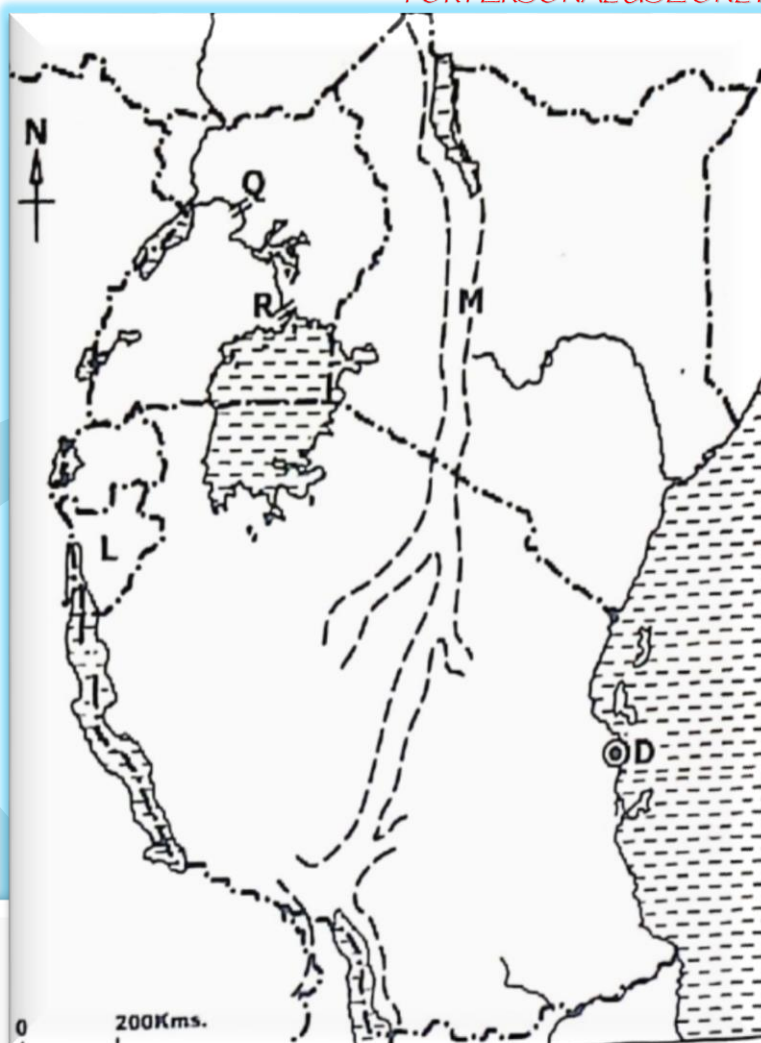


**DRAFT BY,
OKIRIA GILBERT**

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**SOCIAL STUDIES PLE MARKING GUIDE
2024**

MY SST PLE 2024 MARKING GUIDE

1. Name any one example of a public holiday in Uganda.

- New Year's Day – January 1
- NRM Liberation Day – January 26
- International Women's Day – March 8
- Good Friday – Date varies (Christian holiday)
- Easter Monday – Date varies (Christian holiday)
- Labour Day – May 1
- Martyrs' Day – June 3
- National Heroes' Day – June 9
- Eid al-Fitr – Date varies (Islamic holiday)
- Eid al-Adha – Date varies (Islamic holiday)
- Independence Day – October 9
- Christmas Day – December 25
- Boxing Day – December 26

2. Write any one way in which people can reduce the destruction caused by storms.

- Planting trees to act as windbreaks.
- Constructing storm shelters.
- Improving drainage systems to prevent flooding.
- Securing loose objects around homes and properties.
- Building homes with stronger materials to withstand high winds.
-

3. Give any one way in which the Ugandan government can use information from population census about teenagers.

- Planning educational resources and facilities.
- Developing youth employment programs.
- Creating health services targeted at teenagers.
- Designing recreational and sports programs.
- Implementing policies to address teenage pregnancy and drug abuse.
-

4. Write any one social value of rivers to people.

- Providing water for domestic use.
- Supporting agriculture through irrigation.
- Offering recreational activities like fishing and swimming.
- Serving as a means of transportation.
- Being a source of cultural and spiritual significance.
-

5. Name any one school symbol that helps to identify a school-going child.

- School uniform.
- School badge.
- School ID card.
- School tie.
- School bag with the school logo.
-

6. Joan was facing north and turned 135° anti-clockwise. What was her new direction?

- South-East.
- SW
- South Western
- Facing 135° anti-clockwise from North lands her in the South-Western direction.

7. State any one reason why kings in Uganda appointed village chiefs before the coming of the colonialists.

- To maintain law and order.
- To collect taxes.
- To oversee local administration.
- To mobilize people for communal activities.
- To settle disputes within the community.
-

8. Give any one reason why the President's official vehicles use the Uganda Coat of Arms as number plates.

- To signify official government use.
- To provide security and recognition.
- To symbolize national authority.
- To distinguish them from civilian vehicles.
- To show the vehicle's importance and official status.

