BIOLOGY PAPER 1
UCE MARKING GUIDE

SECTION A

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

SECTION B

31 a(i)

Title – 01
Label – 01
Scale – 01
Plotting – 4

(ii) Diffusion
(iii) C
(iv) Concentration gradient

b (i) B
(ii) C

c)

$$rate\ of\ movement = \frac{distance\ moved}{time\ taken}$$

Sample A

$$Rate = \frac{10cm}{26\ minutes} = 0.385/minute$$

Sample B

$$Rate = \frac{10cm}{13minutes} = 0.769/minute$$

Sample C

$$Rate = \frac{10cm}{45minutes} = 0.22cm/minute$$

d) Rate of diffusion increases with increase in concentration gradient

32

(i) Glomerulus
(ii) Carnes blood pumped by the heart
(iii) Provide large S.A for fast reabsorption of materials

b) Yes; they are tiny/small molecules hence are filtered out of plasma into bowman's capsule

c)

(i) Homeostasis
(ii)
- Blood sugar decreases below normal;
- The decrease is detected by the islets of Langerhans of the pancreas; (∝ cells)
- The ∝ cub secrete glucagon hormone;
- The hormone stimulates conversion of stored glycogen to glucose;
- Increasing blood sugar levels back to normal

33 a(i) D

(ii) Pain of muscles that oppose each other in function

b)

(i) Knee jerk reflex action
(ii) Rapid 1
Automatic
(iii) Spinal cord

c)

i. Adrenaline
ii.
- Increase ventilation to increase oxygen supply to muscles for increased inspiration
- Increased heart beat to increase oxygen and food (glucose) supply to muscles for increased respiration
- Dilation of pupils to increase light entering eye for better vision
- Increased ventilation rate to increase carbondioxide removal from muscles due to increase inspiration

SECTION C

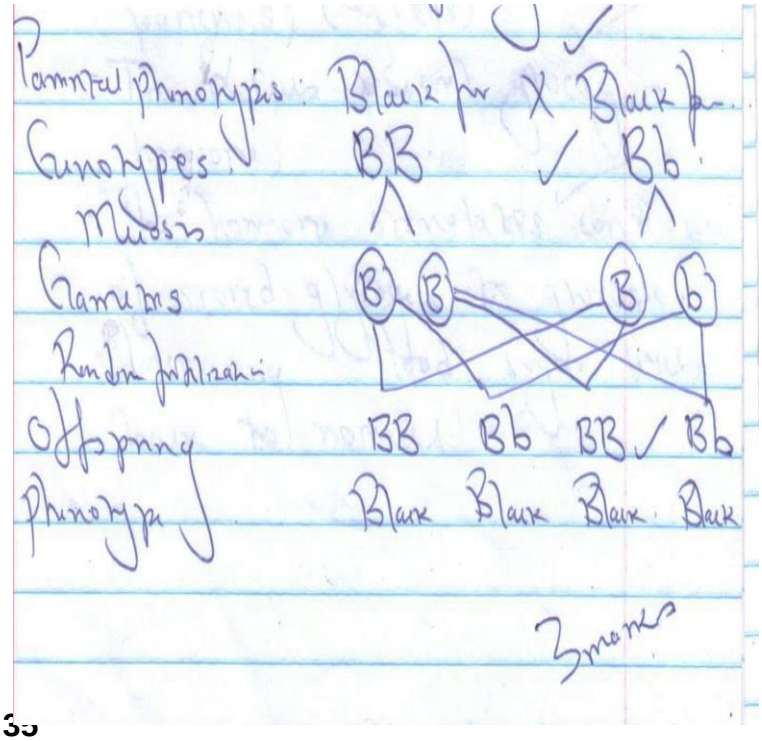
34 (a)

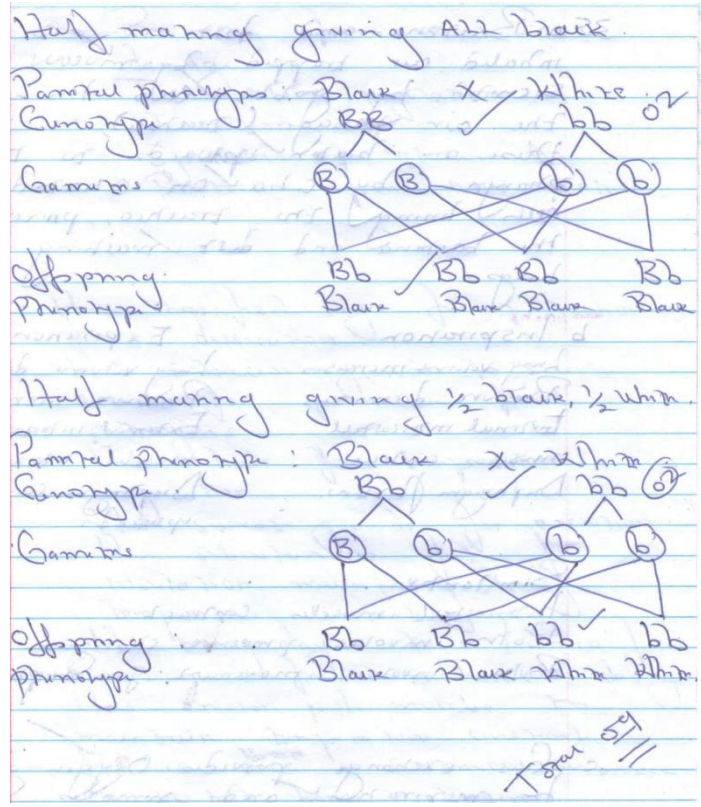
i. Inheritance is the passing an of characteristics from price generation to another while genetics as the brunch of science that deals with study of inheritance
ii. Complete dominance is a condonation when one while totally masks the alternative allele in heterozygous state while codominance is when the two alleles for a characteristic are equally expressed in heterozygous state
iii. Heterozygote is an organism with different alleles for a characteristic while heterozygous is a condition where an organism has different alleles for a characteristic

b) let allele for black for be B

Let allele for white foe be b

Two black matrd giving all black





35

(a) Bacteria and dust in inhaled air trapped by mucus secreted by goblet cub lining the air passage (trachea), these air bacteria upwards to the pharynx by cilia on aliatrd cells lining the trachea, preventing the bacteria and dust ching the lungs

(b) D

Inspiration	Expiration
Lung volume increases	Lung volume decreases
Pressure decreases	Pressure increases
External intercostal	External intercostal
Muscles contract	Muscles relax
Diaphragm flattens	Diaphragm curves upwards

Similarities

- Intercostal muscles contract
- Both involve pressure changes
- Both involve movement of diaphragm

c) Gas exchange provides oxygen gas for transpiration and involves the toxic carbon dioxide produced by inspiration maintaining a constant internal environment

36 a)

- Protection from mechanical damage
- Temperature regulation
- Excretion
- Synthesis of Vitamin D
- Protection from U.V radiation

b)

