotumia dawa za kulevyta mlizotupatia mwaka uliopita kwa kupima sampuli ya dereva saba na n'kagundua kwamba madereva hawa wenyewe waliangisha magari siku hiyo tulipowapima. Wanaendasha kwa haraka kwa sababu huwa wanaongozwa na pombe na wa kati huu mtu hana uwezo wakujiamria hivyo wanajikuta magari yanawatoka mikononi. Hivyo kutoa shida hii, tunahitajik kutambulisha mashine zinazongoza masafa ya gari lolote ili kuepukana na Jambo kama hili, pia madereva ambayo watakamatwa, lazima wawekwe mbaloni na kupewa adhibu zenye uzito fulani

Pengine Jambo lingine ambalo linasababisha ajali barabarani Ushenzi wa watumia njia wa miguu gaani wanatembea wakitumia mikono Isiyosahili na pia wanapovuka barabara, hawajui la kufanya mafunzo kwenye vituo vya mawasiliano ili watu waelewe sheria za barabarani. Mfano tulitembelea mzunguko mmoja mijini kabale na kugunda kwamba sababu ya ajali katika barabara ya kabale-kisoro ni watumia njia kutofahamu Upande gani wa kutumia wakati wa kuvuka pembedi hiyo ya mzunguko huo

Jambo lingine ni watoto kuchezza katika barabara huku magari yanapita. Tulitembelea shule ya msingi katika mji wa Rwashamire – Ntungamo Inayokaribia sona barabara na tukagundua kwamba ajali ilioishia kutokea ilisababishwa na wanafunzi wenyewe pamoja na derevesha aliyekuwa anaharikisha sana. Hivyo kingekuwa bora tukitambulisha vibao zaidi barabarani ili kuepuka tatizo

Utoaji wa alama

Kulingana na Mfano huo wa ripoti mwalimu anastahili kugawa alama kama

Kichwa – Alama 02] mwalimu hufanya uamuzi wake kulingana na Jinsi anavyofanya
Utangulizi – alama 05] kazi yake

(ii) HOTUBA YANGU KAMA KIRANJA ILIYOTOLEWA KWA WANAFUNZI KUHUSU UMUHIMU WA
KUJIFUNZA LUGHA YA KISWAHILI TAREHE 12 JANUARI 2022

Mwalimu mkuu, Naibu mwalimu mkuu, mkurungezi wa masomeso, walimu wote, viongozi wa wanafunzi, na wanafunzu wezangu. Kwanza Ham jambo napenda kushukuru musenyezi mungu ambaye bado ametupatia uhai mpaka sasa. Ametulinda bila kiasi chochote cha hela. Mungu asifiwe sana

Ni vizuri kuwa na Mkusanyiko kama huo kila juma kwa sababu tunajifunza mambo wakati huu embayo hatungeyafunzia darasani pengine. Wahenga wanasema kusoma bila Ushauri sikusoma bali ni kupoleza muda na kua vipawa watu Hivyo ni bora kupata wakati wa Ushauri kama sote tunafanya makosa pia tunatitaja kukosolewa

Kama nilivyoombwa na mkuo wa idara wa lugha ya kiswahili napenda kushika nafasi hii kuwaelezea Umuhima wa kujifunza lugha ya kiswahili

Lugha ya kiswahili ni mojawapo ya lugha ambayo imechaguliwa kutumiwa na umma la Afrika mashariki kama lugha ya biashara. Lugha hii ilianzia katika pwani ya afrika mashariki na kussambazwa na waarabu waliokuwa na lengo la kufanya biashara na watu wa Afrika. Ikasambazwa kupita maono yaliyotokea baina ya waarabu na waafrika wenyewe hata hivyo ni muhimu kusoma na kujifunza lugha yenyewe kwa sababu zifuatazo

Kurahisisha Mawasiliano, sote tunafahamu kwamba nikupitia lugha ambapo tuna pashana habari na kutoa ujumbe wetu ili kuelewana. Ukiwa hujui lugha, hakuna namna unavyawenza kuzungumza na mtu mkasikilizana. Kesho tutatoka hapa sotei wengini wataendelea na masomo, wengire wataanza biashara ambazo biashara zenyewe hazitakoma hapa Uganda yaani huenda zikatutumuka hata zikafika kule nchini Tanzania au hata Kenya ambayo wanatimia sana Kiswahili Kama lugha yao ya mawasiliano. Ukiwa hujui lugha hii bidhaa zako bas hizitapata soko katika nchi hizo hivyo wanafunzi wenzangu nawapunga mkono tusome lugha ya kiswahili kwa faida hiyo

Hoja ya pili, tunapojifunza lugha ya kiswahili tunakiya kuelewa utamaduni tofauti za watu, na pale ambapo ni nzuri tinaweza pia kuzibukua na kurekebisha kwenye Utamaduni wetu. Sote twajua kuna usataarabu ambaa unazuka katika kila kizazi na kingekuwa bora tukiondoka na huo ustaarabu. Istoshe tunakuja kufahamu haya yote tukisoma lugha ya kiswahili kwa Undani, ttivyo nawabidisha tuungane tujjenge msingi bora wa lugha ya kiswahili.

Upande Mwingine, Ni kupita Ujifunzaji wa lugha ya kiswahili ambamo Umoja na Ushirikiano vizanadumishwa sana hasa katika nchi za Afrika mashariki. Mfano mzuri hapa Juzi nilikutana na mwanafunzi kutoka hapa nhci jirani kenya huku akikosa njia kwa sababu hakuwa na mtu yeyote wa kusikilizana naye na nilipomsikia akiongea na mkongewe mmoja bila kufa hamiana nilingia tukaanza mazungumzo ndipo aliponiodokea kunipenda, Ukiangalia kwa undani ni lugha ya kiswahili aliyoleta pamoja baada ya kumkosoa akapata njia sahihi. Hivyo kiswahili inaleta umoja kabisa

Hivyo wanafunzi wenzengu napenda kuishia hapa sababu za kujifuriza lugha ya kiswahili ni nyingi sana. Mniruhusu niwashukuru pia kwa kutega masikio yenu nadhani hotupa yangu ilikuwa ya muhimu sana na sote tutaungana na kujifunza lugha ya kiswahili

Mungu awabarike sana, Nawatakia kila la heri.

(iii) Mambo ya kusahisha na Utoaji wa alama

- Kichwa – Mwanafunzi aliyeandika kichwa vizuri apewe alama 02
- Utangulizi – Mwanafunzi aliyetangulia vizuri insha yake apewe alama 05
- Mwili – Mwanafunzi aliye toa hoja zake katika sehemu a pewe alama 08
- Mwisho – Mwanafunzi aliyekamilisha vizuri insha yake apewe alama 02
- Uakifishaji na Matumizi bora ya lugha mwanafunzi apewe alama 05

TUMUKWATSE VICENT

NTUNGAMO, UGANDA

tumukwatsevicent@gmail.com

19 Julai, 2022

MENEJA WA SHIRIKA LA

BBC IDHAA YA KISWAHILI

S.L.P, 44372

DARASSALAAM

MHESHIMIWA BWANA,

KUMB: OMBI LA KAZI YA UTANGAZATI KATIKA SHIRIKA LA BBC IDHAA YA KISWAHILI

Nimesoma tangazo la tarehe kumi na mbili kwenye gazeti la "daily Monitor" na kuyasoma kwa makini. Mimi ni kijana mwana uganda wa miaka 23 na nina elimu ya kidato cha sita na cheti katika masomo ya kompyuta nilichopata katika chuo kikuu cha kabale Nimekuwa ninafanya kazi ya kutafsiri habari ya kингereza katika lugha ya kiswahili kwenye shetesheni ya redio Magharibi na wakati wote nimekuwa mfanyakazi bora.

Kwa upande mwingine mimi ni mtu ambaye amezoea kuzungumza na watu wa lugha tofauti Ninapenda sana kujikita na kazi yangu kila wakati.

Mkinichagua nitaleta mafanikio makubwa kwenye kampuni ya BBC hivyo kusababisha ufanisi wa sumla wa kampuni yenu. Mimi pia ni miahisi wa kujifunza mambo mapya pamoja na aina mbalimbali za watu. Ninatumia machine nyingi tofauti za ofisi kwa ufasaha mkubwa kama vile fax, photocopy, kompyuta, na simu.

Nimeambatanisha nakala ya wasifu wangu pamoja na vyeti vya chuo. Namba zangu za simu ni 0773014734/0709028542 ambazo zina patikana kuanzia 12 asubuhi Mpaka Jioni ya saa 12

Asante Kwa kupokea baruu yangu

Wako mwaminifu

TUMUKWATSE VICENT

Utoaji wa alama

- Anuani ya mwandishi hachukua alama 02
- Anuani ya ule anayeandikiwa alama 02
- Kumbi iliyopigwa Mstari alama 01
- Utangulizi wa barau huchukua alama 03
- Mwili wa barau huchukua alama 08
- Hitimisho huchukua alama
- Matumizi ya lugha na Uakifishaji – alama 04

2(i) Kushukru mwenyezi mungu aliywasaaidia kumaliza mwaka uliopita

- Kuupungia mkono mwaka uliopita
- Kuwa tayari kwa maendeleo zaidi ya mwaka mpya
- Kushiriki na wengine na kusimuliana hadithi za mwaka uliopita
Alama 04

2 Kushukru mwenyezi mungu kuwapitisha katika mwaka mkuu

- Kuhimiza Utamaduni wa jamii yao/zao
- Kukuza/kushangilia mambo yaenda vizuri katika Uliopita
- Kushirikiana
Alama 04

3 Kula vyakula mbalimbali

- Maombi
- Ushauri na maonyo mabalimbali
- Kunywa vinywaji mbalimbali
Alama 04

4 Aliwashauri kuwa na nidhamu katika kazi za masomo

- Kujitahadhari na dawa za kulevyta
- Kujilinda dhidi ya Ugonjwa wa UKIMWI
Alama 03

5

- (i) Hali ya kumwilingilia mtu wa Jinsia nyingine
Alama 01
- (ii) Kuepuka Jambo fulani
Alama 01
- (iii) Kujilinda

3 Watoto ambao hawakupata malezi bora hujifanya mambo ambayo hayapendezi watu wazima. Kulingana na Utamaduni. Ukiangalia utamaduni waafrika, ni tofauti na ule wa nchi za wazungu yaani waafrika hawaruhusi watoto kuzungumza wakati wa chakula, kukaribia mazungumzo ya wazima, kuchezea karibu na Pahali pammonganongo ilhali wazungu hayo yote ni kinyume yaani wanayafanya kuwapevusha akili watoto wao.