9. Which representation of a tree is shown in the diagram below?



- Map of a tree.
- Representation of a tree.
- Sketch map of a tree
-

10. Give any one reason why all schools in Uganda should have fire extinguishers.

- To quickly control and extinguish small fires before they spread.
- To ensure the safety of students and staff.
- To comply with safety regulations and standards.
- To minimize property damage in case of a fire.
-

11. In which one way did the Organisation of African Unity (OAU) help to end apartheid in South Africa?

- Imposing economic sanctions against the apartheid regime.
- Providing support to anti-apartheid movements.
- Lobbying for international condemnation of apartheid.
- Facilitating diplomatic efforts to isolate the apartheid government.
-

12. State any one way in which the use of a common currency can promote trade in East Africa.

- Reducing currency exchange costs.
- Simplifying transactions between member countries.
- Enhancing price transparency and comparability.
- Encouraging investment by reducing currency risk.

13. Give any one advantage of using a radio over a newspaper as a means of communication.

- Immediate dissemination of information.
- Accessibility to people who are illiterate.
- Ability to reach remote areas without access to newspapers.
- Providing real-time updates and emergency alerts.
-

14. How did some Africans use collaboration to respond to colonial rule?

- Forming alliances with colonial powers to gain favor and protection.
- Cooperating with colonial administrations to secure positions of power.
- Using collaboration as a strategy to preserve cultural practices and autonomy.
- Negotiating for better terms and conditions under colonial rule.
-

15. Why would it be difficult for the government of Uganda to extend the railway line to Kalangala District?

- Kalangala is an island in Lake Victoria, making it geographically challenging to extend a railway line.
- High costs associated with constructing infrastructure over water.
- Need for specialized engineering solutions such as bridges or ferries.
- Environmental concerns and potential impact on the lake's ecosystem.

16. How is the work of a banker different from that of a shopkeeper?

Banker	Shopkeeper
Manages financial transactions	Sells goods to customers
Provides loans and mortgages	Handles cash sales
Advises on investments	Stocks inventory
Works in a bank	Works in a store
Deals with accounts	Deals with customers
Manages savings and checking accounts	Manages product displays
Offers financial advice	Offers product recommendations
Handles electronic transfers	Handles physical cash
Works with financial products	Works with retail products
Focuses on financial services	Focuses on retail sales

16. In which one way is an active volcano dangerous to people living around it?

- Eruptions release lava.
- Ash clouds cause breathing issues.
- Lava destroys property.
- Ash contaminates water.
- Gases can be toxic.
- Eruptions trigger landslides.
- Lava flows block roads.
- Ash disrupts air travel.
- Heat causes wildfires.
- Eruptions can cause tsunamis.
-

17. Draw a road sign that informs drivers about pedestrians crossing.



19. Write any one way in which Captain Frederick Lugard promoted peace and security in Buganda.

- Signed treaties with local leaders to establish British protection.
- Brought in Sudanese soldiers to maintain order and prevent conflicts.
- Restored traditional leaders like Omukama Kasagama to stabilize regions.
- Ended religious wars by mediating between conflicting groups.
- Built forts to secure strategic locations and protect missionaries.
- Established British administrative structures to enforce law and order.
- Promoted trade to improve economic stability and reduce tensions.
- Improved infrastructure, such as roads, to facilitate movement and security.
- Abolished slavery, which reduced internal conflicts and human rights abuses.
- Encouraged peaceful coexistence among different ethnic and religious groups.
-

20. State any one economic challenge African countries face as a result of refugees.

- Increased unemployment due to competition for jobs.
- Strain on public services like healthcare and education.
- Higher food prices due to increased demand.
- Inflation caused by the sudden influx of people.
- Overcrowded schools leading to lower quality education.
- Healthcare systems overwhelmed by additional patients.
- Housing shortages as refugees need accommodation.
- Depletion of natural resources like water and firewood.
- Increased poverty levels as resources are stretched thin.
- Social tensions between refugees and host communities.

21. How can pupils ensure proper use of any money given to them?

- Create a budget to plan spending and saving.
- Save a portion of the money for future needs.
- Spend on essential items like school supplies.
- Avoid unnecessary expenses to manage funds wisely.
- Track spending to stay within budget limits.
- Plan for future needs like school fees or emergencies.
- Seek financial advice from parents or teachers.
- Prioritize education-related expenses.
- Invest in useful items that can aid learning.
- Donate a small amount to charity to help others.
-

22. State any one way in which human activity has reduced the amount of rainfall received in some parts of Uganda.

- Deforestation reduces the number of trees that release moisture into the air.
- Industrialization increases air pollution, affecting weather patterns.
- Wetland degradation disrupts natural water cycles.
- Urbanization replaces natural landscapes with concrete, reducing evaporation.
- Agricultural expansion leads to the clearing of forests and grasslands.
- Pollution from factories and vehicles affects cloud formation.
- Overgrazing by livestock damages vegetation cover.
- Mining activities disrupt the natural environment.
- Infrastructure development alters natural water flow.
- Climate change driven by human activities affects global weather patterns.
-

23. Write any one role that members of your community can play in fighting crime.

- Participate in neighbourhood watch programs to monitor suspicious activities.
- Report any suspicious behaviour to the authorities promptly.
- Mentor young people to steer them away from criminal activities.
- Support victims of crime through counselling and assistance.
- Organize community events to foster unity and cooperation.
- Promote nonviolence through education and awareness campaigns.
- Provide job opportunities to reduce economic incentives for crime.
- Educate others on crime prevention techniques.
- Collaborate with local police to enhance security measures.
- Improve street lighting to deter criminal activities at night.
-

24. Mention any one way industries can cause water pollution.

- Discharging untreated waste directly into water bodies.
- Chemical spills from factories contaminating rivers and lakes.
- Oil leaks from industrial machinery polluting water sources.
- Dumping toxic materials that harm aquatic life.
- Runoff from factories carrying pollutants into waterways.
- Improper disposal of industrial waste leading to contamination.