- Has cornified layer for protection from desiccation
- Has sebaceous glands to secrete sebum for protection from pathogens
- Has hair for temperature regulation
- Has sweat glands for excretion
- Has subcutaneous fat for insulation maintaining body temperature constant
- It many layers thick/thick for protection from mechanical damage
- Has erector pilli muscles to maintain temperature constant
- It is broad and continuous unbroken to protect from pathogens

37 Boys:

Elongation of pennis for introduction of semen/sperms into the female reproductive system

- Broadening of chest – to appear more muscular and protective to the females
- Sperm production starts so that fertilization can occur incase of sexual intercourse

ANY 3, @ 2 marks

Girls

- Enlargement of breasts preparing for breast feeding
- Widening of hips preparing for birth
- Menstruation leading to monthly preparation of uterus for implantation
- Softening of voice to attract males for pairing leading to sexual intercourse

ANY 3 @ 2 marks

b) Boys : Testosterone produced by testes

Girls : Estrogen produced by pituitary gland

END

BIOLOGY PAPER 2
UCE MARKING GUIDE

1. b(i) Table 2

	A	B
Temp	25°c	50-60

(ii) Table 3

	Number of drops of DCPIP	Conclusion
A	Few drops	Little Vitamin C
B	Many drops	A lot of Vitamin C

Accept any number of drops; look for difference. B should take more drops

(iii) Contains Vitamin C
(iv) To wash off any Vitamin C
(v) Independent : Temperature
Dependent : Number of drops of DCPIP
(vi) Vitamin C diffused faster more at higher temperature OR;
Vitamin C diffused more/faster at 60°c
(vii) Diffusion
(viii) Investigate effect of temperature on diffusion of Vitamin C across risking to bing bag
(ix) The temperature of the liquid B may not be the same. The difference can be minimized by using the same water bath

2.

	Identity	**Reason**
L	Leaf	Lead base Lamina Leaf stalk
M	Stem	Modes Internodes Leaves

b) (i)
- Thorns for protection
- Green to make food
- Buds for asexual reproduction

(ii)
- Green
- Buds

c) (i)
L

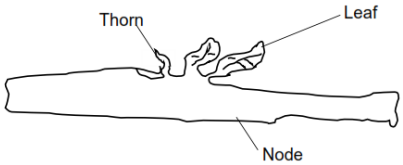
- Buds for asexual reproduction
- Swollen for water storage
  M
- Thorns for protection
- Green to trap sunlight for photosynthesis

d)

1
a. Nodes …….. 2
b. No nodes ……. L

2
a. Thorns..... M
b. No thorns……... N

e) Drawing of two nodes of specimen M



3. (a)
   (i) Arthropoda
   (ii) Class insecta
   (iii)

b)

	Head	**Wings**
P Termite	Sharp pointed Mandibles 2 short antennae	Wings No wings
Q Cockroach/nymph	2 large compound eyes Serrated mandibles 2 long antennae	No wings (wing buds)
R House fly	2 large compound eyes Proboscis 2 short, hairy antennae	I pair of wings
S Worker bee	2 large compound eyes Proboscis 2 short antennae	4 pairs of wings

1 mark @

c)

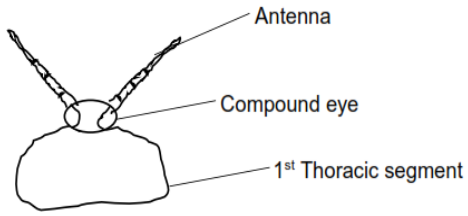
1
a) Has wings……2
b) Has no wings …….3

2
a) Has 2 wings…… R

b) Has 4 wings…… S

3 a) Has eyes……. P
b) Lucks eyes……Q

d) Drawing of dorsal view of head and first thoracic segment of Q



Title – 01

Drawing – 1½

Labels – 1½

Magnification – 01 = 05 marks

BIOLOGY PAPER 3
UCE MARKING GUIDE

Table 1

a)

	Observation	**Conclusion**
A	Fast bubbling/ Slow bubbling	Fast breaking down of peroxide
B	Rapid/fast bubbling	Rapid breaking down of peroxide
C	No bubbling/very slow bubbling	No break down of peroxide Or slow break down of peroxide

b) Effect of increasing temperature on activity of extract X Or Effect of temperature on break down of peroxide by X

c) (i) B – Rapid break down of peroxide since 35-40 is optimum temperature for active ingredient of extraction

(ii) C – No break down/very slow break down due to denaturing of active substance at extremely very high temperature

d) (i) Nature : Enzyme

Reason : Catalyzes breakdown of peroxide

- Its activity stops/greatly reduces at very high temperature OR its activity is affected by increase in temperature

(iii) Catalase enzyme – its an enzyme that catalyses break down of hydrogen peroxide giving of colorless gas

e) So that the contents of the test to best attain the “same” temperature

f) Extract X catalyses break down of hydrogen peroxide giving of a colorless gas

- Activity of extract is affected by temperature
- Extract X wors best/fastest between 35° - 40°c

g) Temperature may not be the same in the respective beakers

Use automated water baths to ensure similar temperature

- Half filled beakers with estimation, use measuring cylinders to accurately half fill the beakers
- Each candidate used their own watch – use standardized stop clocks ANY 1

2. (a)

- Stem
- Has nodes
- Has internods
- Has leaf/leaves

c) Supporting leaves in position to trap sunlight for photosynthesis

c)

X	Z
- No thorn s	- Thorns
- Have parallel veins	- Leaves network veins
- Narrow leaves	- Broad leaves
- Leaves have sheathed stalk	- Leaf stalk not sheathed
- Leaves smooth	- Leaves rough
- Leaves with entire margin	- Leaves with serrated margins
- Stems smooth	- Stems rough

(ii) Y and Z

- Both have thorns
- Both have leaves with network veins
- Both have broad leaves
- Both have hard stems

d) (i) Protection – both posses thorns

(ii) Z has very many/more thorns hence more protection

e)

1
a) A succulent stem……X
b) Stem not succulent ……Z

2
a) Thorns at nodes……Y
b) Thorns along internode…… Z

f) Title : 01

Drawing – many thorns, along internode – 01

Label …….. including thorn

At least two labels @ ½ - 01

Magnification .... 01 = 04 marks

a) Phylum – Arthropoda
   - Segmented body

Class – insecta
   - 3 Thoracic segments

b) L – has wings for fast movement/flight unlike K

c) N

X	Z
- No wings	- Has wings
- Has hooked mouth	- Has proboscis
- No proboscis	
- No legs	- Has legs
- No Compound eyes	- Has compound eyes
- Body not hairy	- Hairy body
- No antennae	- has antennae
- No palps	- Has palps

d) N – has a pair of hairy antennae to easily direct movements unlike M

N – has a pair of large compound eyes unlike M to see a wide area around it
N has wings for flight hence fast movement unlike M

ANY two

1
c) Has wings……2
d) Has no wings …….3

2
c) Has 2 wings…… N
d) Has 4 wings…… 2

3
d) Has wing buds……. P
e) Has no wing buds eyes……...Q

HISTORY OF EAST AFRICA 241/1
DURATION: 2HOURS
INSTRUCTIONS:

