

# THE SIPRO PRIMARY SEVEN SOCIAL STUDIES MOCK II MARKING GUIDE 2024

O	CLASS LEVEL	CORRECT RESPONSE	WRONG RESPONSE	MARKING POINT	TECHNICAL ADVICE
1	P.1	school/parliament/embassy/bank/high commission offices/East African Community headquarters	house	An important place where the Uganda flag is raised.	Revise the symbols of Uganda as a nation.
2	P.3	By naming children/By telling legends to the children/By organizing cultural ceremonies/Planting medicinal trees/Teaching children practical skills/Teaching children the local language.	By teaching children.	How culture can be promoted at home.	Discuss about ways culture is important to people in the community.
3	P.4	They employ people/They advertise sports/music events/Organise sports events/language contests/music contests.	They provide money to people	How radio stations can promote development.	Discuss in details talents among people.
4	P.4	Ministry of Local Government.	Ministry of Finance and Economic Development.	The ministry responsible for local council.	Help the candidates to tell the ministries and government bodies.
5	P.7	By constructing the Great man made river which provides water for irrigation.	By promoting irrigation farming.	How Libya made irrigation farming easy.	Revise in details the economic activities carried out in Libya.
6	P.5	To regulate temperature/To reduce heat.	To get where to sleep.	Reason why people in Karamoja build muddy houses.	Discuss the problems faced by people in Karamoja sub-region.
7	P.7	They bring rainfall to Mediterranean region of Africa.	They cause desertification to Mediterranean areas of Africa.	Effects of the westerly winds on the climate of Africa.	Using the map of Africa, help the candidates to locate the prevailing winds and ocean currents and explain their effects.
8	P.5	It is used as a medium of exchange/It is used for buying goods/It is used to pay for the services/It is the legal tender.	It is the Uganda currency.	Uses of the Uganda currency during trade.	Explain the advantages of monetary trade over barter trade.
9	P.	They attract tourists who bring income.	It provides meat to people.	How mountain gorillas promote tourism in Uganda.	Involve the candidates in a discussion on ways tourism industry can be improved.
10	P.7	They discovered gold and diamond during their migration in South Africa.	They provided minerals in South Africa.	The way Boers led to the development of mining sector in South Africa.	Discuss in details the causes of the Great Trek and their effects.
11	P.5	It helps the citizens to know the electoral process/It helps the citizens to know their rights and how to protect them/It reduces election violence/It produces election malpractices/It reduces invalid votes.	It promotes education	Importance of civic education during general elections.	Explain to the candidates in details the electoral process.
12	P.6	Zenji empire	Coastal towns	The name that was given to the land of black people at the coast of East Africa.	Help the candidates to tell the reason why Zenji empire was not regarded as a true empire.
13	P.6	It helped earlyman to make strong weapons of defense/It helped earlyman to make better farming tools.	It helped earlyman to live a settled life.	Importance of iron smelting to the earlyman.	Discuss in details the important discoveries of earlyman.
14	P.2	School motto/School anthem	School flag	School symbol that can promote love and respect for the school.	Revise in details all the symbols of a school.



P.4	To control road accidents.	To learn how to drive.	Why the government encourages people to drive carefully on the road.	Help the candidates to tell the causes of road accidents as well as their control measures.
P.7	African Union Commission/The peace and security Council (Pan)/African Parliament/Assembly of the union/African Court of Justice and Human Rights	The secretariat.	Organs of OAU.	Revise in details the organs of the OAU and their roles.
P.7	They receive more rainfall than desert vegetation/They have more trees than deserts.	Tropical rainforests are thick.	Reason why tropical rainforests are thicker than desert vegetation.	Using the map, help the candidates to locate vegetation zones in Africa and the factors that influence the difference in distribution.
P.6/7	He funded their journeys/He sponsored them/He dispelled their fears about Africa/He taught them map reading skills/He invented a compass/He taught them how to use a compass.	He protected them.	How the Portuguese explorers benefited from Prince Henry the Navigator.	Discuss the Portuguese explorers who tried to find the sea route to India.
P.5	It has increased their household income/It has diversified the economy/It has created job opportunities.	It has provided free money to people.	Importance of sugarcane growing to people in Jinja.	Learners should maintain the used tense to answer questions.