Hapa shulenii pia pana wanafunzi wa naotoka mazingirani tofauti na ni rahisi kuwagawa kulingana na tabia zoa kuna wachokozi, wenyewe fujo, wezi, wanaopenda kujichekeea na kuimba Hivyo tukitaka kaujenga msingi madhubuti wa maisha, tuzibe ufa kabla hatujajenga ukuta na mtoto umleavyo ndivyo akuavyo

Maneno 100

- Mwanafunzi aliyefupisha akifuatia huo mkondo na ameleta ujumbe kamili, mpe alama 19
- Pia ule ambaye ameandika idadi ya maneno, mpe alama 01

4 Ulikuwa mwezi oliopita nilipotoka Kampala kwa sherehe ya siku kuu. Nilitoka malazi pangu saa kama tisa kamili za alfajiri nikielekea kwenye kituo cha mabasi

Punde si punde nilianza safari yangu kuelekea kituo cha mabasi. Palikuwa na masafa ya kilomita mbili kutoka malazini pangu. Mji mzima ulikuwa umejaa jiza totoro kiasi kwamba ungetika karibu na mtu na kushindwa kumtahamu hata kwa hisca za mguso. Nilipokaribia jongo retu mojawapo mjini Kampala, Niliwaona waugwana wawili waliokuwa na sura za kutisha sana huku wakibeba bunduki nne mabegani na vifaa vingine hatari sana ambavyo sikuvifahumu. Nilihofiasana. Sikuweza kujificha kwa sababu walikuwa wameshaniona. Sikuweza hata kutamka neno tangu hata ulimi wenywewe ulikuwa umekamatwa na baridi

Nilipunguza mwendo wangu ukawa kama wa konokono lakini dhidi ya yote hayo nilikuwa hatarini. Sikuweza kuusikia whauri wa babangu wa kuendoka wakati wa usiku wa manane, moyo ulianza kujuta. Nilipowakaribia, ardhi ilikuwa karibu inimeze na sikuwa na uwezo wa kutema mate. Niliwaruka bila matamko yoyote lakini sura zao zilinishongaza sana yaani zilikuwa za duara si duara, ndugo si ndogo, nyeupe si-nyeupe na kupata muda wa kuzifahama kungetokea kesi nyingine. Wakati huu sala ilikuwa kifaa na mwenyezi mungu disikia maombi yangu na kulininda juu ya wasi hawa

Nilipofika kwenye kituo cha mabasi, nilimkuta dereva akishawesha gari tayari kwa safari kudekea Ntungamo. Nilipanda baada ya makubaliano na kondakta juu ya pesa za nauki.

Kufika ndani ya basi nkaa karibu na muunguana aliyejewa na mkono mrefu na kuiba pesa zangu kutoka mfukoni mwangu. Kufka Rwashamaire na kutafuta pesa, sikuwa na pesa Tangu hapo nilifahamu kuwa siku mbaya huonekana asibuhi.

5 Matumizi ya lugha-sarufi

a

- (i) He/she tried to drive well but the tyre bursted before reaching
- (ii) When reached in Kampala town, mother bought for him/her mkate

b

- (i) Haji leo jioni
- (ii) Hamtahudhuria karamu baada ya kupata pesa

c

- (i) Joan ni mke mvuu sana (Hapa mwanafunzi ana uwezo wa kuandika sentesi yake kulingana na utahamu wake wa neno) Lazy person
- (ii) Mvuuvi (fisher man)
Baba alituletea samaki baada ya kuvua. (Hata hapa)

d

- (i) Utajenga Ukuta
- (ii) Moja humponyoka

e

- (i) Upopo/hewa
Kuku na yai au Ndege yeyote na yai

f

- (i) Chukia
- (ii) Mwerevu

g

- (i) Fagiwa
- (ii) Katwa

h

- (i) Alikunywa hadi jioni ya siku hiyo pia mwanafunzi ana uwezo wa kujijengea sentensi yeyote akitumia kihusishi "hadi"
- (ii) Baada ya kupata kura alisahau wapiga kura pia mwanafunzi anaweza kujijengea sentensi kulingana na jinsi anavyofahamu kihusishi hicho

i

- (i) Simba atamla nguruwe akikutana naye-njiani
- (ii) Utamnunulia kalamu yenya rangi inayovutia mwingine

j

- (i) Asilimia themanini
- (ii) Asilimia sufui nukta/pointi sufuri sufuri tatu

END

Candidate's Name
MARKING GUIDE
Signature:.....

Random No.	Personal No.

535/1
PHYSICS
Paper 1
July 2022
2½ hours

BUGANDA EXAMINATIONS COUNCIL
U.C.E MOCK EXAMINATIONS 2022
PHYSICS
Paper 1
2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES:

Write your name, signature and personal number clearly in the spaces above.

Section A contains **40** objective type questions. You are required to write the correct answer **A**, **B**, **C**, or **D** against each question in the box on the right hand side.

Section B contains **10** structured questions. Answers are to be written in the spaces provided on the question paper.

Mathematics tables and silent non – programmable calculators may be used.

Assume where necessary:

Acceleration due to gravity	=	10 m s ⁻²
Specific heat capacity of water	=	4200 J kg ⁻¹ K ⁻¹
Specific heat capacity of copper	=	400 J kg ⁻¹ K ⁻¹

For Examiner's Use Only

Q 41	Q 42	Q 43	Q 44	Q 45	Q 46	Q 47	Q 48	Q 49	Q 50	MCQ	Total

SECTION A: (40 MARKS)

Answer all questions from this section.

1. The rate at which work is done is known as
 - A. watts.
 - C. joules.
 - B. power.
 - D. work done. A
2. Alcohol is **ideal** for measuring low temperatures simply because
 - A. it does not solidify easily.
 - B. it has a higher expansivity.
 - C. it wets glass.
 - D. it is a poor conductor of heat. A
3. A piece of metal weighs 1.0N in air and 0.6N when fully immersed in water.
What will be its weight when fully immersed in a liquid of relative density 0.8?
 - A. 1.2 N
 - C. 0.68 N
 - B. 0.48 N
 - D. 0.80 N C
4. In the wet leclanche cell, the carbon powder
 - A. increases the conducting surface of the carbon rod.
 - B. connects the carbon rod to the zinc rod.
 - C. acts as an electrolyte.
 - D. prevents polarization. D

5. An ungraduated thermometer is attached to a centimetre scale and reads 7.5 cm in pure melting ice, 23.5 cm in steam at 100°C and 5.5 cm in a body. What is the temperature of the body?

- A. -23.4°C C. 12.5°C
B. -12.5°C D. 34.4°C

B

6. The term accommodation, as applied to the eye refers to its ability to

- A. control the light intensity falling on the retina.
B. distinguish between different colours.
C. vary the distance between the lens and the retina.
D. vary the focal length of the eye lens.

D

7. The leaf of a charged gold – leaf electroscope gradually collapse with time due to

- A. presence of charged particles of same sign of charge as on the electroscope.
B. presence of magnetic field around it.
C. leakage of charge to the surrounding.
D. variation in atmospheric pressure.

C

8. An element X has an atomic mass of 239 and atomic number of 92. It emits a beta particle thus forming an element Q. The element Q can be represented by:

- A. $^{235}_{90}Q$ C. $^{238}_{92}Q$
B. $^{239}_{91}Q$ D. $^{239}_{93}Q$

B

9. A mark at the bottom of a cylinder appears to be displaced upwards a distance of 6.2 cm when a liquid is poured into the cylinder to a depth of 19.4 cm. What is the refractive index of the liquid?

- A. 0.32 C. 1.46
B. 1.37 D. 2.13

C

10. Which of the following controls the brightness of the screen of the cathode ray oscilloscope? The

- A. anode potential. C. current through the filament.
B. grid potential. D. time – based circuit.

B

11. Which of the following is true when water waves move from a deeper end towards a shallow end?

- (i) Their wavelength decreases.
(ii) Their velocity decreases.
(iii) Their frequency decreases.

- A. (i) and (ii) only C. (ii) and (iii) only
B. (i) and (iii) only D. (i), (ii) and (iii)

A

12. In the circuit diagram shown in Figure 1, calculate the total resistance of the circuit.

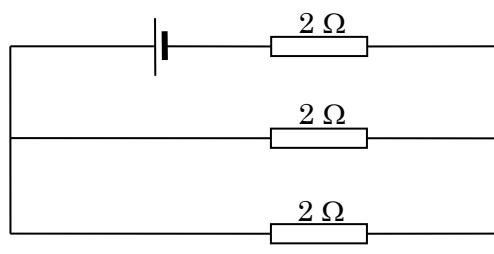


Figure 1

- A. 0.67 C. D. 6 Ω
B. 1.5 Ω

Ω 3 Ω **A**

13. An object of mass 4 kg is dropped from an aeroplane at a height of 15000 m. The object experiences a frictional force of 30 N. Calculate the force at which the body strikes the ground.

A. 10 N C. 200 N
B. 70 N D. 600 N

A

14. Three optical media U , V and W of refractive indices n_1 , n_2 and n_3 respectively, are separated by parallel boundaries. A ray of light passes through the media as shown in figure 2.

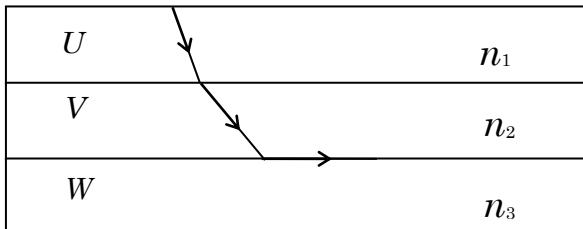


Figure 2

Which ascending order of their refractive indices?