- Attempt any **four** questions
- All questions carry equal marks
- Any additional questions attempted will not be marked

1. a) How did the Portuguese Administer the East African Coast between 1510 and 1700AD? (13 marks)
b) Why did they later loose control of the coast? (12 marks)
2. a) Describe the course of the Western Bantu into East Africa by 1500AD (13 marks)
b) How did their settlement affect the people of East Africa? (12 marks)
3. a) Why are the Chwezi remembered in the history of Bunyoro Kitara empire? (13 marks)
b) Why did their rule later decline? (12 marks)
4. a) Describe the organisation of the pre-colonial trade in East Africa (15 marks)
b) What were the consequences of the trade on the people of East Africa? (10 marks)
5. a) What were the causes of the W'angereza-W'afaransa wars in Buganda? (13 marks)
b) How did they affect the people of Buganda and Uganda at large? (12 marks)
6. a) How was indirect rule applied in Uganda by the British? (13 marks)
b) What were the results of the administrative system on the people of Uganda?
(12 marks)
7. a) Why did Orkoiyot Kiminyole rise up against the British between 1895-1906?
(13 marks)
b) Why did the resistance last for long? (12 marks)
8. a) What were the reasons for the signing of the 1900 Buganda Agreement? (13 marks)
b) What were its terms? (12 marks)
9. a) Why did Kenya develop into a white settler colony? (13 marks)
b) How did the settlement affect the people of Kenya? (12 marks)
10. a) Why was East Africa involved into world war II of 1939-45? (13 marks)
b) How did the war affect the people of East Africa? (12 marks)

END

MARKING GUIDE 241/1

1. A) How id the Portuguese Administer the East African coast between 1570 and 1700AD?
(13 marks)

Introduction

- The Portuguese were the first group of Europeans to come and settle at the East African coast
- They came from Portugal
- They displaced the Arabs who had stayed at the coast for over 500 years

Any (2X1)

Body

- By 1510, the coast was effectively under Portuguese rule
- The Portuguese used the divide and rule policy to administer the coast
- The coast was divided into two i.e. Northern states and Southern states each under a captain
- The Northern states were ruled by the Captain stationed at Malindi
- The Southern States were ruled by a Captain stationed at Mozambique
- By 1507, Mozambique was the overall headquarters of the Portuguese authority at the coast

- All Captains had to report to the Portuguese Viceroy at Gao in India
- Captains were supposed to collect taxes and tribute, enforce payment of customs duty on imports and exports, key law and order and suppress rebellions
- They were harsh and always burnt and destroyed settlement to control rebellions
- Portuguese rule was full of corruption because they employed ruthless and corrupt army commanders
- They lived isolated lives and never attempted to create good relations with the Africans
- Fortified garrisons were built in Mozambique and Sofala to suppress all rebellions
- In 1593, Fort Jesus was built at Mombasa because of her rebellions nature and also to strengthen the Portuguese administration
- A Captain was appointed to settle permanently in Mombasa because of her rebellions nature
- They looted coasted towns and denied Africans a chance to participate in the trade
- Later on, the Southern states were re-united with the Northern states to form an empire
- Socially, they tried to spread Christianity but with little success
- Economically, they over taxed their subjects and collected tributes to raise revenue
- The 200 years of their rule witnessed decay of coastal towns and the shew unit of goods

Any (11X1)

1. b) Why did they later loose control of the coast? (12 marks)

body

- Had very few qualified personnel to administer the coast
- Portugal was a very small country with fewer reserves to France the count
- The coast was too big (400 km) to be effectively administered
- Hatred and wars with the coastal people
- Language barrier
- Tropical diseases e.g. Malaria
- Hostile climate at the coast
- Portugal was too far from the coast for communication
- The unity with Spain in 1640
- Frequent rebellions at the coast
- Arrival of British, Dutch and French travelers in the 15th century
- Role of the Turkish sea pirates
- Limited fortified garrisons
- Coming of Quran Arabs in 1698 December

Any (11X1)

Conclusion

- In conclusion, they lost control of the coast due to Political, social and economic reasons as explained above

Any (1X1)

2. a) Describe the course of Western Bantu into East Africa by 1800 AD (13 marks)

Introduction

- Bantu is a linguistic word describing a group of people who speak a similar language
- They have a root suffix Ntu/Ndu meaning a person
- They belong to the Negroid Family
- Their origins and migrations are still unclear to many historians
- However, must believe they came from Katorga regime in Congo

Body

- Their migration was gradual and seasonal i.e. spread over a long time
- They entered East Africa through the Western part
- They were the first group also called interlacustrine Bantu
- They formed the largest group of Bantu to migrate to East Africa
- Entered East Africa through the West from the Niger-Congo basin
- Used the route between Lake Albert and Lake Edward
- Settled around the N.W shores of Lake Victoria
- Believed to have migrated between 1000-1300AD
- The Bantu of this group gave rise to Baganda, Banyoro, Bakya etc.
- The other Bantu moved to the Eastern and Western Kenya giving birth to Baluya and Bagisu

Any (11X1)

b) How did their settlement affect the people of East Africa? (12 marks)

Body

- Introduced iron working and the use of iron tools e.g. hoes
- Introduced large scale crop growing
- Population increase
- Introduced new food crops e.g. beans, bananas, yams etc.
- Introduced new farming methods e.g. mulching, irrigation etc.
- Introduced new languages e.g. Luganda, Lusoga etc.
- Absorbed most of the tribes e.g. bushmen, cushoites etc.
- Introduced new cultures e.g. circumcision
- Introduced a new system of building permanent houses e.g. grass thatched
- Intermarriages with the coasted Arabs to Swahili people
- Introduced the centralized system of Administration
- Led to clashes on land

Any (11X1)

Conclusion

- In conclusion, they affected the bantu of East Africa, politically, socially and economically.

Any (1X1)

3. a) Why are the Chwezi remembered in the History of Bunyoro Kitara empire? (13 marks)

Introduction

- The Bachwezi were the successors to the Batembuzi
- They were demi-gods
- Some believe they were Galla or Cushitic people from Ethiopia
- Others suggest they must have been Greeks, Portuguese or Egyptians
- They were tall and light skinned
- Known by other names like Tutsi, Hinda and Hima
- Formed the Bunyoro-Kitara empire
- First ruler was Ndahuru and the last was Wamara

Any (2X1)

Body

- Introduced the centralized system of governance
- Introduced the hierarchical system of administration
- Introduced the idea of a standing army
- Introduced the system of royal regal e.g. drums, spear etc.