- Use of pesticides and fertilizers in industrial agriculture.
- Heavy metal contamination from mining and manufacturing.
- Plastic waste from packaging and production processes.
- Industrial effluents containing harmful substances.
-

25. Give one reason why it is advisable to wear a life jacket when traveling by water.

- Prevents drowning by keeping the wearer afloat.
- Provides buoyancy to help stay above water.
- Increases visibility for rescuers in case of an accident.
- Keeps the head above water, reducing the risk of inhaling water.
- Protects against hypothermia by providing insulation.
- Easy to wear and adjust for different body sizes.
- Mandatory safety regulation for water travel.
- Helps in rescue operations by making it easier to spot individuals.
- Suitable for all ages, including children and non-swimmers.
- Lightweight and durable, ensuring comfort and safety.
-

26. Write any one reason why Europeans set up political boundaries in the areas they colonized.

- To control and manage resources efficiently.
- To establish authority and governance over territories.
- To prevent conflicts among European powers by clearly defining territories.
- To facilitate administration and implementation of colonial policies.
- To divide territories for easier control and exploitation.
- To protect their economic interests and investments.
- To manage populations and labour for colonial projects.

24. Mention any one way in which industries can reduce air pollution in an area.

- Installing air filtration systems.
- Using cleaner production technologies.
- Switching to renewable energy sources.
- Implementing stricter emission controls.
- Recycling and reusing waste materials.

25. Give one reason why it is advisable to wear a life jacket when travelling by water.

- To keep afloat in case of an accident.
- To prevent drowning.
- To provide visibility in the water.
- To offer warmth and protection from hypothermia.
- To comply with safety regulations.
-

26. Write any one reason why Europeans set up political boundaries in Africa during colonialism.

- To control and manage resources.
- To divide and rule different ethnic groups.

- To establish administrative regions.
- To prevent conflicts among European powers.
- To facilitate easier governance and exploitation.
-

27.State any one service offered by The Aids Support Organisation (TASO).

- Providing HIV/AIDS counseling and testing.
- Offering antiretroviral therapy (ART).
- Conducting community outreach and education.
- Supporting orphans and vulnerable children.
- Providing nutritional support to affected individuals.
-

28.Give any one problem children face as a result of child labour.

- Missing out on education.
- Physical and mental health issues.
- Exposure to hazardous working conditions.
- Social isolation and stigma.
- Limited future employment opportunities.
-

29.Write any one way the Uganda National Bureau of Standards (UNBS) promotes the quality of goods on Uganda's market.

- Setting and enforcing quality standards.
- Conducting regular inspections and audits.
- Certifying products that meet quality standards.
- Educating consumers and producers about quality.
- Testing products for safety and compliance.
-

30.Mention any one factor that made the British use direct rule in some parts of East Africa.

- Presence of strong centralized kingdoms.
- Lack of cooperative local leadership.
- Strategic importance of the region.
- Economic interests such as agriculture and mining.
- Need for efficient administration and control.
-

31.State any one reason why there are fewer extended families in urban areas compared to rural areas.

- Limited living space in urban areas.
- Higher cost of living in cities.
- Increased mobility and migration for work.
- Preference for nuclear family structures.
- Urban lifestyle and cultural changes.

32.Write any one benefit of ensuring equal participation of men and women in public affairs.

- Promotes gender equality and empowerment.
- Enhances decision-making with diverse perspectives.

- Encourages social and economic development.
- Reduces gender-based discrimination.
- Improves representation and inclusivity in governance.
-

33. Mention any one factor that may slow down the development of a country.

- Political instability and corruption.
- Poor infrastructure and lack of investment.
- Low levels of education and literacy.
- High levels of poverty and unemployment.
- Inadequate healthcare systems.
-

34. In which way does poverty slow down the development of a country?

- Limits access to education and skills development.
- Reduces workforce productivity and economic output.
- Increases dependency on government aid and social services.
- Hinders investment in infrastructure and technology.
- Leads to poor health outcomes and higher mortality rates.
-

35. EITHER: State any one difference between zakah and sadaqah in the Islamic faith.

- Zakah is obligatory and one of the Five Pillars of Islam, while sadaqah is voluntary.
- Zakah has specific rates and recipients, whereas sadaqah can be given in any amount to anyone.
- Zakah is calculated annually on wealth, while sadaqah can be given at any time.

OR: State any one difference between tithing and offering in the Christian faith.

- Tithing is typically 10% of one's income, while offerings can be any amount.
- Tithing is often seen as an obligation, whereas offerings are voluntary.
- Tithes are usually given regularly, while offerings can be given on special occasions or needs.
-

36. EITHER: State any one lesson Christians can learn from the suffering of St. Stephen.

- The importance of standing firm in one's faith despite persecution.
- The value of forgiveness, as St. Stephen forgave his persecutors.
- The significance of witnessing for Christ even in the face of death.

OR: State any one lesson Muslims can learn from the suffering of early converts.