A. n_1 , n_2 and n_3 C. n_3 , n_1 and n_2
B. n_1 , n_3 and n_2 D. n_3 , n_2 and n_1

D

15. A stone projected vertically upwards takes 10 s to return the point of projection. The maximum height attained is

A. 100 m C. 1000 m
B. 375 m D. 1500 m

125m

16. The temperature at which all the heat energy is removed from a substance is

A. absolute temperature. C. zero kelvin.
B. zero temperature. D. zero celsius.

C

17. A rod of cross-sectional area 40 cm^2 needs a tensile force of 2 N to break it. What is the breaking stress?

A. 0.005 N m^{-2} C. 5 N m^{-2}
B. 0.05 N m^{-2} D. 500 N m^{-2}

D

18. A ray of white light is incident on yellow filter as shown in Figure 3.

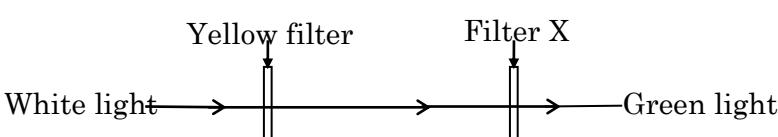


Figure 3

If filter X is either green or

A. magenta. C. red.
B. cyan. D. white.

green light is observed after

B

19. A measuring cylinder contains 8 cm^3 of water. A small piece of an irregular object of mass 24 g is lowered carefully into the measuring cylinder so that it is completely submerged. If the density of the object is 8 g cm^{-3} , then the new reading of the level of water in the cylinder is

A. 8.3 cm^3 C. 32 cm^3
B. 11 cm^3 D. 40 cm^3

B

20. An object is acted on by a retarding force of 10 N and at a particular instant, its kinetic energy is 6 J. The object will come to rest after it has travelled a further distance of

A. 0.6 m C. 4 m
B. 1.7 m D. 60 m

A

21. What happens to the molecules of boiling water? The molecules

- | | |
|-----------------|------------------------|
| A. lose energy. | C. become lighter. |
| B. expand. | D. move further apart. |

D

22. The electrical resistance of a metallic conductor

- (i) increases when temperature rises.
- (ii) is directly proportional to the cross – sectional area of the wire.
- (iii) depends on the material from which the wire is made.

- | | |
|-------------------|------------------------|
| A. (i) and (iii) | C. (i) and (ii) |
| B. (ii) and (iii) | D. (i), (ii) and (iii) |

A

23. A uniform metre rule pivoted at the 25 cm mark balances when a mass of 0.15 kg is hung at the 8 cm mark. What is the mass of the metre rule?

- | | |
|-------------|------------|
| A. 0.048 kg | C. 0.20 kg |
| B. 0.102 kg | D. 1.02 kg |

B

24. The diagram in figure 4 shows a bimetallic strip wound on a flat spiral.

Metal X has a higher expansivity than metal
strip is heated, then its

Y. When the

further.

- A. curvature increases as it coils
- B. curvature decreases as it uncoils.
- C. shape remains the same.
- D. mass increases.

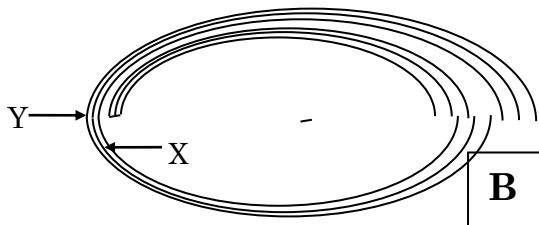


Figure 4

medium

25. In sound waves, the particles of the

- A. are stationary.
- B. move along with wave.
- C. vibrate at right angles to the direction of wave.
- D. vibrate in the same direction as the wave.

D

26. A sea breeze occurs

- A. when cool air blows towards land.
- B. when warm air blows towards the land.
- C. during night.
- D. when cool air blows towards sea.

A

27.



The diagram above shows two perpendicular forces acting on an object of mass 5 kg. Find the magnitude of the acceleration of the object.

- A. 1 m s^{-2}
- B. 2 m s^{-2}
- C. 10 m s^{-2}
- D. 25 m s^{-2}

A

28. The energy transformation that takes place when an electrophorus is used to charge a metal is

- | | |
|------------------------------|------------------------|
| A. electrical to mechanical. | C. mechanical to heat. |
| B. mechanical to electrical. | D. heat to mechanical. |

B

29. In a four stroke internal combustion engine, the work required for initial induction and compression comes from

- A. spark plug.
 B. movement of steering wheel.
 C. rotational kinetic energy stored in the fly-wheel.
 D. separate starter motor.

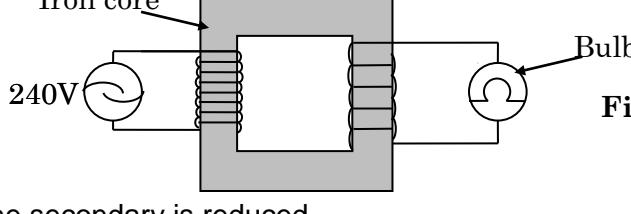
30. A sound wave of frequency 200 Hz is produced 300 m away from a high wall. If an echo is received at the place of production of sound after 2 s, the wavelength of the sound wave is

A. 1.2 m C. 2.4 m
 B. 1.5 m D. 3 m

31. A mass of 0.2 kg produces an extension of 5 cm of a spring on the earth's surface. What is the extension of the same spring when the same mass of 0.2 kg is on the moon's surface, if acceleration due to gravity on moon's surface is 1.6 m s^{-2} ?

A. 0.08 cm C. 5 cm
 B. 0.8 cm D. 31.25 cm

32. Figure 5 is a set up to demonstrate a step – down transformer.



The lamp would glow more brightly if

A. number of turns on the secondary is reduced.
 B. iron core is replaced by copper.
 C. number of turns on the primary coil is reduced.
 D. number of turns on the primary is increased.

Figure 5

33. Which one of the following devices produces direct current from alternating current?

A. Transformer C. Heater
 B. Motor D. Diode

34. The e.m.f. induced in a coil of wire which is rotating in a magnetic field does not depend on

A. angular velocity of rotation.
 B. resistance of the coil.
 C. area of the coil.
 D. number of turns of the coil.

35. The force which acts towards the centre and keeps a body in a circular path is called:

A. centrifugal force. C. centripetal force.
 B. gravitational force. D. frictional force.

36. Which of the following would cause production of hard X-rays?

A. Increasing the p.d. across the tube.
 B. Increasing the filament current.
 C. Using a heavy metal as a target.
 D. Increasing the distance between the cathode and the target.

37. A cubical tank of side 2m is evacuated of air on a day when the atmospheric pressure is 10^5 Pa . The crushing force exerted by the atmospheric pressure on the tank is

A. $4 \times 10^5 \text{ N}$ C. $18 \times 10^5 \text{ N}$
 B. $12 \times 10^5 \text{ N}$ D. $24 \times 10^5 \text{ N}$

38. Which of the following statements about a lightning conductor is **not** true?

- A. It has a sharp point at its top end.
 B. It must be insulated from the building.
 C. Its lower end is buried in the earth.
 D. Its top must be higher than the highest part of the building.

B

39. Two resistors are connected in parallel as shown in Figure 6.

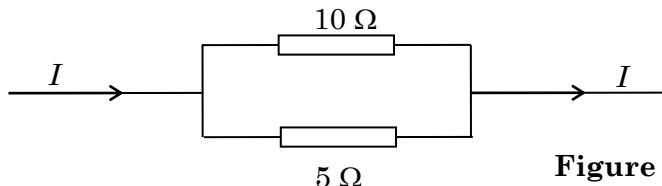


Figure 6

When current I passes through the circuit, the power dissipated in the $5\ \Omega$ resistor is 40 W . What is the power dissipated in $10\ \Omega$ resistor?

- A. 80 W C. 20 W
 B. 40 W D. 10 W

C

40. A constant horizontal force is applied to a body initially at rest on a smooth horizontal table. Which of the following quantities will not change during the application of the force?

- A. Position of the body.
 B. The acceleration of the body.
 C. The momentum of the body.
 D. The velocity of the body.

B

SECTION B

Write yours answers in the spaces provided.

41. (a) State the principle of conservation of energy. (1 mark)

Energy can neither be created nor destroyed but can be converted from one form to another.

(b)

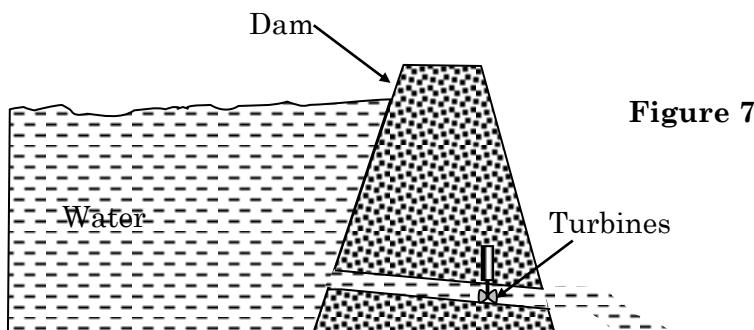


Figure 7

Figure 7 shows a hydroelectric generating system. State the energy transformations that occur during the generation of hydroelectric power in the correct order in which they occur. (2 marks)

Potential Energy → **Kinetic Energy** → **Mechanical Energy** → **Electrical Energy**

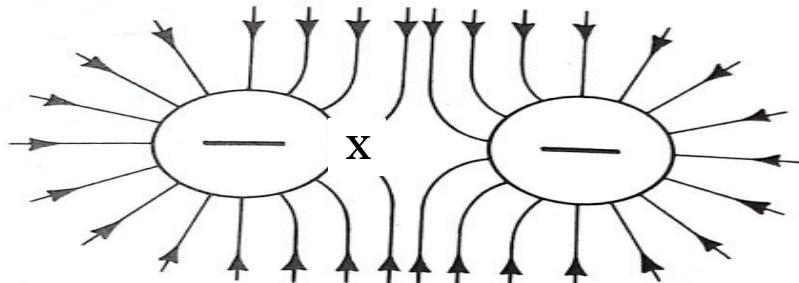
- (c) Explain briefly the shape of the dam. (1 mark)

The dam is wider at the bottom than the top because pressure of water at the bottom is higher than at the top. A wider base therefore is stronger to resist the higher pressure.

42. (a) What is an electric field? (1 mark)

An electric field is a region around a charge where an electric force or its effects are experienced.

- (b) In the space below, sketch the electric field pattern between two negative point charges at a small distance apart. (2 marks)



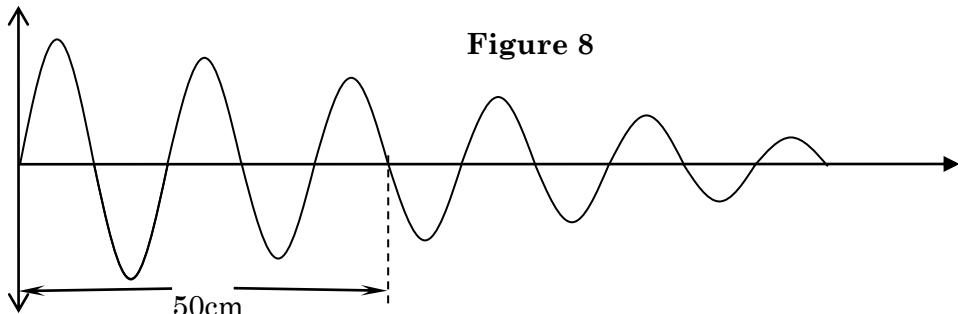
- (c) **Explain X – Neutral point** A mirror may become more dusty if wiped with a dry cloth on a warm dry day. (1 mark)

When a mirror is wiped with a dry cloth, it loses electrons from its surface causing it to become positively charged. The mirror in turn attracts dust particles since there is obviously more dust on a warm dry day.