- Were the founders of the ancient Bunyoro-Kitara Kingdom
- Introduced games e.g. local wrestling and Omweso
- Introduced coffee and banana growing
- Introduced the idea of palace officials, royal women and slaves
- Had super natural powers
- Introduced a religion called Abashemi
- Built their capital at Bigobyamugenyi
- Introduced the idea of grass thatched houses smeared with cow dung
- Introduced iron working e.g. spears pangas
- Introduced the Bark cloth working
- Developed the art and craft industry e.g. basket weaving
- Introduced the social classes e.g. Ba
- Discovered hot springs e.g. Kitagata in Western Uganda

Any (12X1)

b) Why did their rule later decline? (12 marks)

Body

- The empire had grown too big to be effectively administered
- Lack of strong and capable rulers after Wamara
- Misfortunes for example the death of Bihogo
- Internal revolts with Bantu
- Epidemic diseases for example small pox and malaria
- Famine
- Chwezi rulers were greedy and oppressive
- Loss of popularity later
- Conflicts among the famous Princes
- Several communities brake away from the empire
- Low invasions
- Weak army and skills
- Decline in the economy

Any (11X1)

Conclusion

Conclusively, the rule later declined due to Political, social and economic reasons

4. a) Describe the organisation of pre-colonial trade in East Africa (15 marks)

Introduction

- It was also called long distance trade
- Trade carried out between the coastal traders and the interior tribes in East Africa
- Covered l9ong distances in caravans of 100-1000 men
- The traders covered very long distances from the interior to the coast

Any (2X1)

Body

- The trade involved many interior tribes e.g. Nyamwezi, Kamba, Yao etc.
- At the coast were Arabs, Swahili traders
- Interior goods e.g. Ivory, slaves, gold, iron implements etc.
- Exterior goods e.g. beads, glass, plates, clothes, swords etc.
- Slaves were acquired through raids

- Ivory was got through hunting of elephants
- Trade was initially conducted on a barter trade system
- Later on, cowrie shells were introduced and replaced with copper coins
- Trade was controlled by the interior chiefs
- Trade was conducted in trading centers e.g. Ujiji, Tabora, Bagamwoyo
- It involved taxation for revenue
- Medium of communication was Kiswahili with interpreters when needed
- Means of transport were head portage and later camels
- Indian Banyans were the financials (gave loans)
- Northern route was controlled by the Akamba from Pagani and Mombasa and the Mountain Kenya and Tanta hills up to Lake Baringo crossing the rift valley to Elgon
- The central route which was the busiest and largest was controlled by the Nyamwezi from Bagamoyo through Zaramo, Gogoland and Tabora to Karagwe, Buganda, Bunyoro and East Congo
- The southern route which was controlled by the Yao started from Kilwa through Malawi is Tanganyika up to Congo
- The Khartoumer route from Sudan through Uganda, Turkana to the Kenyan highlands to East Africa

Any (13X1)

4. b) What were the consequences of the trade on the people of East Africa? (12 marks)

Body

- Led to the formation and expansion of states e.g. Buganda, Nyamwezi etc.
- Raise of strong statesmen e.g. Mirambo, Nyungu-Yamawe, Kabalega
- Many African chiefs become rich
- Some states declined e.g., Busoga, Tow and Bunyoro
- Introduction of guns that led to slave raids and insecurity
- Decline in agriculture due to constant slave raids
- Spread of Islam in the interior
- Growth and development of centers e.g. Tabora, Ujiji etc.
- Caravan routes later developed into proper country routes
- Depopulation of elephants due to ivory
- Decline of the local industry
- Opened East Africa to the outside world
- Provided alternative livelihood to societies in East Africa

Conclusion

- In conclusion, the consequences of the trade on the people of East Africa were positive, negative, political, social and economic

5. a) What were the causes of the W'angereza-W'afaransa wars in Buganda? (13 marks)

Introduction

- they were also known as the religious wars in Buganda
- were fought among four religious groups i.e. Catholics, Protestants, Moslems and traditionalists
- they were fought between 1885 and 1900

Body

- The struggle for each to gain many converts as possible
- Desire to win the Kabaka's favour and recognition
- Death of Muteesa I in 1884

- Differences in the teachings of different groups
- Christians didn't want to be dominated by Muslims
- Imperial rivaly between France and Britain
- Mistrusts and suspicions among the various groups
- Rumors that Kabaka Mwanga was learning Anglicanism
- Traditionalists also hated the Christians due to Undermining cultures
- Captain Lugard's visit to the Anglicans with 500 guns
- Questioning of Mwanga's authority by the converts
- Mwanga's arrogance, inconsistence and unfriendly relations
- Role of Arabs that misguided Mwanga about Christians
- The murder of Bishop Hannington in Busoga in 1885
- The killing of the Uganda Martyrs at Namugongo in 1886

Any (11X1)

5b) How did they affect the people of Buganda and Uganda at large (12 marks)

Body

- Divided Buganda and Uganda along religious lines
- Led to formation of political parties along religious lives e.g. UPC for protestants and DP for Catholics
- Death of people e.g. 30 converts i.e. Uganda Martyrs
- Those who supported the protestants were given political offices e.g. Semei Kakungulu and Apollo Kaggwa
- The Anglicans finally won the war
- Armed Christian groups were formed in Buganda
- Political offices were allocated by religious lines e.g. Prime minister was Anglican and chief justice Catholics
- Catholics and Muslims were defeated at Mengo
- Schools along religious lines e.g. Mengo SS for Anglicans, TCN, SMACK for Catholics
- The 20 counties of Buganda were allocated on religious lines
- Mwanga was later forced into exile
- Eventual colonization of Uganda
- Slowed down the growth of nationalism in Uganda
- Christianity was wide spread within Buganda and Uganda at large
- Massive destruction of property in Buganda
- African Traditional Religion greatly declined due to wide spread Christianity
- Further led to the signing of the 1900 Buganda Agreement
- Islam was greatly reduced in influence within Buganda

Any (11X1)

Conclusion

- In conclusion, the effects were political, social and economic

Any (1X1)

6. a) How was indirect rule applied by the British in Uganda? (13 marks)

Introduction

- Indirect rule was a system of administration by the British where the local leaders, chiefs were used to rule on behalf of the British
- It was introduced by Capt. Fredrick Lugard
- Popularized during his book the dual mandate

- Was first used and successful in India and Nigeria
Any (2X1)
Body
- At the top of administration was the colonial secretary who was based in London
- He was in charge of the colony and answerable to the parliament in Britain
- Below him was a governor who was based on the respective colony
- He was answerable to the colonial see and for Uganda Entebbe was the Head quarters
- Below the governor was the provincial commissioners who were in charge of provinces
- They were answerable to the governors
- Below the provincial commissioners were district commissioners in charge of districts
- They were answerable to the provincial commissioners
- Below the district commissioners were the county chiefs, (Saza chiefs) in charge of counties
- They were answerable to the district commissioners
- Below the Saza chiefs were the sub-county chiefs in charge of sub-counties
- They were answerable to the county chiefs
- Below the sub-county chiefs were the Parish chiefs in charge of Parishes
- They were answerable to the county chiefs
- Below the parish chiefs were the sub-Parish chiefs in charge of sub parishes
- They were answerable to the Parish chiefs
- Below the sub-Parish chiefs were the village heads who were in charge of the villages
- They were answerable to the sub-parish chiefs
- In places like the Northern and Eastern Uganda, Agents were used like Semei Kakungulu
- Local chiefs were in charge of tax collection, mobilizing few public works etc.
Any (11X1)
6b) What were the results of the administrative system on the people of Uganda? (12 marks)
Body
- Created a class of collaborators e.g. Semei Kakungulu, Sir Apollo Kaggwa
- Encouraged tribalism based on each society
- Buganda was favored compared to other societies due to Kiganda system
- Enabled the British to effectively exploit the Ugandan resources
- Over taxation of the Africans by their local leaders
- Promoted mainly elementary education among the Africans
- Saved Uganda from being a settler colony
- Brought religion into politics, later e.g., in Buganda the Prime minister was a protestant
- Led to indirect decline of the traditional authority
- Africans chiefs earned themselves hatred and disrespect from their subjects
- Spread of Christianity and the decline of Islam
- Loss of African land
- Misery and suffering on the side of Africans
- Outbreak of resistances later e.g. Lomogi rebellion in Acholi
- Forceful service on the public works
Conclusion
Conclusively, the effects were positive, negative, political, social and economic
Any (1X1)
7. a) Why did Orkoiyot Kiminyole rise up against the British in 1895-1906? (13 marks)