P.5	It made Uganda as a British protectorate/It led to loss of Uganda's independence.	Uganda became independent.	How the 1894 treaty affected Uganda politically.	Help the candidates to tell the role that was played by Sir Gerald Portal and Lord Roseberry in the colonization of Uganda.
P.4	To promote food security/To increase their household income/To provide enough raw materials for agro based industries.	To provide free food to people.	Reason why the government is promoting the growing of more food crops.	Also discuss the traditional cash crops.
P.7	Frontline states	Zimbabwe/Zambia/Tanzania	The term that was given to the neighbours of South Africa who helped to fight apartheid.	Discuss how apartheid policy was practiced and its effects.
P.5	It promotes industrialization/It helps to protect the environment/It creates jobs for people in rural areas.	It provides free electricity to people in rural areas.	Importance of rural electrification to people in villages.	Help the candidates to tell the way rural electrification can conserve the environment.
P.5	Rift valley lake	Crater lake	Types of lakes to which Lake Albert belongs.	Explain to the candidates how rift valley lakes were formed and their examples.
P.5	By downwarping	By faulting	Process that led to the formation of rift valley lakes.	Involve the candidates in a discussion on formation of major physical features in Uganda.
P.5	It deploys game wardens/It enforces laws against poaching/It educates people about importance of wildlife/Rescues animals	It protects wildlife	How UWA helps to protect wildlife.	Discuss the problems of poaching to the tourism industry in a country.
P.6	W	It is 5.00pm in country X.	Knowledge about calculating time using lines of latitude.	Candidates should show the working.
P.7	Drivers are employed to transport farm produce/agricultural officers are employed to provide technical advice/It employs casual workers/ traders/brokers etc.	It employs people.	The way how farming creates employment.	Discuss the problems facing farmers and their possible solutions.
4	Non-governmental organization founders/	Teachers	Examples of voluntary leaders	Revise voluntary organisations operating in



		issues/get guides/ religious leaders/cultural leaders		In the community	Uganda
30	P.3	By moving in groups/By obeying rules and regulations/By obeying elders.	By being independent	How children can protect themselves from being kidnapped	Discuss in details child abuse and children's rights.
31	P.4	The government gets people with technical skills/Immigrant workers promote development/ The government gets revenue through taxes	They provide money.	How the government benefit from immigrant workers.	Also discuss foreign investments.
32	P.7	evil wars/unemployment/natural disasters/famine/business/polygamous marriages/ over population	Lack of money.	Causes of poverty among people in the community.	Revise the possible solutions to the challenge of poverty among Africans.
33	P.7	Children	Women	A group of persons served by UNICEF	Let the learners identify the services of UNICEF.
34	P.7	They help to produce goods/They create market for raw materials	They provide money.	How industries help to promote trade in an area.	Help the learners to tell the factors that can promote industrialization in a country.
35	P.5	By developing railway transport/By developing air transport/By developing industrialisation	By getting a seaport.	How landlocked countries can solve their problems.	Using the map, guide the candidates to locate landlocked countries.
36	P.2 E	By cleaning it/By mopping/By sweeping/By washing around it/By painting it	By building the house of God/Allah.	How Christians/Muslims respect the house of God/Allah.	Discuss the problems facing religions in Uganda today.
	Or:	By removing shoes before entering.			
37	P.3 E/ Or:	When they are denied food/When they are neglected/Poverty among parents/Shortage of food (basic needs)	Lack of schools.	Factors that can tempt a pupil to commit sin.	Help the candidates to tell the effects of sin.
38	P.6 E:	Pardon prayer	Confessional prayer	Prayer in Christianity that helps us to present our requests to God	Revise all the types of prayers in detail.
	Or:	Taweez prayers	Juma prayers	Prayer that is said by Muslims at night during the month of Ramadhan.	Revise about the five daily prayers in Islam and the act of fasting.
39	P.4 E:	Saul	Samuel	The first king of Israel.	Help the candidates to name the Kings of Israel.
	Or:	Caliph Abdulbar	Caliph Ali	The first caliph in Islam.	Help the candidates to know all the caliphs in Islam.