43. (a) Define wave length as applied to wave motion. (1 mark)

Wavelength is the distance between two successive particles which are at exactly the same point in their paths and are moving in the same direction.

- (b) The figure 8 represents a wave moving across the water surface from left to right.



- (i) Why does the height of the wave get smaller as distance covered increases? (1 mark)

As the wave progresses, some energy is absorbed by the transmitting medium. Hence the height of the wave gets smaller as distance covered increases due to loss of energy.

- (ii) If the frequency of the wave is 10Hz, how fast is it moving? (2 marks)

$$\begin{aligned}
 50 \text{ cm} &= 2\lambda \\
 \lambda &= 25 \text{ cm} \\
 v &= f\lambda \\
 v &= 10 \times \frac{25}{100} \\
 v &= 2.5 \text{ m s}^{-1}
 \end{aligned}$$

44. (a) (i) State the principle of conservation of linear momentum.(1 mark)

When two or more bodies act upon one another, their total momentum remains constant, provided no external forces are acting.

- (ii) What is inertia? (1 mark)

Inertia is the tendency or reluctance of a body to remain in its state of rest or uniform motion in a straight line unless acted upon by some external force.

- (b) A trolley of mass 0.1 kg moves horizontally with a velocity of 3ms^{-1} . A body of mass 0.5 kg is dropped vertically at a speed of 2 ms^{-1} onto the trolley where it strikes to the trolley. Calculate the final velocity of the trolley after the body is dropped. (2 marks)

Momentum before collision	=	Momentum after collision
$m_1v_1 + m_2v_2$	=	$v(m_1 + m_2)$
$(0.1 \times 3) + (0.5 \times 2)$	=	$v(0.1 + 0.5)$
	=	$\frac{(0.3 + 1.0)}{0.6}$
	=	2.167 m s^{-1}

45. (a) Define focal length of a lens? (1 mark)

Focal length of a lens is the distance between the optical centre and the principal focus.

- (b) In the space below, draw a ray diagram showing how a lens may be used as a magnifying glass. (2 marks)

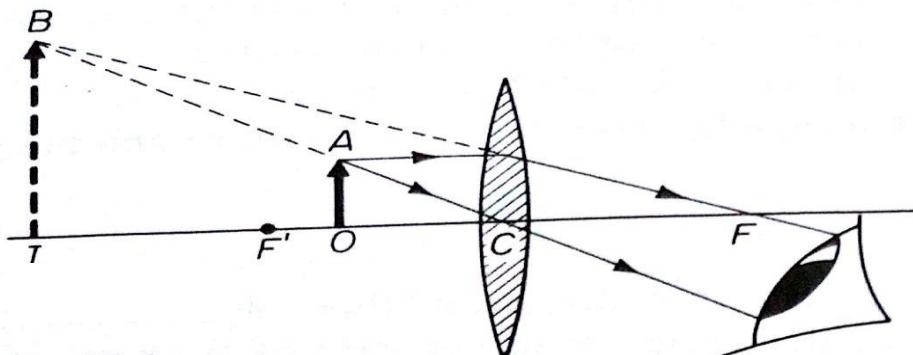


Fig. 24.4.

(c) If the focal length of the lens drawn

- in (b) above is 5 cm, calculate its power. (1 mark)

$$\begin{aligned}
 \text{Power of a lens} &= \frac{1}{\text{Focal length}} \\
 &= \frac{1}{0.05} \\
 &= 20 \text{ D}
 \end{aligned}$$

46. (a) State **two** factors which affect the strength of an electromagnet.

(2 marks)

- Nature of the core material - Shape and size of the core
- Strength of the current through the core

- Number of turns of wire on the core

- (b) Figure 9 shows a small bar magnet placed near an iron nail. Describe what happens to the bar magnet when the switch, K is closed. (2 marks)

It will be repelled. The iron nail gains magnetism with the lower end getting a south pole. Since like poles repel, the nail repels the magnet.

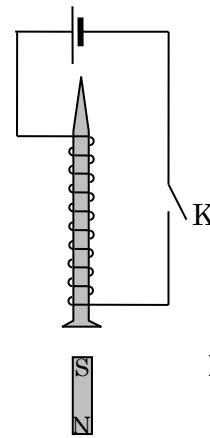


Figure 9

nail.

47. (a) Define specific heat capacity of a substance. (1 mark)

Specific heat capacity of a substance is the quantity of heat required to raise the temperature of one kilogram mass of a substance through one kelvin.

- (b) An aluminium block of mass 0.5 kg is heated by an electrical heater of power rating 40W embedded in it. In one minute the temperature of the block rose from 15°C to 19°C.

- (i) Calculate the specific heat capacity of the aluminium. (2 marks)

$$\begin{aligned} \text{Quantity of heat} &= Pt = mc\theta \\ 40 \times 60 &= 0.5 \times c \times 4 \\ c &= \frac{40 \times 60}{0.5 \times 4} \\ c &= 1200 \text{ J kg}^{-1} \text{ K}^{-1} \end{aligned}$$

- (ii) State one assumption made in (a) (i) above. (1 mark)

All the heat supplied by the heater is absorbed by the block.

48. (a) What are cathode rays? (1 mark)

Cathode rays refer to a stream / beam of high energy electrons.

- (b) State two properties of cathode rays. (1 mark)

- They travel in straight lines
- They possess kinetic energy
- They are negatively charged
- They are deflected by both electric and magnetic fields

- (c) State one application of radioactive tracers in:

- (i) medicine (1 mark)

- Nuclear medicine – Assessing bodily functions and to diagnose and treat diseases
- Radiotherapy

- (ii) agriculture (1 mark)

- Nutritional studies on trace elements
- Uptake of fertilizers
- Plants and food preservation

49. Figure 10 shows a test tube floating vertically in water with $\frac{1}{3}$ of its volume submerged. The total mass of the test tube and the mercury is 0.068kg.

- (a) Calculate the volume of the water displaced by the test tube.

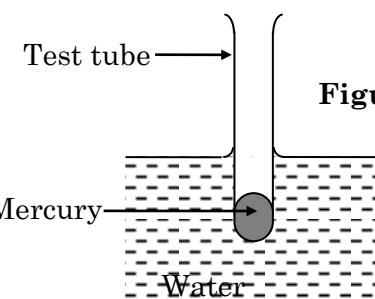


Figure 10

(2 marks)

**Volume of water displaced
by the test tube**

$$\begin{aligned}
 &= \frac{\text{Mass of water displaced}}{\text{Density of water}} \\
 &= \frac{0.068}{1000} \\
 &= 6.8 \times 10^{-5} \text{ m}^3
 \end{aligned}$$

- (b) Find the volume of extra mercury which should be added into the test tube so that it is fully submerged; given that density of mercury is 13600 kgm^{-3} .
(2 marks)

Total volume of water

$$\begin{aligned}
 &= \text{Volume of test tube +} \\
 &\quad \text{mercury} \\
 &= (3 \times 6.8 \times 10^{-5}) \text{ m}^3 \\
 &= 2.04 \times 10^{-4} \text{ m}^3
 \end{aligned}$$

Total mass of water

$$\begin{aligned}
 &= \text{Density} \times \text{Volume} \\
 &= (1.0 \times 10^3 \times 2.04 \times 10^{-4}) \text{ kg} \\
 &= 2.04 \times 10^{-1} \text{ kg}
 \end{aligned}$$

Volume of extra mercury

$$\begin{aligned}
 &= \frac{\text{Mass of mercury}}{\text{Density of mercury}} \\
 &= \frac{2.04 \times 10^{-1}}{13600} \\
 &= 1.5 \times 10^{-5} \text{ m}^3
 \end{aligned}$$

50. The circuit in Figure 11 is set up to measure the value of resistor R.

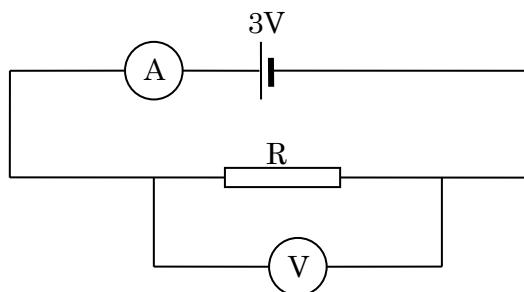


Figure 11

(a)

Explain briefly why the voltmeter V is connected across R.

(1 mark)

To measure the potential difference across R.

- (b) If the ammeter reads 0.50A and the voltmeter read 2.8V, calculate:
(i) the value of R. (1 mark)

$$\begin{aligned}
 V &= IR \\
 2.8 &= 0.50 \times R \\
 R &= \frac{2.8}{0.50} \\
 R &= 5.6 \Omega
 \end{aligned}$$

- (ii) the internal resistance of the battery. (2 marks)

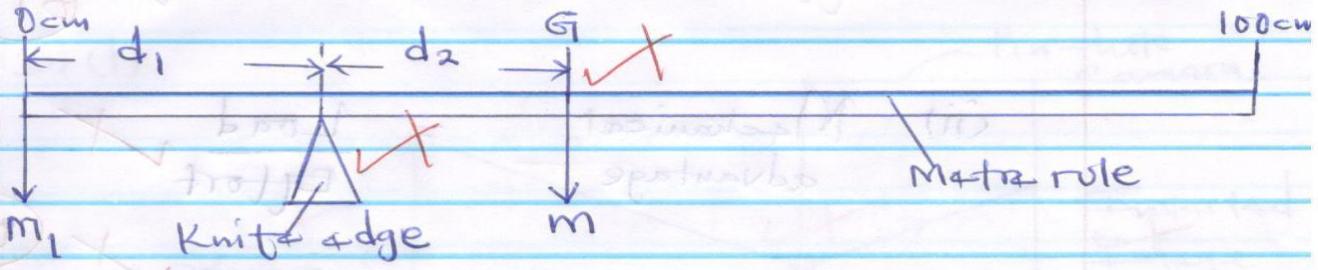
$$\begin{aligned}
 E &= I(R+r) \\
 3 &= 0.50(5.6+r) \\
 5.6+r &= \frac{3}{0.50} \\
 r &= 0.4 \Omega
 \end{aligned}$$

E N D

Question 1. (10 marks) (i)

- (a) It states that when a body is in equilibrium, the sum of the clockwise moments about any point is equal to the sum of the anti-clockwise moments about the same point. 01

- (b) ~~Diagram of a uniform metra rule balanced on a knife edge.~~



— A uniform metra rule is balanced horizontally on a knife edge and the balance point, G is noted.