Introduction
- Orkoiyot Kiminyole was the leader of the Nandi during the Nandi resistance
- Due to mainly the prophesy of the iron snake in the Nandi territory
- Rebellion took place in the Western Kenya mainly in the Uasin-Gishu Plateau

Body
- Need to defend their independence
- Fear of the British colours i.e. seen as devils/ghosts
- The religious prophesy of the leader Orkoiyot Kiminyole
- Construction of the Uganda railway annoyed the Nandi
- Warrior belief and nature of the Nandi
- Need to defend their culture from the British
- Need to preserve their land form the British
- Their enemies like the Masai and Luyia had collaborated
- Inspiration from other revolts e.g. Abushiri
- Rise of African Nationalism against the British
- Need to defend their cattle from the whites
- Long held hatred and enmity between the two
- Failure to solve the issues peacefully
- Role of the environmental advantage e.g. hills
- Killing of Orkoiyot Kiminyole
- Interference in their ivory and slave trade

Any (11X1)

7b) Why did the resistance last for long? (12 marks)

Body
- Acquisition of guns from the Long-Distance Trade
- Nandi worrier pride against any intruders
- Emergency of the strong leadership of Orkoiyot Kiminyole
- Never suffered from famine and drought
- Experience in the fighting
- Employment of the gorilla tactic of fighting
- Cutting of the communication lines by the Nandi
- Lacked clear spots like the fonts and barracks for attack
- Nandi area for attack was hilly and difficult
- Presence of black smiths for making iron weapons
- Cultural unity among the Nandi
- Lack of geographical knowledge of the area by the British
- Determination to protect their independence

Conclusion
- Conclusively, the resistance took long due to political, social and economic features

Any (1X1)

8. a) What were the reasons for the signing of the 1900 Buganda agreement? (13 marks)

Introduction
- it was an agreement signed between the British special commander sir Harry Johnson and the Young Kabaka Daudi Chwa II

- the Kabaka was represented by the three regents i.e. Sir Apollo Kaggwa, Stanslus Mugwanya and Zakariya Kisingiri
- was signed on the 10th March of 1900

Body

- Intended to define the position of Buganda within a wider Uganda
- To confirm that Buganda had submitted to British rule
- To make Buganda safe for missionary activities
- To promote British exploitation policies
- To introduce the rule of law in the country
- To check on the activities of Kabaka Mwanga
- To end the threats of the Sudanese Mutineers in the North
- To find out a suitable way for assisting the young Kabaka
- To make Buganda self-reliant through economic reforms
- To reward Buganda for it's co-operation with the British
- To solve the boundary problems between Buganda and her neighbours
- To make it a standing point from where the rest of Uganda be colonized
- To serve as a legal document that will protect and safe guard British imperialism

Any (11X1)

8b) What were its terms? (12 marks)

Body

- All men of 18years and above were t pay hut tax of rupees
- No more taxes were to be collected without the approval of the Lukiiko
- Revenue from the taxes was to be for the protectorate government
- Collection of tributes from the neighboring states like Busoga, Ankole and Toro by Buganda was to be stopped
- All chiefs including the Kabaka were to receive a monthly salary
- The Kabaka was to be given a salary of 1500 pounds annually
- All-natural resources were to be in the hands of the protectorate government
- Land was to be divided into two, i.e. Mailo land and the crown land
- Peasants settling on the Mailo land where to pay rent (Busuulu) to the land lords
- Crown land included forest, lakes, swamps and the people who settled there were not to pay Busuulu
- The kabaka was to be retained as the supreme ruler of Buganda
- The Kabaka was to be called his highness
- The Kabaka was to rule under close supervision of a British representative
- He was to be assisted by three regents i.e. Katikiro (Prime minister), Muwanika (Treasurer) and Mulamuzi (Judge)
- The Lukiiko was to have parliamentary powers
- Kabaka was not to dismiss any member of the Lukiiko
- Membership to the Lukiiko was to be fixed at 89 i.e. 60 Notables, 20 Saza chiefs, 3 regents and 6 Kabaka Nominees
- Cases involving foreigners were to be had led by the protectorate government
- The Kabaka was not to form any army without the consent of the protectorate government
- Buganda's boundaries were to be redefined
- Buganda was to be divided into 20 counties each under a Saza chief

Any (11X1)

Conclusion

- Conclusively, the terms of the Buganda agreement were political, social, economic

Any (1X1)

9. a) Why did Kenya develop into a white settler colony? (13 marks)

Introduction

- The white settlers begun to settle in Kenya in 1896 and large numbers 1903
- They mainly came from New Zealand Britain, South Africa, Australia and Canada
- Their main aim was to set up plantation farms in Kenya
- Mainly encouraged to come by sir Charles Elliot

Any (2X1)

Body

- Conducive climatic conditions in the Kenyan highlands
- Fertile volcanic soils of the Kenyan highlands
- Vast land in Kenya free for economic activity
- The Devonshire white paper of 1923 that gave the highlands to the settlers
- The direct access to the Indian ocean for trade
- The construction of the Uganda railways that reduced transport costs
- Nomadic way of life of the Nandi Masai, Kikuyu availed land
- The colonial policy was clean that Kenya should be a settle colony
- Encouragement from the governor Sir Charles Eliot
- Role of the second Anglo-Boer wars of 1899-1902 that encouraged Boers to come after defeat
- Role of earlier regents from the early explorers
- Need to settle the ex-service men of World War I 1914-18
- Desire to stop the inhuman acts of slave trade
- Need to promote legitimate trade
- Availability of cheap African Labour
- Need for raw materials for their home industries
- Need for prestige
- Need to find market for their finished goods
- Need to invest their surplus capital
- Rumors that mineral s existed in Kenya
- Need to spread Christianity
- Love for adventure, band wagon, peer pressure

Any (11X1)

b) How did the settlement affect the people of Kenya (12 marks)

Body

- Introduced plantation agricultural e.g. Pyrethrum, Rubber etc.
- Stimulated the development of communication network e.g. roads
- Modern and scientific methods of farming were introduced e.g. use of fertilizers
- Modern and business towns developing Nairobi
- Shift from subsistence farming to large scale commercial farming
- Small scale industries were also set up
- Rearing of exotic animals in Kenya e.g. sheep, cattle and pigs
- Vast land was later put into use