40	P.2 E:	To fulfill the Jewish culture.	To join Islam.	Reason why Jesus accepted to be circumcised.	Revise religious customs.
	Or:	To promote cleanliness or purity.	To join Islam	Importance of circumcision in Islam.	Revise the pillars of Islam.
SECTION B					
41.	P.2	a) Class register	Enrolment	Items that help teachers to know the daily attendance of pupils.	Help the learners to name the important aspects of a school.
		b) To plan for the school/To know the pupils present/To know the pupils absent/To know the amount of money a school will spend in a day/To	To know the total enrolment of a school	Reason why schools should collect daily attendance of the learners.	Discuss the activities done in the school.



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47.	P.5	<p>a) For prestige/To spread Christianity.</p> <p>b) To create White settlements in the fertile region/To get a colony.</p> <p>c) Presence of fertile soil/Cool climate.</p> <p>d) To create White settlements in the fertile region/To get a colony.</p> <p>e) Presence of fertile soil/Cool climate.</p> <p>f) To create White settlements in the fertile region/To get a colony.</p> <p>g) To create White settlements in the fertile region/To get a colony.</p> <p>h) To create White settlements in the fertile region/To get a colony.</p> <p>i) To create White settlements in the fertile region/To get a colony.</p> <p>j) To create White settlements in the fertile region/To get a colony.</p> <p>k) To create White settlements in the fertile region/To get a colony.</p> <p>l) To create White settlements in the fertile region/To get a colony.</p> <p>m) To create White settlements in the fertile region/To get a colony.</p> <p>n) To create White settlements in the fertile region/To get a colony.</p> <p>o) To create White settlements in the fertile region/To get a colony.</p> <p>p) To create White settlements in the fertile region/To get a colony.</p> <p>q) To create White settlements in the fertile region/To get a colony.</p> <p>r) To create White settlements in the fertile region/To get a colony.</p> <p>s) To create White settlements in the fertile region/To get a colony.</p> <p>t) To create White settlements in the fertile region/To get a colony.</p> <p>u) To create White settlements in the fertile region/To get a colony.</p> <p>v) To create White settlements in the fertile region/To get a colony.</p> <p>w) To create White settlements in the fertile region/To get a colony.</p> <p>x) To create White settlements in the fertile region/To get a colony.</p> <p>y) To create White settlements in the fertile region/To get a colony.</p> <p>z) To create White settlements in the fertile region/To get a colony.</p>	<p>Factors that promotes</p> <p>Social contribution of the</p> <p>colonization of Uganda.</p> <p>Reasons for settling in Kenya.</p> <p>Interpret the questions clearly.</p> <p>Uganda.</p> <p>Help the candidates to tell the categories of</p> <p>equatorial forests.</p> <p>Help the candidates to tell the countries that have</p> <p>weather and their uses.</p> <p>Using diagrams, explain the use of elements of</p> <p>weather and their uses.</p>
48.	P.6	<p>a) Lake Tanganyika</p> <p>b) It handles their overcast imports and exports/It</p> <p>c) West or Western direction</p> <p>d) It transports copper from Zambia to Port Dar-es-</p> <p>e) It promotes transport to</p> <p>f) To have MPs in the</p> <p>g) To have MPs in the</p> <p>h) To have MPs in the</p> <p>i) To have MPs in the</p> <p>j) To have MPs in the</p> <p>k) To have MPs in the</p> <p>l) To have MPs in the</p> <p>m) To have MPs in the</p> <p>n) To have MPs in the</p> <p>o) To have MPs in the</p> <p>p) To have MPs in the</p> <p>q) To have MPs in the</p> <p>r) To have MPs in the</p> <p>s) To have MPs in the</p> <p>t) To have MPs in the</p> <p>u) To have MPs in the</p> <p>v) To have MPs in the</p> <p>w) To have MPs in the</p> <p>x) To have MPs in the</p> <p>y) To have MPs in the</p> <p>z) To have MPs in the</p>	<p>East Africa.</p> <p>The deepest and longest lake in</p> <p>importance of port M to the</p> <p>people of Tanzania.</p> <p>Compass direction of Uganda</p> <p>from Kenya.</p> <p>Economic importance of</p> <p>TANZAM railway line to Zambia.</p> <p>Reasons why the youths have</p> <p>representatives in parliament</p> <p>Revise the special interest groups in the</p> <p>parliament.</p> <p>Discuss the administration of the parliament of</p> <p>Uganda.</p> <p>Lead the candidates in a discussion about organs</p> <p>of the government.</p> <p>Discuss the importance of a national budget.</p>