— A known mass, m_1 , is suspended from one end of the metra rule and the arrangement is balanced again on a knife edge.

— The distances d_1 and d_2 are measured

— Taking moments about the pivot,

clockwise = anti-clockwise

moments moments

$$m_1 \times d_1 = m \times d_2$$

$$m = \frac{m_1 d_1}{d_2}$$

Hence the mass, m of the metra rule can be determined.

- (c) (i) The increased length from the hinge to the handle increases the moment of a force applied hence making it easier to open and close the door with a moderate force. 03

(ii) Moment of = Force \times Distance

Work done = force \times distance

$$= 56 \times 0.80$$
$$= 44.8 \text{ Nm}$$

(d)(i) Velocity ratio is the ratio of the effort distance to the load distance.

(iii) Mechanical advantage = $\frac{\text{Load}}{\text{Effort}}$

$$= \frac{4500}{125}$$

= 36

(iii) Efficiency, $\eta = \frac{M.A}{N.R} \times 100\%$

$$= \frac{36}{40} \times 100\%$$

$$= 90\%$$

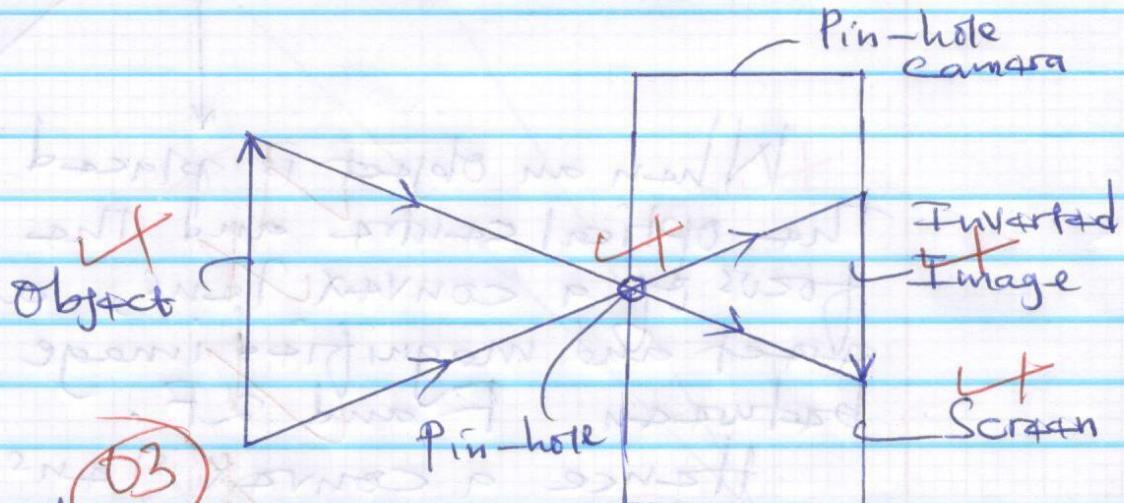
TOTAL = 16 MARKS

(a) — The incident ray, the reflected ray and the normal at the point of incidence all lie in the same plane.

Q2

— The angle of incidence is equal to the angle of reflection.

(b) (i)



— Light rays from the object pass through the pin-hole undeviated. On reaching the Screen, a real and inverted image of the object is formed.

(ii)

$$V = 0.2 \text{ m}$$

$$u = 8.0 \text{ m}$$

$$h_0 = 2.0 \text{ m}$$

$$h_i = ?$$

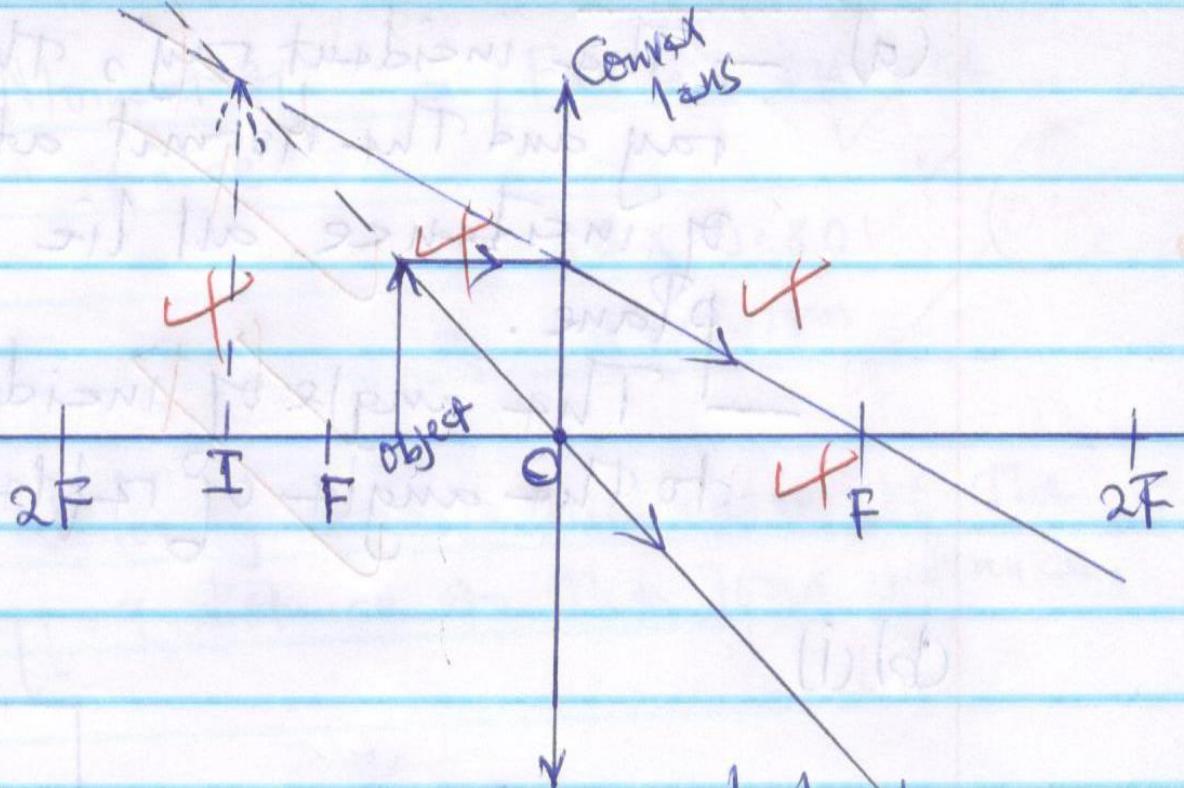
$$\frac{V}{u} = \frac{h_i}{h_0}$$

Q3

$$\frac{0.2}{8.0} = \frac{h_i}{2.0}$$

$$\therefore h_i = 0.05 \text{ m or } 5.0 \text{ cm}$$

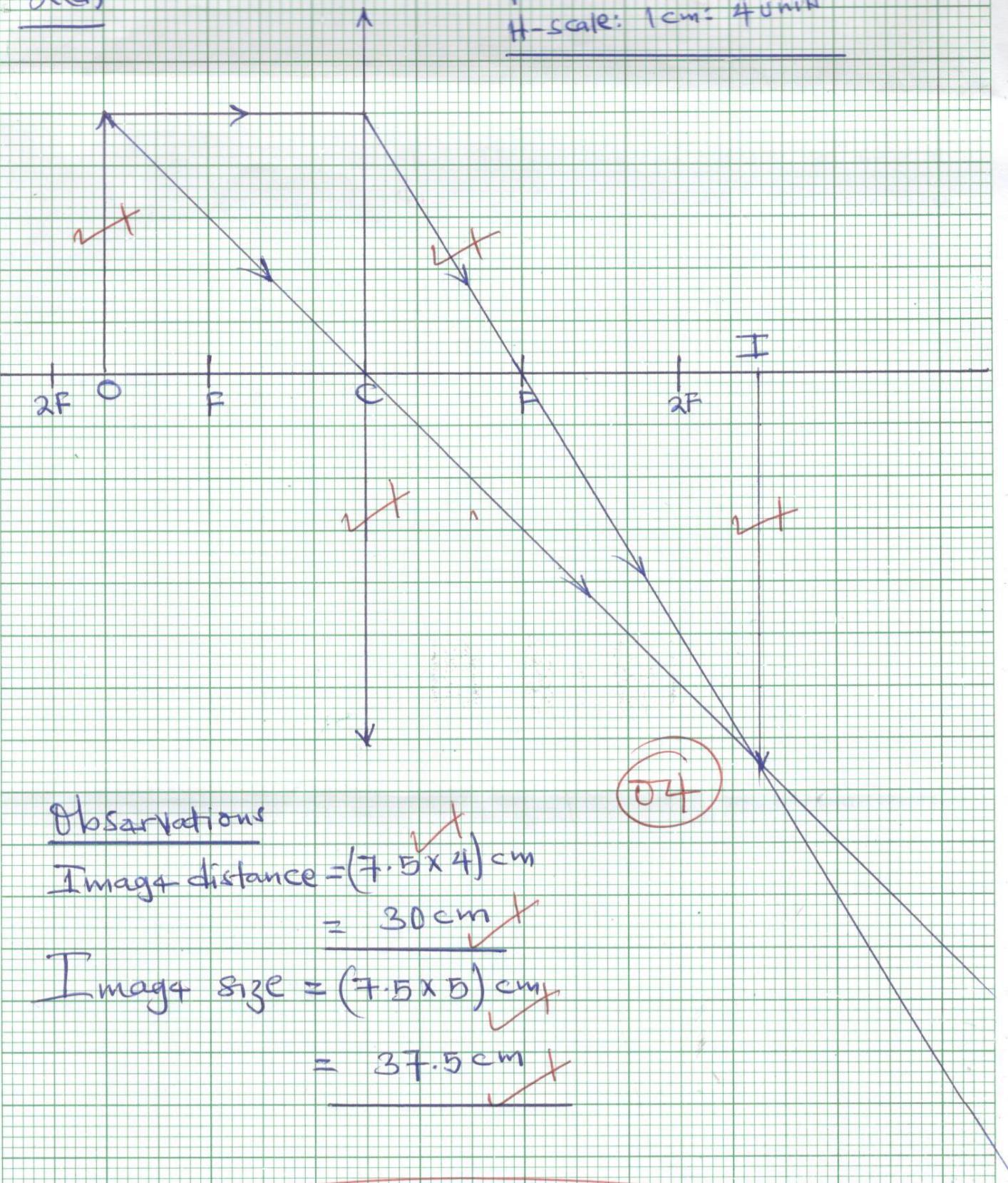
(c)



When an object is placed between the optical centre and the principal focus of a convex lens, an upright, erect and magnified image is formed between F and $2F$.