- Created employment opportunities in Kenya
- Improved on the people's standards of living
- Africans lost much of their land to the whites
- Creates conflicts among races in Kenya
- Introduction of Kipande system later
- Diversification of the economy of Kenya
- Opened Kenya to the outside world

Any (11X1)

Conclusion

- In conclusion, the effects of the settlement were positive and negative, political, social and economic

Any (1X1)

10. a) Why was East Africa involved in World War II of 1939-45? (13 marks)

Introduction

- This was the second global war in the years 1939-45
- Fought between the axis powers (Germany, Italy Japan) againts the allied powers i.e. Russia, Britain, France and USA
- It was the obligation of East Africa to join on behalf of their colonial masters (BR)

Body

- Was under military obligation to support Britain
- Was directly involved in the funding of the war
- Britain didn't have enough troops thus involving East Africa
- Some had acquired skills in Word War I
- Love for adventure, Band wagon and peer pressure
- Others were taken as weapon carriers
- East Africa was also near the fighting grounds thus involvement
- Some people in Tanganyika supported Hitler hoping that Tanganyika will return to Germany
- The presence of Italy in Jerusalem and Eritrea scared the British
- Japan's involvement in the war also scared British
- Mistrust and suspicions among the different powers
- Presence of King's African riffles in East Africa
- Britain and Germany were already enemies thus extended rivalry
- Others were promised gifts and presents
- Many East Africa soldiers were attracted to fight

Any (11X1)

10b) How did the war affect the people of East Africa? (12 marks)

Body

- Many people were killed, wounded and others permanently crippled
- Others were forcefully recruited into the K.A.R
- Trade was destroyed and exports also declined
- Neglected agriculture to a reduction in food production
- A lot of family ties were broken
- War veterans also brought and spread diseases e.g. syphilis
- Others were imprisoned especially those who supported Hitler
- Sevier depopulation due to massive loss of lives

- Ex-service men spearheaded wars e.g. General China of Mau Mau
- Sowed seeds of nationalism in East Africa
- Ex-service men caused resettlement problems on their return
- After the war, Tanganyika became a protectorate of the British under the UNO provisions
- Led to the formation of UNO which strongly decampaigned colonial rule and looked for peace
- The British government directed technical schools and institutions to produce war equipment
- Many acquired military skills of fighting
- Others were given gifts and presents
- Destruction of property e.g. houses and African farms

- Fear and insecurity
- Misery and suffering
- Displacement of people

Any (11X1)

Conclusion

Conclusively, the effects were Positive, Negative, political, social and economic

Any (1x1)

HISTORY OF SOUTH AFRICA 241/4
DURATION: 2HOURS
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 Nguni-Tsonga into South Africa (12 marks)
   b) How did they relate with the Khoisan? (13 marks)
2. a) What problems were faced by the early Dutch settlers at the Cape? (12 marks)
   b) How were they solved? (13 marks)
3. a) Explain the Origins of the Republic of Natal. (15 marks)
   b) Why did Natal loose it's independence in 1843 (10 marks)
4. a) What were the causes of Moroosi uprising of 1880-81? (12 marks)
   b) What were it's impacts on the people of South Africa? (13 marks)
5. a) Why did the British invade the Boers in 1895? (12 marks)
   b) Why did the invasion fail? (13 marks)
6. a) What were the terms of the Vereeniging treaty of 1902? (13 marks)
   b) How did the treaty affect the people of South Africa? (12 marks)
7. a) What were the causes of the Soweto uprising of 1976? (12 marks)
   b) What were it's consequences on the people of South Africa? (13 marks)
8. a) Explain the reasons for the establishment od Bantustans in South Africa?

b) How did their establishment affect the Africans (13 marks)

END

1. a) Describe the migration and settlement of the Nguni-Tsonga into South Africa (12 marks)

Introduction

- They belonged to the Bantu of South Africa
- With a similar related language with 'Ntu' and 'Ndu'
- Belonged to the Negroid black race of people
- Their origins are unclear to many historians
- Some believe the Bantu came from West Africa around Cameroon highlands on the Niger Congo basin
- Others believe they came from Katonga Province

Any (1X1)

Body

- Their migrations were short, gradual and seasonal
- Were the third Bantu group to enter South Africa
- Were known as the Eastern wave Bantu
- Entered South Africa from the Eastern route South of the great lakes region
- Travelled into Natal and others went as far as Eastern Cape colony
- Some remained and settled in Present day Mozambique
- By the 16th Century, they were living a long Natal coast line
- The Xhosa reached Umzivubu around 1300AD
- Others later spread to Umtata river and as far as orange river

- By the 18th Century, different groups were formed out like Pedi, Zulu, Ngwane, Ndebele etc.
- Land pressure forced the Swazi Northwards into modern Swaziland
- The Tsonga gradually moved and settled in different parts of the East
- Today the Nguni occupy parts of Transvaal, Natal the Cape etc.

Any (11X1)

1b) How did they relate with the Khoisan? (13 marks)

Body

- Khoisan lost their Land to the Bantu
- Lost their lives due to wars with Bantu
- Introduced agriculture to the Khoisan e.g. Yams, Pumpkins
- Khoisan were displaced to the desert areas
- Intermarried with the Khoisan to the Thembu
- Increased the Khoisan population
- Khoisan lost their cattle
- Khoisan adopted the Bantu centralized system
- Decline of the Khoisan economy due to wars
- They adopted the Bantu culture norms and values
- Bantu language was affected with a clicking sound
- Bantu traded with the Khoisan
- Took Khoisan women as their wives
- They lost their traditional powers to the Bantu
- Insecurity and wars
- Khoisan lost their independence to the Bantu
- Khoisan lost their population in wars
- Khoisan stated living settlement lives like the Bantu
- Copied Bantu fighting techniques
- Bantu spread iron making knowledge and skills

Any (12X1)

Conclusion

In conclusion, the Bantu related with the Khoisan Politically , socially and economically

Any (1X1)

2. a) What problems were faced by the early Dutch settlers at the cape? (12 marks)

Introduction

- The Dutch were the first Europeans to settle in South Africa
- They came from Holland/Netherlands
- The Dutch settlement at the Cape was as a result of the Harlem ship accident in 1647

Any (1X1)

Body

- Home sickness
- Lack of adequate geographical and climate knowledge
- Inadequate women to Homosexuality
- Severe Winter
- Malnutrition, scurvy etc.
- Children lacked education facilities
- Khoikhoi refused to give them as many cattle and sheep expected

- Poor transport and communication
- Frequent attacks from Khoisan
- Frequent labour
- Poor land ownership policies
- Frequent attacks from the wild animals e.g. leopards
- Language barrier
- Lacked good permanent houses
- Inadequate security from the company
- Rigid company regulations
- Diseases e.g. Malaria, small pox, Dysentery etc.
- Inadequate funds and capital
- Locust invasion of 1693stiff competition from other European traders
- Over taxation from the company
- Kaffira wars of the Eastern Frontier
- Corruption and embezzlement