- The importance of patience and perseverance in faith.
- The value of solidarity and support within the Muslim community.
- The significance of remaining steadfast in the face of adversity.
-

37. EITHER: Give any one lesson Christians can learn from the persecution of early converts.

- The importance of resilience and courage in spreading the faith.
- The value of community support and unity in times of hardship.
- The significance of maintaining faith and hope despite challenges.

OR: Give any one lesson Muslims can learn from the persecution of early converts.

- The importance of enduring hardships with patience and faith.
- The value of mutual support and brotherhood among believers.
- The significance of remaining true to one's beliefs despite opposition.

38.EITHER: State any one Christian teaching about sex before marriage.

- It is considered a sin and should be reserved for marriage.
- It is important to remain pure and chaste until marriage.
- Sexual relations are meant to be within the sanctity of marriage.
- Abstinence before marriage is a form of respect for oneself and one's future spouse.

OR: State any one Muslim teaching about sex before marriage.

- It is forbidden (haram) and considered a major sin.
- Sexual relations should only occur within the bounds of marriage.
- Maintaining chastity before marriage is a sign of piety and obedience to Allah.
- Engaging in sex before marriage can lead to social and moral consequences.
-

39.EITHER: Give one benefit of attending group prayers to a Christian child.

- It fosters a sense of community and belonging.
- It helps in developing a habit of regular worship.
- It provides moral and spiritual guidance.
- It encourages positive social interactions and friendships.

OR: Give one benefit of attending church apart from being kind to others.

- It offers spiritual nourishment and growth.
- It provides opportunities for learning and understanding the Bible.
- It allows participation in communal worship and sacraments.
- It offers support and counselling from the church community.
-

40.EITHER: Mention one parable that teaches Christians about being kind to others.

- The Parable of the Good Samaritan.
- The Parable of the Sheep and the Goats.
- The Parable of the Prodigal Son.
- The Parable of the Unforgiving Servant.

OR: Mention any one Hadith that teaches Muslims to show the act of kindness to others.

- "The best of people are those who are most beneficial to people." (Hadith)
- "He who does not show mercy to others will not be shown mercy." (Hadith)
- "None of you truly believes until he loves for his brother what he loves for himself." (Hadith)
- "The merciful are shown mercy by the Merciful. Be merciful on the earth, and you will be shown mercy from above." (Hadith)

SECTION B (15 NUMBERS 60 MARKS)

41. (i) State any two ways in which newspapers and magazines helped Africans in their struggle for independence.

- Raised awareness about colonial injustices.
- Mobilized support for independence movements.
- Provided a platform for nationalist leaders.
- Spread information about protests and rallies.
- Criticized colonial policies.
- Promoted African unity and identity.
- Highlighted successes of other independence movements.
- Educated the public on their rights.
- Encouraged political participation.
- Documented colonial abuses.

(ii) Write any two problems that were faced by the Pan-Africanists in their struggle for Africa's independence.

- Lack of unity among African leaders.
- Suppression by colonial powers.
- Limited resources and funding.
- Communication barriers across regions.
- Internal conflicts and rivalries.
- Arrests and imprisonment of leaders.
- Propaganda against their movements.
- Difficulty in mobilizing mass support.
- External interference from foreign powers.
- Cultural and linguistic differences.

42.(i) State any two activities carried out by the Electoral Commission before national elections are held in Uganda.

- Voter registration.
- Updating the voters' register.
- Educating the public on voting procedures.
- Organizing candidate nominations.
- Setting up polling stations.
- Training election officials.
- Distributing election materials.
- Ensuring security at polling stations.
- Monitoring campaign activities.
- Conducting voter outreach programs.

(ii) Give any two benefits of practicing democracy to a country like Uganda.

- Promotes political stability.
- Ensures accountability of leaders.
- Protects human rights.
- Encourages citizen participation.

- Fosters economic development.
- Enhances transparency in governance.
- Reduces corruption.
- Supports peaceful transitions of power.
- Strengthens rule of law.
- Promotes social equality.

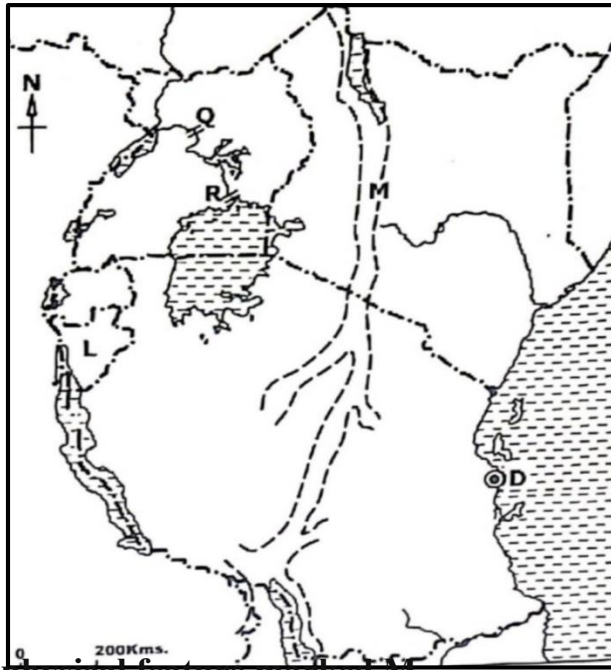
43. (i) **Name any two non-traditional food crops grown in Uganda.**

- **Maize:** Widely grown for both local consumption and export.
- **Rice:** Increasingly cultivated due to high demand.
- **Beans:** A staple food crop with significant market value.
- **Soya Beans:** Grown for its nutritional and economic benefits.
- **Cassava:** Used for food and industrial purposes.
- **Sweet Potatoes:** Popular for its versatility and nutritional value.
- **Plantains:** Cultivated for both local and regional markets.
- **Groundnuts (Peanuts):** Valued for its oil and protein content¹.
- **Millet:** Grown for food security and income¹.
- **Sorghum:** Used for food, brewing, and animal feed.