49.	P.5	<p>a) To present their views in the parliament/To</p> <p>b) To present their views in the parliament/To</p> <p>c) To present their views in the parliament/To</p> <p>d) To present their views in the parliament/To</p> <p>e) To present their views in the parliament/To</p> <p>f) To present their views in the parliament/To</p> <p>g) To present their views in the parliament/To</p> <p>h) To present their views in the parliament/To</p> <p>i) To present their views in the parliament/To</p> <p>j) To present their views in the parliament/To</p> <p>k) To present their views in the parliament/To</p> <p>l) To present their views in the parliament/To</p> <p>m) To present their views in the parliament/To</p> <p>n) To present their views in the parliament/To</p> <p>o) To present their views in the parliament/To</p> <p>p) To present their views in the parliament/To</p> <p>q) To present their views in the parliament/To</p> <p>r) To present their views in the parliament/To</p> <p>s) To present their views in the parliament/To</p> <p>t) To present their views in the parliament/To</p> <p>u) To present their views in the parliament/To</p> <p>v) To present their views in the parliament/To</p> <p>w) To present their views in the parliament/To</p> <p>x) To present their views in the parliament/To</p> <p>y) To present their views in the parliament/To</p> <p>z) To present their views in the parliament/To</p>	<p>The title given to the leader of</p> <p>government business in the</p> <p>parliament.</p> <p>Important document approved</p> <p>by the parliament in Uganda.</p> <p>How the government can reduce</p> <p>its expenditure.</p> <p>The term given to the cutting</p> <p>down of trees on a large scale.</p> <p>Reason why people should plant</p> <p>more trees.</p> <p>Human activity that can help to</p> <p>improve the climate of an area.</p> <p>The day that marks the end of</p> <p>fasting period in Christianity.</p> <p>Revise about important days in Christianity.</p>
50.	P.5	<p>a) Deforestation</p> <p>b) To preserve the environment/To increase on the</p> <p>c) Trees absorb carbon dioxide which reduces</p> <p>d) To preserve the environment/To increase on the</p> <p>e) To preserve the environment/To increase on the</p> <p>f) To preserve the environment/To increase on the</p> <p>g) To preserve the environment/To increase on the</p> <p>h) To preserve the environment/To increase on the</p> <p>i) To preserve the environment/To increase on the</p> <p>j) To preserve the environment/To increase on the</p> <p>k) To preserve the environment/To increase on the</p> <p>l) To preserve the environment/To increase on the</p> <p>m) To preserve the environment/To increase on the</p> <p>n) To preserve the environment/To increase on the</p> <p>o) To preserve the environment/To increase on the</p> <p>p) To preserve the environment/To increase on the</p> <p>q) To preserve the environment/To increase on the</p> <p>r) To preserve the environment/To increase on the</p> <p>s) To preserve the environment/To increase on the</p> <p>t) To preserve the environment/To increase on the</p> <p>u) To preserve the environment/To increase on the</p> <p>v) To preserve the environment/To increase on the</p> <p>w) To preserve the environment/To increase on the</p> <p>x) To preserve the environment/To increase on the</p> <p>y) To preserve the environment/To increase on the</p> <p>z) To preserve the environment/To increase on the</p>	<p>By providing social services</p> <p>to people.</p> <p>The budget</p> <p>Speaker of parliament.</p> <p>The title given to the leader of</p> <p>government business in the</p> <p>parliament.</p> <p>Important document approved</p> <p>by the parliament in Uganda.</p> <p>How the government can reduce</p> <p>its expenditure.</p> <p>The term given to the cutting</p> <p>down of trees on a large scale.</p> <p>Reason why people should plant</p> <p>more trees.</p> <p>Human activity that can help to</p> <p>improve the climate of an area.</p> <p>The day that marks the end of</p> <p>fasting period in Christianity.</p> <p>Revise about important days in Christianity.</p>