Hence a convex lens acts as a magnifying glass by virtue of the nature of the image. D4

2(d)



Pg 3

V-scale: 1 cm : 5 units

H-scale: 1 cm : 4 units

Observations

$$\text{Image distance} = (7.5 \times 4) \text{ cm}$$
$$= 30 \text{ cm}$$

$$\text{Image size} = (7.5 \times 5) \text{ cm}$$
$$= 37.5 \text{ cm}$$

04

TOTAL = 16 MRKS

Question 3. (i) & (ii) Total (15)

(a) It states that when two or more bodies collide, the total momentum remains constant provided no external force acts. (01)

(b) (i) $m_b = 0.2 \text{ kg}$ $M_p = 49.8 \text{ kg}$
 $u_b = 300 \text{ ms}^{-1}$ $u_p = 0 \text{ ms}^{-1}$

Momentum before collision \rightarrow Momentum after collision

$$m_b u_b + M_p u_p = (m_b + M_p) v$$
$$(0.2 \times 300) + (49.8 \times 0) = (0.2 + 49.8) v$$

$$\frac{60}{50} = \frac{50v}{50}$$
$$v = 1.2 \text{ ms}^{-1}$$

(02)

(ii) $v^2 = u^2 - 2gh$

$u = 1.2 \text{ ms}^{-1}$

$v = 0 \text{ ms}^{-1}$ (At maximum height)

$$\Rightarrow u^2 = 2gh$$

$$h = \frac{u^2}{2g}$$

(03)

$$h = \frac{1.2^2}{2 \times 10}$$

$$h = 0.072 \text{ m}$$

(c) (i) Total distance = Area under velocity-time graph

$$\begin{aligned} &= \frac{1}{2}bh + \frac{1}{2}bh \\ &= \left(\frac{1}{2} \times 12 \times 18\right) + \left(\frac{1}{2} \times 8 \times 18\right) \\ &= 108 + 72 \\ &= \underline{\underline{180 \text{ m}}} \end{aligned}$$

(ii) A car starts from rest and accelerates uniformly to a velocity of 18 ms^{-1} in 12 seconds. It then finally decelerates uniformly to rest in the next 8 seconds.

(d) When a car is suddenly stopped, the passenger jolts forward due to inertia. A seat belt therefore keeps the passenger in a fixed position hence preventing any possible dangers due to collision.

TOTAL = 16 MARKS

Question 4.

(a) Longitudinal waves are waves that travel parallel to the direction of the wave propagation while transverse waves are those that travel perpendicular to the direction of wave motion. 02

(b) (i) 02 (ii)

$$\frac{5\lambda}{2} = \frac{50}{100} \checkmark$$

$$\frac{5T}{2} = 3.5 \checkmark$$

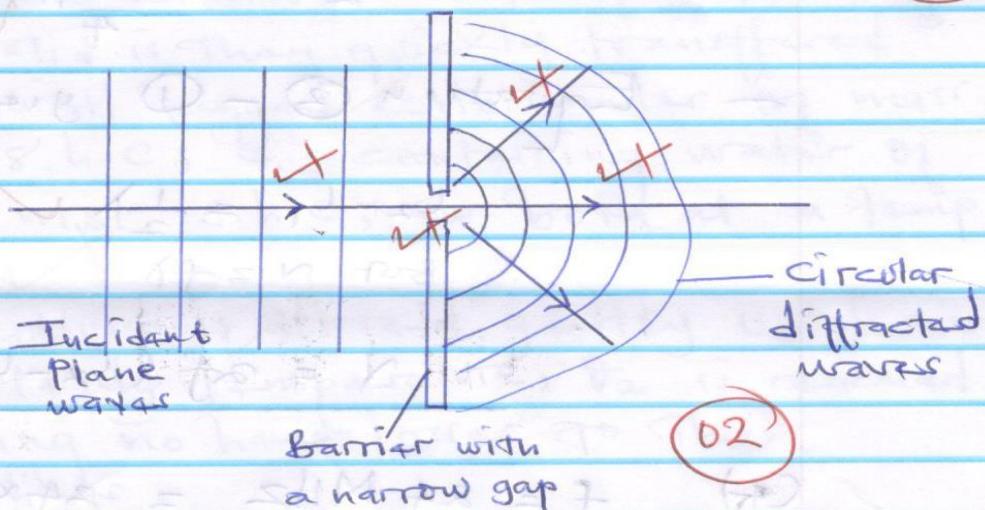
$$5\lambda = 1.0 \checkmark \text{ (02)}$$

$$5T = 7 \checkmark$$

$$\lambda = 0.2 \text{ m} \checkmark$$

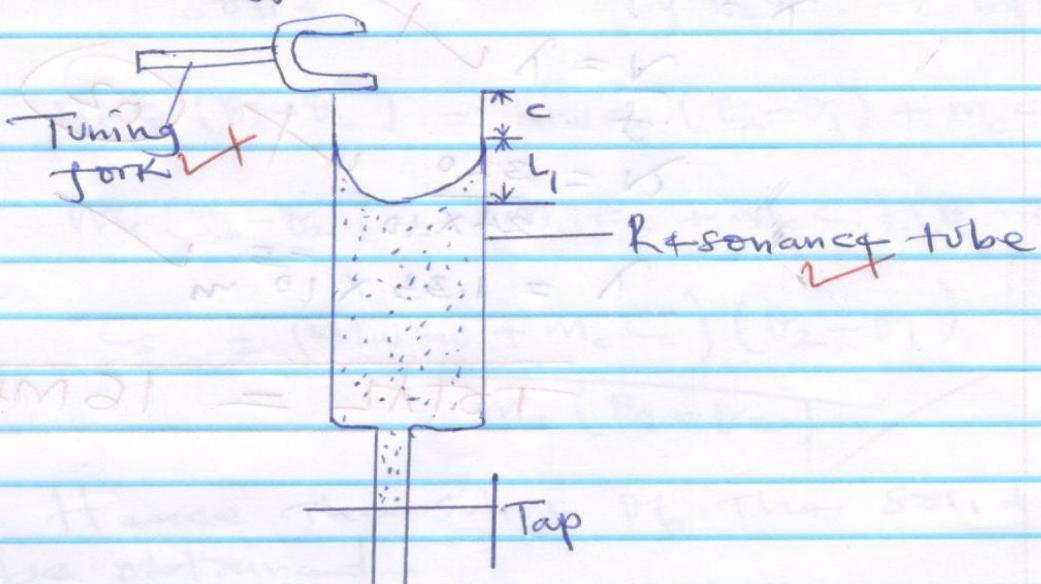
$$T = 1.4 \text{ s} \checkmark \text{ (02)}$$

(c) (i)



(ii) Diffraction 01

(d)



C = End correction

l_1 = length of air column

— A vibrating tuning fork is placed above the resonance tube.

— Gently the tap is opened to allow water flow out until first resonance (loud sound) is heard. The tap is closed and the length, l_1 , is measured.

$$(1) l_1 + c = \frac{1}{4}\lambda \quad \text{①} \quad \text{03}$$

— The tap is opened again and water flows out until second resonance is heard again. The tap is immediately closed and the length, l_2 is measured.

$$l_2 + c = \frac{3}{4}\lambda \quad \text{②} \quad \text{05}$$

— Equation ② - ① yields,

$$l_2 - l_1 = \frac{1}{2}\lambda$$

$$\text{But } \lambda = fT$$

$$\lambda = 2f(l_2 - l_1)$$

(*) $f = 24 \text{ MHz} = 24 \times 10^6 \text{ Hz}$

$\lambda = 320 \text{ m}$

$T = ?$

$$\frac{\lambda}{f} = \lambda T$$

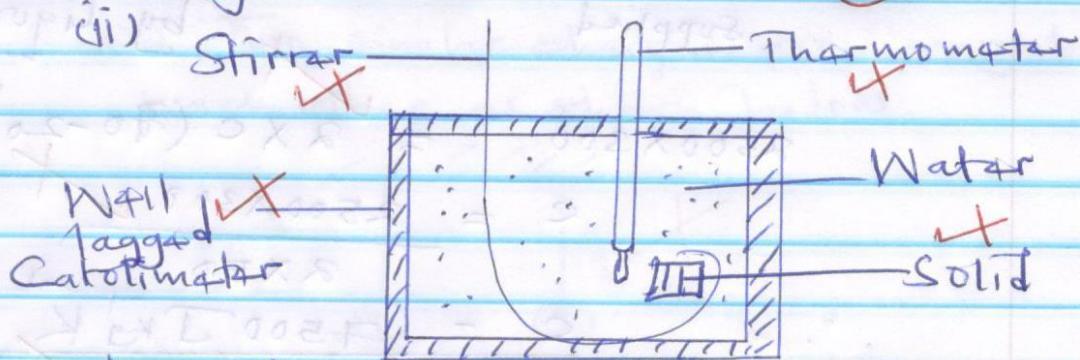
$$\lambda = \frac{320}{24 \times 10^6} \text{ m}$$

$$\lambda = 1.33 \times 10^{-5} \text{ m}$$

TOTAL = 16 MARKS

Ques 5. $C_s = m \cdot \text{Heat} / \Delta T = 9 \text{ J/g°C}$

(a) (i) It means that the amount of heat required to raise 1 kg of copper by 1 Kelvin is 400 J. (01)



- A solid of mass, m_s , whose s.h.c, C_s is required is heated to a temperature, θ_3 .
- The solid is then quickly transferred into a wall tagged calorimeter of mass, m_c , s.h.c, C_c containing water of mass, m_w , s.h.c, C_w both at a temp, θ_1 .
- The mixture is stirred gently until a final steady temperature, θ_2 is reached.
- Assuming no heat losses to the surroundings,

$$\text{Heat lost by solid} = \text{Heat gained by } H_2O + \text{Heat gained by calorimeter}$$

$$m_s C_s (\theta_3 - \theta_2) = m_w C_w (\theta_2 - \theta_1) + m_c C_c (\theta_2 - \theta_1)$$

$$m_s C_s (\theta_3 - \theta_2) = (m_w C_w + m_c C_c) (\theta_2 - \theta_1)$$

$$C_s = \frac{(m_w C_w + m_c C_c) (\theta_2 - \theta_1)}{m_s (\theta_3 - \theta_2)} \quad (06)$$

Hence the s.h.c of the solid can be obtained.

$$(b) P = 2.5 \text{ kN} \quad m = 2 \text{ kg} \quad \Delta\theta = (70 - 20)^\circ\text{C}$$

$$P = 2500 \text{ W} \quad t = (5 \times 60) \text{ s} \quad (50^\circ\text{C})$$

$$= 300 \text{ s}$$

Power \times time \checkmark = Heat gained
supplied by liquid

(03)

$$2500 \times 300 = 2 \times c (70 - 20)$$

$$c = \frac{2500 \times 300}{2 \times 50}$$

$$c = 7500 \text{ J kg}^{-1} \text{ K}^{-1}$$

$$(c) V_1 = 0.1 \text{ m}^3$$

$$T_1 = (27 + 273) \text{ K}$$

$$= 300 \text{ K}$$

$$\frac{V_1}{T_1} = \frac{V_2}{T_2}$$

(03)

$$T_2 = (-73 + 273) \text{ K}$$

$$= 200 \text{ K}$$

$$V_2 = ?$$

$$\frac{0.1}{300} = \frac{V_2}{200}$$

$$V_2 = 0.067 \text{ m}^3$$

(d) Increase in temperature increases the kinetic energy of the gas molecules. This means that the gas molecules will hit the container walls more frequently and with greater force because they are all moving faster. This increases the pressure of the gas.