(ii) **State any two reasons why you would advise a farmer to sell maize in form of its products.**

- **Higher Profit Margins:** Processed maize products like flour, cornmeal, and snacks can be sold at higher prices compared to raw maize.
- **Longer Shelf Life:** Processed maize products have a longer shelf life, reducing the risk of spoilage and loss.
- **Value Addition:** Processing maize adds value, making it more appealing to consumers and increasing market opportunities.
- **Reduced Post-Harvest Losses:** Processing maize helps in reducing post-harvest losses by converting it into more durable products.
- **Diversified Income:** Selling processed maize products allows farmers to diversify their income sources and reduce dependency on raw maize sales.
- **Consumer Demand:** There is a growing demand for processed maize products like cornflakes, tortillas, and snacks.
- **Easier Transportation and Storage:** Processed maize products are easier to transport and store, reducing logistical challenges.
- **Employment Opportunities:** Processing maize creates jobs in the value chain, benefiting the local economy.
- **Enhanced Food Security:** Processed maize products contribute to food security by providing a stable and nutritious food source.
- **Premium Prices:** Processed products often attract premium prices in both local and international markets.

44. Study the map of east Africa below and answer the questions that follow.



(a) Name the physical feature marked M.

- The Great Rift Valley.
- The Great East African Rift Valley
- The Eastern Arm Of The East African Rift Valley

(b) Name the country marked L.

- Burundi.
-

c) State any one way in which the Port marked D promotes trade in the East African region.

- Eases import and export of goods.
- Provides employment opportunities.
- Improves regional connectivity.
- Reduces transportation costs.
- Supports local industries.
- Attracts foreign investment.
- Increases tourism.
- Increases revenue for the government.
- Promotes economic growth.
- Encourages international trade relations.

d) Give one reason why hydroelectricity is produced at parts of the River Nile marked Q and R

- Availability of water flow.
- Suitable topography for dams.
- High water volume.
- Reliable water source.
- Potential for large-scale energy production.
- Proximity to demand centres.
- Government investment in infrastructure.

- Environmental sustainability.
- Technological feasibility.
- Economic benefits.

45. Match the items in List A with their correct meanings in List B.

List A	List B
Delta	B) A mouth of a river where the water enters the sea using several channels.
Tributary	C) A river that flows into or joins a larger river.
Plateau	A) land that is high and flat at the top.
Mountain	D) a raised part of the surface of the earth higher than a hill.

- a) **Which country in the East African Community is a member of the Commonwealth of Nations but was not colonized by the British?**
- Rwanda.
- b) **State any two ways in which the Commonwealth of Nations improves the economy of its member nations.**
- Promotes trade and investment among member countries.
 - Provides development aid and technical assistance.
 - Facilitates access to education and training programs.
 - Encourages tourism through cultural exchanges.
 - Supports infrastructure projects.
 - Enhances market access for goods and services.
 - Promotes economic cooperation and integration.
 - Provides platforms for business networking.
 - Supports sustainable development initiatives.
 - Encourages innovation and technology transfer.
- c) **In which one way does the Commonwealth of Nations promote democracy among its member countries?**
- Monitors elections to ensure fairness and transparency.
 - Provides training for democratic governance.
 - Supports civil society organizations.
 - Promotes human rights and the rule of law.
 - Facilitates dialogue and conflict resolution.
 - Encourages political reforms.
 - Provides platforms for democratic discourse.
 - Supports legislative and judicial reforms.
 - Promotes media freedom and access to information.
 - Encourages youth participation in politics.

47. a) Name one tribe of plain in Uganda which is found in both Uganda and Kenya.

- Iteso.
-

b) Write one way in which soils influenced the settlement of the ethnic groups in East Africa.

- **Fertile Soils:** Regions with fertile soils, such as the highlands of Kenya and Uganda, attracted agricultural communities due to their suitability for crop cultivation.
- **Alluvial Soils:** Areas along river valleys with rich alluvial soils supported the growth of crops and thus attracted early settlers for farming.
- **Volcanic Soils:** The volcanic soils around Mount Kilimanjaro and Mount Kenya are highly fertile, encouraging dense agricultural settlements.
- **Savannah Soils:** The savannah regions with moderate fertility supported pastoralist communities who relied on grazing livestock.
- **Wetland Soils:** Fertile wetland areas provided resources for fishing and farming, attracting communities to settle near lakes and rivers.
- **Loamy Soils:** Loamy soils, which are a mix of sand, silt, and clay, are ideal for agriculture and thus attracted farming communities.
- **Clay Soils:** Areas with clay soils were suitable for pottery and brick-making, supporting settlements with these industries.
- **Sandy Soils:** Coastal regions with sandy soils supported settlements engaged in fishing and trade.
- **Terraced Soils:** In hilly areas, terracing allowed for effective farming, attracting communities to settle in these regions.
- **Mineral-Rich Soils:** Regions with soils rich in minerals supported mining activities, leading to the establishment of settlements around these resources.