51.	P.3 E:	<p>a) Palm Sunday</p> <p>b) To preserve the environment/To increase on the</p> <p>c) Trees absorb carbon dioxide which reduces</p> <p>d) To preserve the environment/To increase on the</p> <p>e) To preserve the environment/To increase on the</p> <p>f) To preserve the environment/To increase on the</p> <p>g) To preserve the environment/To increase on the</p> <p>h) To preserve the environment/To increase on the</p> <p>i) To preserve the environment/To increase on the</p> <p>j) To preserve the environment/To increase on the</p> <p>k) To preserve the environment/To increase on the</p> <p>l) To preserve the environment/To increase on the</p> <p>m) To preserve the environment/To increase on the</p> <p>n) To preserve the environment/To increase on the</p> <p>o) To preserve the environment/To increase on the</p> <p>p) To preserve the environment/To increase on the</p> <p>q) To preserve the environment/To increase on the</p> <p>r) To preserve the environment/To increase on the</p> <p>s) To preserve the environment/To increase on the</p> <p>t) To preserve the environment/To increase on the</p> <p>u) To preserve the environment/To increase on the</p> <p>v) To preserve the environment/To increase on the</p> <p>w) To preserve the environment/To increase on the</p> <p>x) To preserve the environment/To increase on the</p> <p>y) To preserve the environment/To increase on the</p> <p>z) To preserve the environment/To increase on the</p>	<p>Deforestation</p> <p>To get more food.</p> <p>Lumbering</p> <p>By providing social services</p> <p>to people.</p> <p>The budget</p> <p>Speaker of parliament.</p> <p>The title given to the leader of</p> <p>government business in the</p> <p>parliament.</p> <p>Important document approved</p> <p>by the parliament in Uganda.</p> <p>How the government can reduce</p> <p>its expenditure.</p> <p>The term given to the cutting</p> <p>down of trees on a large scale.</p> <p>Reason why people should plant</p> <p>more trees.</p> <p>Human activity that can help to</p> <p>improve the climate of an area.</p> <p>The day that marks the end of</p> <p>fasting period in Christianity.</p> <p>Revise about important days in Christianity.</p>



Unit	Topic	Learning Objectives	Content	Activities	Assessment	Resources
1	The life of Jesus Christ	Understand the life of Jesus Christ from birth to death and resurrection.	Birth of Jesus Christ, Childhood of Jesus Christ, Ministry of Jesus Christ, Death and Resurrection of Jesus Christ.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
2	The teachings of Jesus Christ	Understand the teachings of Jesus Christ and their relevance to the world today.	The Kingdom of God, Love thyself, Love thy neighbor, Love thy enemy, Forgiveness, Faith, Prayer, Service.	Debate, Group discussion, Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
3	The church and its mission	Understand the church and its mission in the world today.	The church, The mission of the church, The role of the church, The church and the world.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
4	The sacraments of the church	Understand the sacraments of the church and their significance.	Baptism, Eucharist, Confirmation, Holy Communion, Anointing of the Sick, Marriage, Ordination.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
5	The Christian life	Understand the Christian life and how to live it.	The Christian life, The Christian's duty, The Christian's joy, The Christian's hope, The Christian's love.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
6	The Christian community	Understand the Christian community and its role in the world.	The Christian community, The Christian's role in the world, The Christian's service to the world.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
7	The Christian mission	Understand the Christian mission and its importance.	The Christian mission, The Christian's role in the mission, The Christian's service to the mission.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
8	The Christian witness	Understand the Christian witness and its significance.	The Christian witness, The Christian's role in the witness, The Christian's service to the witness.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
9	The Christian hope	Understand the Christian hope and its foundation.	The Christian hope, The Christian's role in the hope, The Christian's service to the hope.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.
10	The Christian love	Understand the Christian love and its expression.	The Christian love, The Christian's role in the love, The Christian's service to the love.	Role-play, Storytelling, Singing, Drawing, Writing.	Classroom tests, Projects, Assignments, Oral presentations.	Bible, Bible stories, Bible songs, Bible games.