(03)

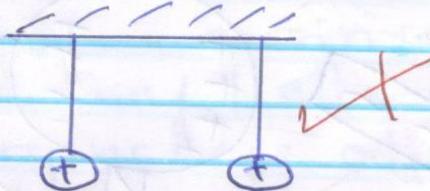
TOTAL = 16 MRKS

Question 6.

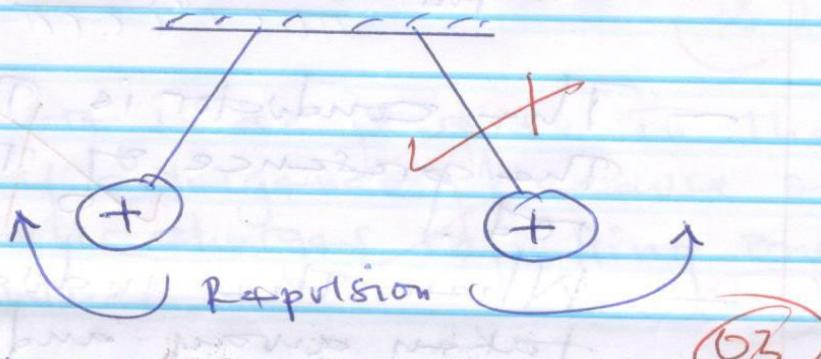
(a) (i) It states that like charges repel and unlike charges attract. (6)

It is (ii) ~~and~~

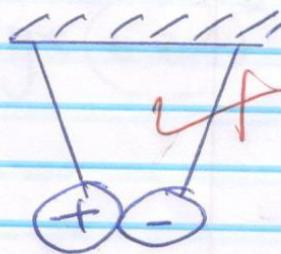
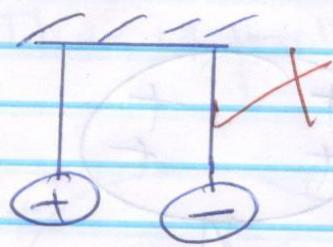
Two similar charges are brought near each other as shown below.



The two charges are seen repelling one another as shown below.

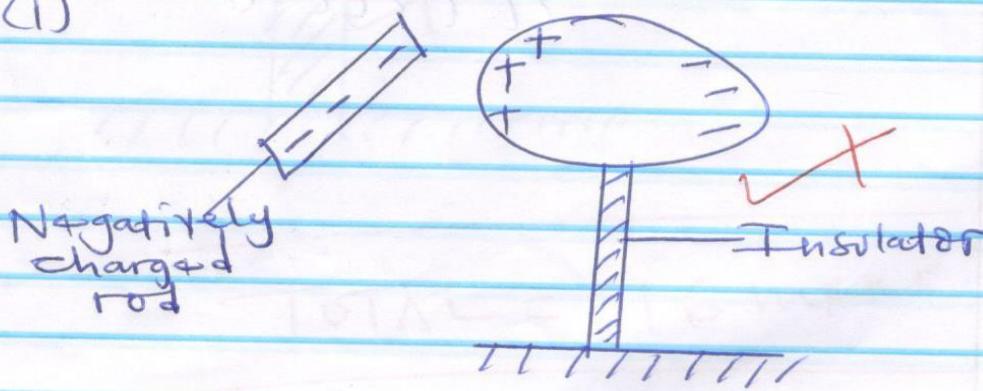


When two different charges are brought near each other, attraction is observed. (6)

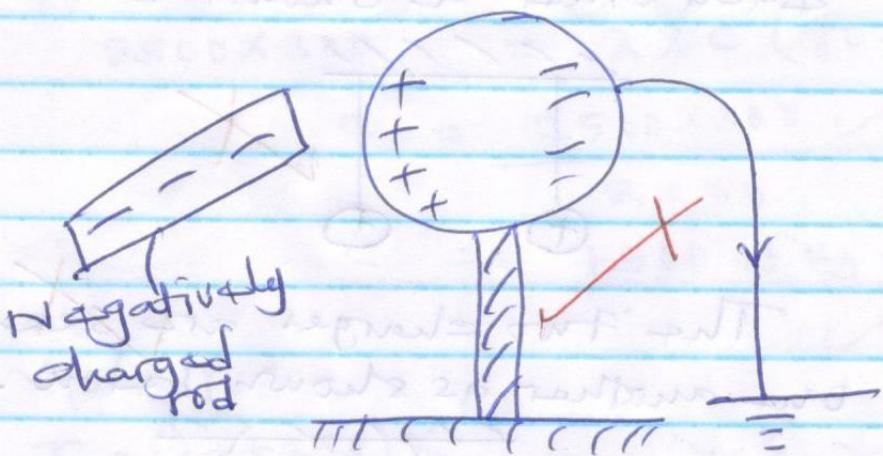


Hence verifying the Attraction Law of Electrostatics.

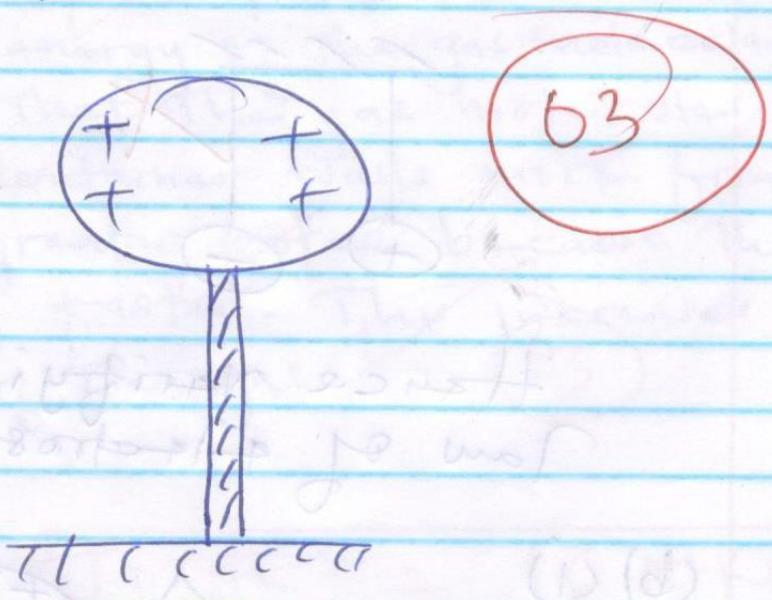
(b) (i)



- A negatively charged rod is brought near an isolated conductor.
- Positive charge is induced on the near end and negative charge at the far end of the conductor.



- The conductor is then earthed in the presence of the inducing rod.
- When the inducing rod is taken away and the earthing disconnected, positive charge distributes throughout the conductor.



(ii) — The positive charge on the conductor can be tested by using a positively charged gold leaf electroscope.

— When a positively charged conductor is brought near the cap of a positively charged gold leaf electroscope, leaf divergence is observed indicating charge repulsion. This implies that the charges are similar.

03

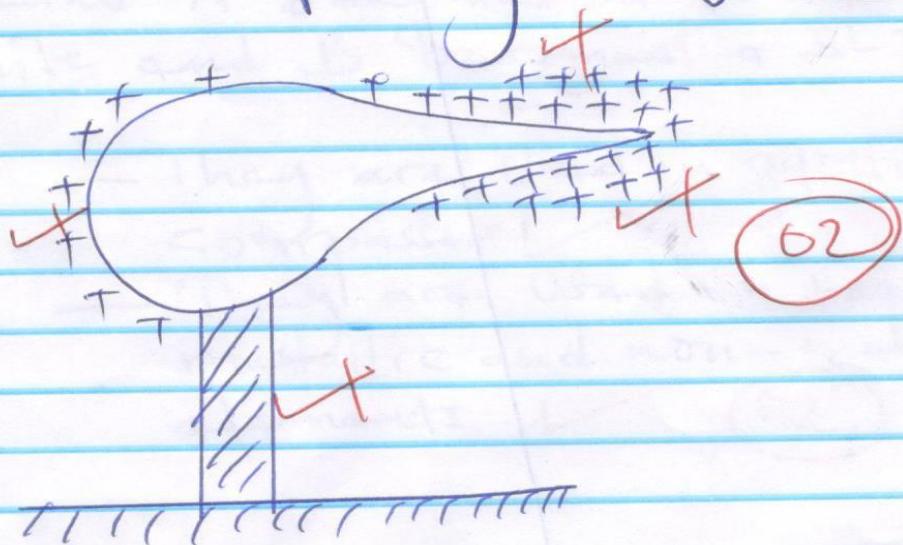
(c) (i) There is an increase in the leaf divergence because of the similar charges repelling one another.

02

(ii) The leaf is seen to fall. Leaf divergence decreases because of the absence of the repelling charge.

02

(d)

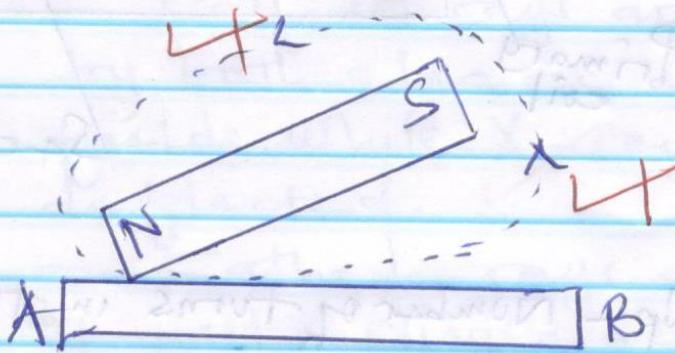


TOTAL = 16 mRICs

Question 7.