45. Study the diagram below and use it to answer the questions that follow.



a) Name the imaginary lines marked:

- (i) S: Equator.
- (ii) N: Tropic of Cancer.

b) State one use of the imaginary lines marked S and N to a map reader.

- i. **Equator (S):** Helps in determining the latitude and climate zones of a region.
- ii. **Tropic of Cancer (N):** Assists in identifying the northern boundary of the tropics and understanding seasonal variations.

49. (a) **Name any one type of tree that grows in deserts.**

- **Acacia:** Known for its resilience in arid conditions.
- **Cactus:** Adapted to store water in its tissues.
- **Date Palm:** Thrives in desert oases.
- **Mesquite:** Deep-rooted to access underground water.
- **Joshua tree:** Unique to the Mojave Desert.

b) **State any two characteristics of trees that grow in deserts.**

- **Deep Roots:** To access underground water sources.
- **Thick Bark:** To reduce water loss and protect from heat.
- **Small or No Leaves:** To minimize water loss through transpiration.
- **Water Storage:** Ability to store water in trunks or leaves.
- **Spines or Thorns:** To protect against herbivores and reduce water loss.

c) **Give one way in which the Harmattan winds influence the climate of the Sahara Desert.**

- **Temperature Drop:** Causes a significant drop/increase in temperature.
- **Dry Conditions:** Brings dry and dusty conditions.
- **Reduced Humidity:** Lowers the humidity levels.
- **Dust Storms:** Can lead to dust storms affecting visibility and air quality.

50. A) **Name any one activity pupils can carry out in a school garden to get money.**

- **Growing Vegetables:** Selling produce like tomatoes, carrots, and spinach.
- **Flower Cultivation:** Growing and selling flowers.
- **Herb Gardening:** Cultivating herbs for sale.
- **Fruit Tree Planting:** Planting and selling fruits like mangoes and oranges.
- **Composting:** Producing and selling compost.

b) **State one way in which availability of each of the following can make starting an income-generating activity easy:**

- (i) **Skills:** Ensures the knowledge and expertise to effectively manage and grow the activity/Helps in operating machines/ Helps in leading and controlling workers.
- (ii) **Land:** Offers the space required for agricultural or other productive activities.

c) **Mention any one practice that can promote the progress of an income-generating activity.**

- **Proper Planning:** Ensures efficient use of resources and sets clear goals.
- **Regular Monitoring:** Keeps track of progress and identifies areas for improvement.
- **Marketing:** Promotes the products or services to attract customers.
- **Quality Control:** Maintains high standards to satisfy customers and build a good reputation.

- **Financial Management:** Manages funds wisely to sustain and grow the activity.
- **Innovation:** Adapts and improves methods to stay competitive.
- **Collaboration:** Works with others to share resources and knowledge.
- **Training:** Provides ongoing education to improve skills and efficiency.
- **Customer Feedback:** Uses feedback to improve products or services.
- **Sustainability Practices:** Ensures long-term viability by using resources responsibly.

51. EITHER: (a) **State any two reasons why Christians should worship God in their daily lives.**

- **Gratitude:** To express thankfulness for God's blessings and grace.
- **Guidance:** To seek divine direction and wisdom in daily life.
- **Strength:** To gain spiritual strength and comfort.
- **Faith:** To deepen their relationship with God.
- **Obedience:** To follow God's commandments and teachings.
- **Community:** To join in fellowship with other believers.
- **Forgiveness:** To seek forgiveness for sins.
- **Peace:** To find inner peace and solace.
- **Hope:** To maintain hope and trust in God's plan.
- **Love:** To show love and devotion to God.
-

(b) **Write any two ways in which Christians worship God.**

- **Prayer:** Communicating with God through spoken or silent prayers.
- **Singing Hymns:** Worshiping through music and songs.
- **Reading the Bible:** Studying scriptures to understand God's word.
- **Attending Church:** Participating in communal worship services.
- **Giving Offerings:** Donating money or resources to the church.
- **Serving Others:** Helping those in need as an act of worship.
- **Fasting:** Abstaining from food to focus on spiritual growth.
- **Meditation:** Reflecting on God's teachings and presence.
- **Celebrating Sacraments:** Participating in rituals like communion and baptism.
- **Sharing Testimonies:** Speaking about personal experiences of faith.
- **Paying pilgrimages:** Visiting the holy city of Jerusalem.

OR: (a) **State any two reasons why Muslims should worship Allah in their daily lives.**

- **Gratitude:** To express thankfulness for Allah's blessings and grace.
- **Guidance:** To seek divine direction and wisdom in daily life.
- **Strength:** To gain spiritual strength and comfort.
- **Faith:** To deepen their relationship with Allah.
- **Obedience:** To follow God's commandments and teachings.
- **Community:** To join in fellowship with other believers.
- **Forgiveness:** To seek forgiveness for sins.
- **Peace:** To find inner peace and solace.
- **Hope:** To maintain hope and trust in Allah's plan.

- **Love:** To show love and devotion to Allah.

○

(b) Write any two ways in which Muslims worship Allah.