Any (11X1)

2b) How were they solved? (13 marks)

Body

- Settlement was expanded to get more land
- Large castle was built for defence
- Orphan girls from Holland were imported for the settlers
- Forced marriages with beautiful African women
- Elementary schools were built to solve education
- Slaves were imported from West Africa Indonesia, Madagascar
- A hospital was built 1707 for treatment
- Land was given to the settlers free of charge
- Large water reservoirs were built for water
- More men were recruited for defence
- Corrupt officials were dismissed
- Corrupt employees were encouraged to resign to rise food production
- Winter coasts and crops were introduced
- Encouraged trade with the Africans to get goods
- Roads were built to improve transport and communication
- Settlers were encouraged to raid African societies
- Loans were provided to the settlers
- Tax holidays were given
- Settlers allowed to sell their produce directly
- Forceful recruitment in the army

Any (12X1)

Conclusion

- In conclusion, they were solved politically, socially and economically

Any (1X1)

3. a) What were the origins of the republic of Natal/ (15 marks)

Introduction

- Natal was established by the third group of the Boer trekkers

- It was established by a Boer called Pretorius by a Boer called Pretorius after the blood river battle against the Zulu

Any (2X1)

Body

- Reports had shown that Natal had fertile soils which inspired the Boers to come
- When the trekkers under Piet Retief reached Natal, they asked for Land
- The leader of the Zulu was Dingane who was threatened by their migraters
- Dingane promised the Boers land on condition they recover his cattle taken by Sekanyera the Hokura chief
- Piet accomplished the task with much difficulty and returned the cattle after tricking Sekanyera
- It greatly alarmed Dingane who was warned on the dangers of the whites in the area
- Dingane later organized a big party in which Retief and some Boers were killed in a Kraal
- Later Andreas Pretorius was appointed commander who was determined to revenge
- At the Battle of Blood river, Dingane was defeated forcing him to give out the whole South Natal to the Boers
- The Boers were assisted by Mpande the half-brother of Dingane
- He escaped to Swaziland where he was killed by the Swazi rulers
- The Boers set up the republic of Natal and forced all the Zulu between Tugera and Umzivubu rivers to leave
- The capital was established at Piet Maritzburg
- In many 1842-3 Captain Smith arrived at Durban and forced the Boers to accept British rule

Any (14X1)

3b) Why did Natal loose it's independence in 1843? (12 marks)

Body

- British never wanted the Boers to be independent
- Boers were regarded as their subjects
- Continuous fighting in between the Boers and Africans
- British wanted to discourage further Boer migration in the interior
- Good climatic conditions in Natal
- Presence of fertile soils
- The British in Durban felt insecure
- Rumors that Natal was rich in minerals
- British claimed that the British was weak
- Reports of enslaving and mistreating Africans
- British wanted to prevent extension of racism in the interior
- Fear of Boer alliance with African leaders in the interior
- Rise of British imperialism
- The need to deny the Boers a sea port
- Natal government was bankrupt
- Need to discourage the Boers revenge
- The Boers were fewer in number in Natal
- British claimed that part of Natal (Durban) had been given to them by Shaka
- Failure of Negotiations between the Boers and British

Any (9X1)

Conclusion

- Conclusively, Natal lost it's independence in 1843 due to Political, social and economic failures

Any (1X1)

4. a) What were the causes of the Moroosi uprising of 1880-81 (12 marks)

Introduction

- It was also referred to as the war of guns of 1880-81
- Was fought between the Basuto against the British Cape government
- Was also known as the Basuto war of disarmament
- It was led by chief Moroosi of the Puthi people and later by Lerothodi

Body

- Long held suspicions and mistrusts
- Need to defend their independence
- Annexation of Basuto nation in 1871 by the British
- Death of diplomatic Mosheshe
- Desire to protect their land
- Earlier vicleres against the whites
- Need to protect their traditional authority
- Harsh British administration
- Forced labour on white farms
- Little or no payments
- Rise of Basuto nationalism
- Influx of whites in their land
- Role of Lethodi and Moroosi
- Presence of about 21,000 armed soldiers
- Resentment of the 1878 peace preservation act
- Increment of the Hut tax
- Imprisonment of Moroosi's son
- Influence of Christianity
- Desire to protect their culture
- Rise of British imperialism
- Brutal collection of taxes
- Failure to solve issues peacefully
- Inspiration from the earlier resistances e.g. Pedi

Any (11X1)

4b) What were its impacts on the people of South Africa? (13 marks)

Body

- The Basotho won the British
- Led to misery and suffering
- Massive loss of lives
- Disruption of agriculture
- Famine and drought
- Destruction of property e.g. crops
- Trade was disrupted
- Basotho were allowed to retain their guns
- Africans were forced to live in reserves
- Created divisions in the royal family
- Rise of Basotho nationalism

- Independence was protected
- Depopulation
- Loss of land to the whites
- Loss of cattle
- Increased enslavement of the Basotho
- Decline of African culture
- Declaration of full protection of Basotho land in 1884
- Basotho were greatly weakened by the war
- Inspired further African rebellions e.g. Nama-Herero
- Increased hatred and enmity between the Basotho and British

Any (12X1)

Conclusion

Conclusively, the impacts were positive, negative, political, social and economic

Any (1X1)

5. a) Why did the British invade the Boers in 1895? (12 marks)

Introduction

- The British invasion of the Boers in 1895 was referred to as the Jameson raid
- It took place on 20th December 1895
- Cecil Rhodes was the planner assisted by Lt. Frank Rhodes and Dr. Jameson
- The Boers in Transvaal were led by Paul Kruger

Any (1X1)

Body

- Long-term hatred and suspicions
- Uncompromising leaders e.g. Paul Kruger and Jameson
- Rise of British imperialism
- Denial of Utilanders the voting rights
- Need to protect the Utilanders from Boer mistreatment
- Increasing number of Utilanders in Transvaal
- New to revenge for British defeat in first Anglo-Boer war
- Violation of the Pretoria convention terms
- Smuggling of five arms into Transvaal by Lt. Frank Rhodes
- Struggle for the mineral wealth
- Over taxation of the Utilanders
- British desire for a federation in South Africa
- Role of the Utilanders reform committee of 1892
- Earlier British defeats e.g. Anglo-Zulu war
- Rise of Boer Nationalism
- Role of Editor flora for the exaggerations
- Fear of Boer civil portuguese alliances
- Role of Dr. Jameson's influence
- Discrimination in contracts given by Paul Kruger
- Refusal of Utilanders to speak English on Public occasions

Any (11X1)

5b) Why did the invasion fail? (13 marks)

Body

- Utilanders failure to cooperate with the British
- They were business minded the not in politics
- Paul Kruger was warned of the invasion
- Communication break down between the Cecil Rhodes and Dr. Jameson
- Under estimation of the strength of the Boers
- Boers had mobilized a bigger force
- Determination by the Boers to defend their independence
- Poor planning and organisation by the raid planers
- Popularity of Paul Kruger
- Dr. Jameson worked lacked the military skills
- Boers were not interested in the federation scheme
- British had inadequate geographical knowledge
- Lt. Frank Rhodes failed to smuggle in the five arms
- The arrest of Dr. Jameson and unconditional surrender at Doem Kop