(a) Soft magnetic materials are those that are easily magnetised and demagnetised while hard magnetic materials are those that are hard to magnetise and do not easily lose their magnetism. (02)

(b) (i)



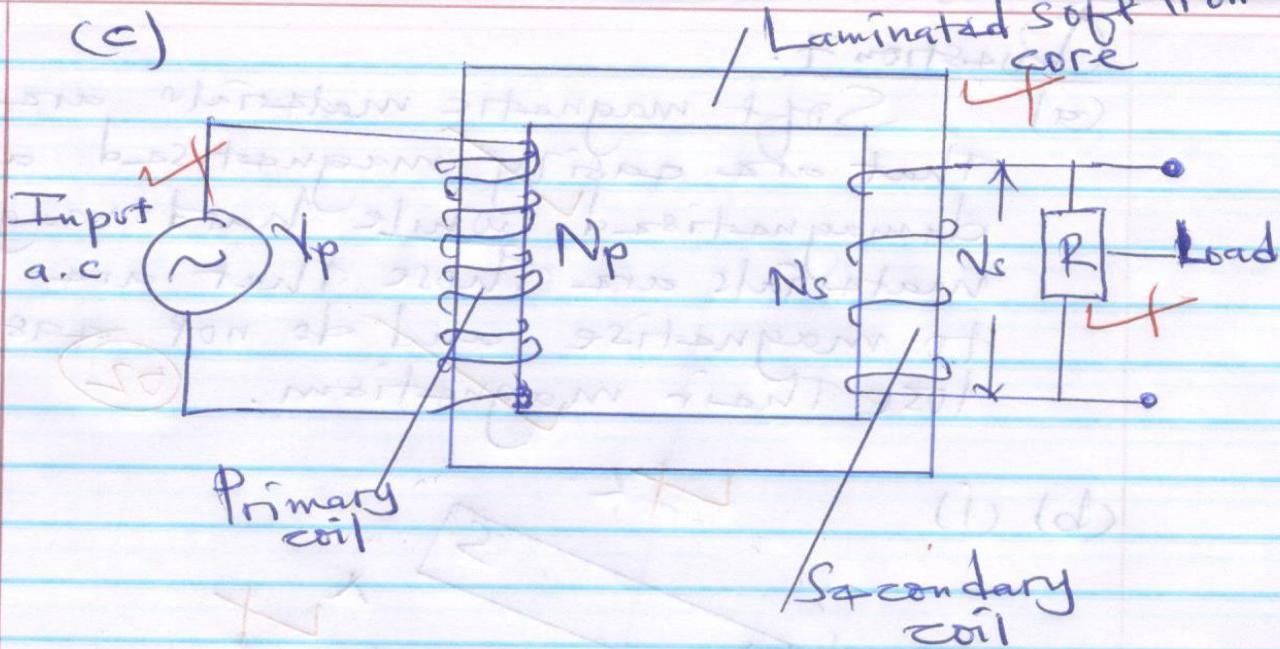
— A steel bar AB to be magnetised is stroked several times in one direction using only the N-pole of a permanent magnet.

— The N-pole is passed at end A and B before repeating the stroking to avoid removal of induced magnetism. (03)

— End A becomes a N-pole while end B becomes a S-pole.

(ii) — They are used in plotting compasses

— They are used in separating metallic and non-metallic elements. (02)



N_p - Number of turns in the primary coil

N_s - " " " " " Secondary "

V_p - Voltage in the primary coil

V_s - " " " " " Secondary "

— When an alternating voltage, V_p is applied to the primary coil, the magnetic flux linked with the secondary coil changes due to the induced current in the primary coil.

04

— The change in magnetic flux induces the voltage, V_s in the secondary coil which causes current to flow in the secondary coil.

$$(1) R = 2.0 \Omega$$

$$I = 0.20 A$$

$$V = ?$$

$$V = IR$$

$$= 0.20 \times 2.0$$

$$= 0.40 V$$

TOTAL = 16 MRKS

Question 8.

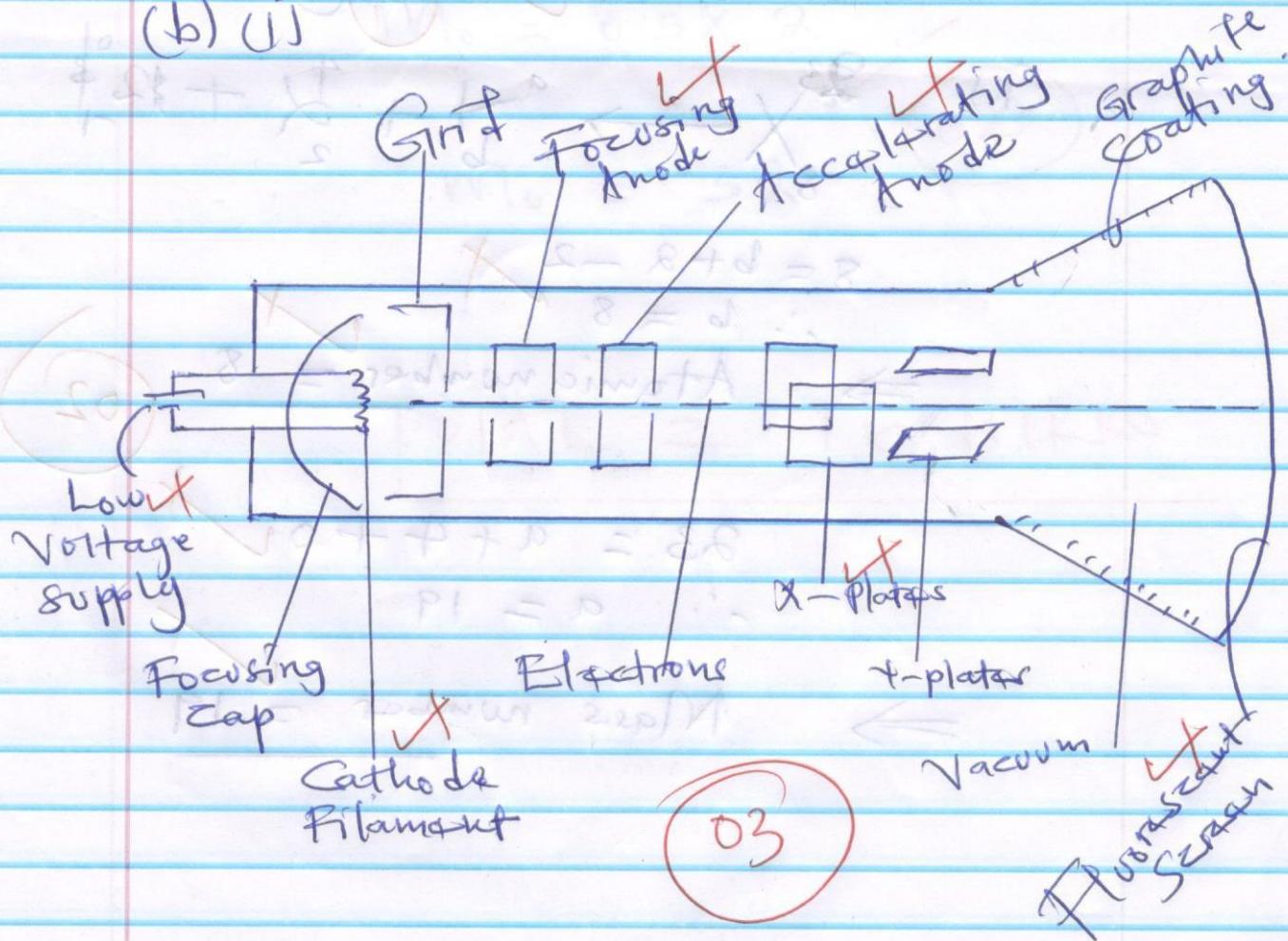
(a) (i) Cathode rays are streams of fast moving electrons. 01

(ii) — Cathode rays are negatively charged while X-rays carry no charge.

— Cathode rays are deflected by both electric and magnetic fields while X-rays are not deflected. 02

— Cathode rays are streams of fast moving electrons while X-rays are electromagnetic waves of high frequency.

(b) (i)



(ii) — Low voltage supply heats the cathode filament.

— Cathode filament produces ionizes electrons thermionically.

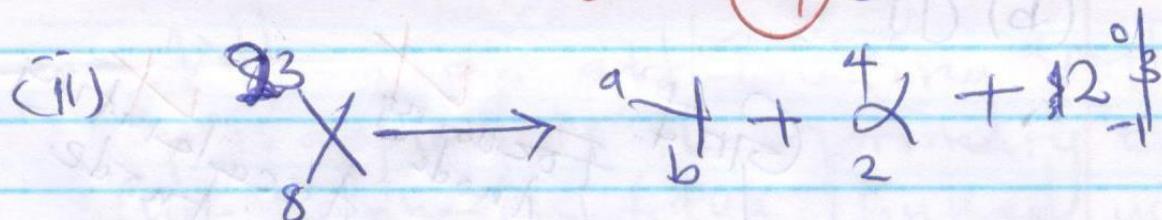
— The electrons are focused and accelerated by the anodes.

— The vacuum ensures no collision between electrons and air molecules.

— The screen receives the electrons.

04

(c) (i) Radioactivity is the spontaneous disintegration of a heavy unstable nucleus to form light and stable nuclei with emission of radiations.



$$8 = b + 2 - 2$$

$$\therefore b = 8$$

$$\Rightarrow \text{Atomic number} = 8$$

02

$$23 = a + 4 + 0$$

$$\therefore a = 19$$

$$\Rightarrow \text{Mass number} = 19$$

(d)

$$t_{\frac{1}{2}} = 4 \text{ hrs}$$

$$t = 24 \text{ hrs}$$

$$M_r = 0.5$$

$$M_0 = ?$$

$$M_r = M_0 \left(\frac{1}{2}\right)^n$$

$$\text{but } n = \frac{t}{t_{\frac{1}{2}}} = \frac{24}{4} = 6$$

\Rightarrow

$$0.5 = M_0 \left(\frac{1}{2}\right)^6$$

$$M_0 = 0.5 \times 2^6$$

$$\therefore M_0 = 32$$

62

TOTAL = 16 MRKS