- **Prayer:** Communicating with Allah through spoken or silent prayers.
- **Reading the Qur'an:** Studying Hayahs to understand Allah's word.
- **Attending Mosque:** Participating in communal worship services.
- **Giving Offerings:** Donating money or resources to the Mosque.
- **Serving Others:** Helping those in need as an act of worship.
- **Fasting:** Abstaining from food to focus on spiritual growth.
- **Meditation:** Reflecting on Allah's teachings and presence.
- **Paying pilgrimages:** Visiting the holy city of Meccah and Medinah.
- **Sharing Testimonies:** Speaking about personal experiences of faith.

52.EITHER: (a) State any two activities a Muslim child can get involved in at the mosque.

- **Bible Classes:** Attending lessons to learn and recite the Bible.
- **Christian Studies:** Participating in classes about Christianity teachings and history.
- **Youth Groups:** Joining youth activities and programs.
- **Volunteering:** Helping with Church events and community service.
- **Prayer:** Participating in daily prayers.
- **Cultural Events:** Taking part in cultural and religious celebrations.
- **Sports:** Engaging in sports activities organized by the Church.
- **Art and Craft:** Participating in creative activities related to Christianity art.
- **Storytelling:** Listening to and sharing stories about prophets and Christianity heroes.
- **Charity Work:** Involvement in fundraising and charity events.
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(b) Give any two benefits Christians can get by serving others in their communities.

- **Spiritual Rewards:** Gaining blessings and rewards from God.
- **Community Unity:** Strengthening bonds within the Christian community.
- **Personal Growth:** Developing empathy and compassion.
- **Positive Impact:** Making a difference in the lives of others.
- **Fulfilment:** Finding joy and satisfaction in helping those in need.
- **Role Modelling:** Setting a good example for others to follow.
- **Building Reputation:** Enhancing the mosque's reputation in the community.
- **Learning Skills:** Acquiring new skills and experiences.
- **Encouraging Others:** Inspiring others to engage in community service.
- **Fulfilling Religious Duties:** Adhering to the teachings of Christianity about helping others.

OR: (a) State any two activities a Muslim child can get involved in at the mosque.

- **Quran Classes:** Attending lessons to learn and recite the Quran.
- **Islamic Studies:** Participating in classes about Islamic teachings and history.
- **Youth Groups:** Joining youth activities and programs.
- **Volunteering:** Helping with mosque events and community service.
- **Prayer:** Participating in daily prayers (Salah).

- **Cultural Events:** Taking part in cultural and religious celebrations.
- **Sports:** Engaging in sports activities organized by the mosque.
- **Art and Craft:** Participating in creative activities related to Islamic art.
- **Storytelling:** Listening to and sharing stories about prophets and Islamic heroes.
- **Charity Work:** Involvement in fundraising and charity events.

(b) Give any two benefits Muslims can get by serving others in their communities.

- **Spiritual Rewards:** Gaining blessings and rewards from Allah.
- **Community Unity:** Strengthening bonds within the Muslim community.
- **Personal Growth:** Developing empathy and compassion.
- **Positive Impact:** Making a difference in the lives of others.
- **Fulfillment:** Finding joy and satisfaction in helping those in need.
- **Role Modeling:** Setting a good example for others to follow.
- **Building Reputation:** Enhancing the mosque's reputation in the community.
- **Learning Skills:** Acquiring new skills and experiences.
- **Encouraging Others:** Inspiring others to engage in community service.
- **Fulfilling Religious Duties:** Adhering to the teachings of Islam about helping others.

53. EITHER: (a) Give any two reasons why Christians should respect people in authority.

- **Biblical Teaching:** The Bible instructs Christians to respect and obey those in authority as they are placed by God (Romans 13:1).
- **Order and Stability:** Respecting authority helps maintain social order and stability.
- **Witnessing Faith:** Demonstrating respect for authority can be a testimony of Christian values.
- **Peaceful Living:** It promotes peaceful and harmonious living within the community.
- **Moral Example:** Sets a good example for others to follow.
- **Justice and Fairness:** Encourages justice and fairness in society.

(b) State any two ways in which Christians misuse their freedom.

- **Neglecting Responsibilities:** Using freedom as an excuse to neglect duties and responsibilities.
- **Engaging in Sinful Behavior:** Indulging in actions that go against Christian teachings.
- **Disrespecting Authority:** Failing to respect laws and those in authority.
- **Spreading Falsehoods:** Using freedom of speech to spread lies or gossip.
- **Selfishness:** Prioritizing personal desires over the well-being of others.
- **Ignoring Community Needs:** Focusing solely on personal gain rather than helping others.

OR: (a) Give any two reasons why Muslims should respect people in authority.

- **Quranic Teaching:** The Quran instructs Muslims to obey those in authority as long as it does not contradict Islamic principles (Quran 4:59).
- **Social Harmony:** Respecting authority helps maintain peace and harmony in society.
- **Islamic Values:** Demonstrates adherence to Islamic values of respect and obedience.
 - **Community Stability:** Ensures stability and order within the community.
- **Moral Conduct:** Sets a positive example for others to follow.
- **Justice and Fairness:** Promotes justice and fairness in governance.

(b) **State any two ways in which Muslims misuse their freedom.**

- **Neglecting Religious Duties:** Using freedom to neglect prayers and other religious obligations.
- **Engaging in Haram Activities:** Indulging in activities that are forbidden in Islam.
- **Disrespecting Authority:** Failing to respect laws and those in authority.
- **Spreading Falsehoods:** Using freedom of speech to spread lies or gossip.
- **Selfishness:** Prioritizing personal desires over the well-being of others.
- **Ignoring Community Needs:** Focusing solely on personal gain rather than helping others.

54. **EITHER: (a) Who said the above words?**

- **God:** The words were spoken by God to Adam in the Garden of Eden.

(b) **State one punishment which was given to each of the following persons as a result of disobeying the above instructions.**

(i) **Adam:**

- **Hard Labour:** Adam was cursed to toil and work hard to produce food from the ground (Genesis 3:17-19).
- **Expulsion:** He was expelled from the Garden of Eden.
- **Mortality:** He was subjected to eventual death.

(ii) **Eve:**

- **Pain in Childbirth:** Eve was cursed with increased pain during childbirth (Genesis 3:16).
- **Subordination:** She was made subject to her husband.
- **Expulsion:** She was also expelled from the Garden of Eden.

c. **Write any one lesson Christians can learn from the above Bible verse.**

- **Obedience to God:** The importance of obeying God's commands.
- **Consequences of Sin:** Understanding that disobedience leads to consequences.
- **Trust in God's Wisdom:** Trusting that God's instructions are for our good.
- **Moral Responsibility:** Recognizing the responsibility to make moral choices.
- **Repentance:** The need for repentance and seeking forgiveness.

OR: (a) **Who said the above words?**

- **Allah:** The words were spoken by Allah to Adam in Paradise.

(b) **State one punishment which was given to each of the following persons as a result of disobeying the above instructions.**

(i) **Adam:**

- **Expulsion:** Adam was expelled from Paradise.
- **Hard Labor:** He was made to toil and work hard for sustenance.
- **Mortality:** He was subjected to eventual death.

(ii) **Hawa (Eve):**

- **Expulsion:** Hawa was also expelled from Paradise.
- **Pain in Childbirth:** She was cursed with pain during childbirth.
- **Subordination:** She was made subject to her husband.

c. **Write any one lesson Muslims can learn from the above Quran verse.**

- **Obedience to Allah:** The importance of obeying Allah's commands.
- **Consequences of Disobedience:** Understanding that disobedience leads to consequences.
- **Trust in Allah's Wisdom:** Trusting that Allah's instructions are for our good.
- **Moral Responsibility:** Recognizing the responsibility to make moral choices.
- **Repentance:** The need for repentance and seeking forgiveness.

55. EITHER: (a) **State one Christian teaching about:**

(i) **Resurrection**

- **Jesus' Resurrection:** Christians believe that Jesus Christ rose from the dead on the third day after his crucifixion, which is celebrated on Easter Sunday.
- **Eternal Life:** The resurrection signifies the promise of eternal life for believers.
- **Victory Over Death:** It represents Jesus' victory over sin and death.
- **Hope:** It provides hope for the resurrection of all believers at the end of times.
- **Foundation of Faith:** It is a cornerstone of Christian faith and doctrine.

(ii) **The Day of Judgment**

- **Final Judgment:** Christians believe that all people will be judged by God at the end of the world.
- **Accountability:** Everyone will be held accountable for their actions.
- **Heaven and Hell:** The righteous will be rewarded with eternal life in heaven, while the wicked will face eternal punishment in hell.
- **Second Coming:** It is associated with the second coming of Jesus Christ.
- **Moral Living:** Encourages believers to live a righteous and moral life.

(b) **Give any two reasons why it is important to teach Christians about the Day of Judgment.**

- **Moral Guidance:** It encourages believers to live ethically and follow God's commandments.
- **Accountability:** Reminds Christians that their actions have consequences.
- **Hope and Comfort:** Provides hope for justice and eternal life.
- **Strengthens Faith:** Reinforces the importance of faith and trust in God's plan.
- **Encourages Repentance:** Motivates believers to seek forgiveness and repent for their sins.
- **Promotes Justice:** Emphasizes the belief in divine justice and fairness.

OR: (a) **State one Islamic teaching about:**

(i) **Resurrection**

- **Belief in Afterlife:** Muslims believe in life after death and resurrection on the Day of Judgment. - **Accountability:** Everyone will be resurrected and held accountable for their deeds.
- **Reward and Punishment:** The righteous will be rewarded with paradise, while the wicked will face punishment.
- **Quranic Teaching:** The concept of resurrection is repeatedly mentioned in the Quran.
- **Faith Pillar:** It is a fundamental aspect of Islamic faith.

(ii) **The Day of Judgment**

- **Final Judgment:** Muslims believe that Allah will judge all humans on the Day of Judgment. - **Accountability:** Every individual will be accountable for their actions.
- **Heaven and Hell:** The righteous will enter paradise, and the wicked will be sent to hell.
- **Signs of the Day:** Various signs will precede the Day of Judgment, as described in the Hadith.
- **Moral Living:** Encourages Muslims to live a righteous and pious life.
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(b) **Give any two reasons why it is important to teach Muslims about the Day of Judgment.**

- **Moral Guidance:** Encourages ethical and righteous living.
- **Accountability:** Reminds Muslims that their actions have consequences.
- **Hope and Comfort:** Provides hope for justice and eternal life.
- **Strengthens Faith:** Reinforces the importance of faith and trust in Allah's plan.
- **Encourages Repentance:** Motivates believers to seek forgiveness and repent for their sins.
- **Promotes Justice:** Emphasizes the belief in divine justice and fairness.

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