Conclusion

- Conclusively, the raid failed due to political, socially and economic reasons

Any (1X1)

6. a) What were the terms of the 1902 Vereeniging treaty? (13 marks)

Introduction

- It was treaty signed between the British and the Boers after the second Anglo-Boer war of 1899-1902
- Signed in the city of Vereeniging East of Pretoria on 31st May 1902
- Gen Smuts, Beitha, Heitizog represent Boers while Sir Alfred Wilner and Lord Kitchener represent the British

Any (1X1)

Body

- Transvaal and O.T.S were to become British colonies of Transvaal and Orange river Colony
- Self-governance was promised to the former republics
- Both English and Dutch language were to be the official languages
- The political destiny of South Africa was to be determined by the whites
- Africans who had abandoned their work in the mines during the war were to b punished
- About 30 million were to be given to Boers as compensation
- British were to stop protecting the African rights
- Boers were to retain their arms to defend themselves
- Africans who acquired arms were to be disarmed by Baden Purcell
- Boers were to accept the hoisting of the British flags
- Voting rights were not to be addressed
- Britain was to release all the Boer prisoners of war
- Boers were to stop discrimination against British goods and trade
- British and the Boers were to stop fighting immediately long-term hatred between the two was to end
- Boers were to recognize the Queen/King of England as their ruler
- OTS was to be renamed Orange river colony

Any (12X1)

6b) How did the treaty affect the people of South Africa? (12 marks)

Body

- Led to the development of reserves/Shanty towns

- Africans lost their land to the whites
- Africans became second class citizens in their country
- They were no longer protected by the British
- Many died in the concentration camps to depopulation
- They were completely disarmed
- Africans were denied voting rights
- Were subjected to more mistreatment
- Loss of African independence in South Africa
- African cultures and traditions were undermined
- Africans lost them independence
- Rise of African Nationalism
- Rebellions against the whites e.g. 1906 Bambatha rebellion
- Africans who had deserted their work were punished
- Displaced of Africans to the infertile areas
- Formation of political parties e.g. ANC
- British gained control of Transvaal and OTS
- Led to white unity
- Promoted the rise of English and Dutch languages
- Paved way for the 1908 National convention
- Ended Paul Kruger's career in South Africa
- Creates harmony and peace among the whites
- Destroyed the possible Boer Grr Portuguese alliance
- Land grennd for the 1910 Act of Umen
- British demirated the nature affairs of Boer republics
- Boer prisoners of war were released
- Boers were to compensated 30 million Pounds
- The British promised the Boers self-rule in the future

Any (11X1)

Conclusion

- Conclusively, the effects on the people were positive, negative, political, social and economic

Any (1X1)

7. a) What were the causes of the Soweto uprising of 1976? (12 marks)

Introduction

- It was the greatest demonstration against the white regime in South Africa
- Took place on 16th June 1967 with even 15,000 students
- Led by a 19-year-old Mentsitsi and supported by industrial workers
- Demonstration took place about 3 days and re-occurred in Sept 1976
- The uprising later spread to other areas i.e. Cape town, East London and Port Elizabeth

Body

- Tough conditions in Soweto that gave rise to hardened children
- Introduction of African Bantu languages as a mode of communication
- Exclusive from politics
- Opposition to the education of 1953
- Hostile and brutal government reactions
- Role of black concerns movement and leader Steve Biko

- Role of Desmond Tutu
- Poor living conditions in the Soweto slums
- Unpopular plan of Dr. Verwoerd
- Role of the National Umen of South Africa students
- Wide spread unemployment
- Role of pass laws
- Little or no payments
- Inadequate security in the area of Soweto
- Inadequate funding to education
- Role of 19 year old Mentsitsi
- Poverty
- Expulsion of the Christian missionaries in education
- Congestion of African classes

Any (11X1)

7b) What where it's consequences on the people of South Africa? (31 marks)

Body

- Massive loss of lives i.e. about 200
- Over 1,000 people were injured
- Restrictive urban Councils were replaced by community Councils
- Black schools were put under community councils
- Apartheid schools were attacked
- Rise of Black trade unions
- Destruction of white bars and hotels
- Africans staged a sit down strike
- A state of emergency was later declared
- Arrest and murder of Steve Biko
- Sanctions were put on the apartheid regime
- Nonwhites were detained e.g. Winnie Mandela
- 16th June was gazette the day of the African child
- The uprising sparked off the demonstrations country wide
- The apartheid regime continued to pass more oppressive laws

Any (12X1)

Conclusion

- In conclusion, the consequences were positive, negative, political, social and economic

Any (1X1)

8. a) Explain reasons for the establishment of Bantustans in South Africa? (12 marks)

- Bantustans came from two root words i.e. Bantu meaning the black people/Africans and the stans meaning the homesteads/Lands for Africans
- They were also referred to as African homesteads
- Established by the 1959 Bantu self-government act during the times of Verwoerd
- Examples like Transkei, Askei, Garzankulu, Kwazulu, Venda etc.

Any (1X1)

Body

- Aimed at separating whites and the blacks
- To promote separate development

- To prevent the growth of African nationalism
- To ensure white domination in South Africa
- To take away African land and reserves
- To weaken cutism against the Africans
- To make communication among Africans impossible
- To ensure African enslavement
- To create white sovereignty against Africans
- To divert Africans attention from national issues
- To put Africans into small manageable units
- To leave Africans backward and under developed
- To disarm the Africans
- To ensure the use of African nature languages
- To set up agrenned ge outdated items
- To make Africans poor

Any (11X1)

8b) How did their establishment affect the Africans? (13 marks)

Body

- Many became migrant labourers
- They were enslaved
- Militarily weakened
- Led to African poverty in South Africa
- Disunity among Africans
- African political power was reduced
- Loss of African land
- Loss of cultural, tribal Identity
- African movements was destructed
- Some moved to mines for better services
- Led to low standards of living
- Discrimination in all spheres
- Many revolters were imprisoned
- Starvation
- Congestion and diseases
- Foundation of other uprisings in Bantustans

Any (12X1)

Conclusion

In conclusion, the effects were political, social, economic

Any (1X1)

BUGANDA EXAMINATIONS COUNCIL 2023
845/2 ENTERPRENUERSHIP EDUCATION
MARKING GUIDE 2023

SECTION A

1. a) (i) Income refers to the proceeds that one gets after undertaking a gainful legal economic activity
   Or
   Refer to what an individual earns from engaging in any legal gainful undertaking

(ii) Sources of income

- Rendering services
- Trading
- Lending money to others/giving loan
- Farming i.e. commercial agriculture
- Manufacturing of goods
- Paid employment/beings employment
  (Any 3X1=3 marks)

b (i) Savings refers to parts of one's income that is not spent on current consumption of goods and services but it is put aside for future use (1 mark)

While

Investment refers to putting one's income in activities that will generate him/her more income un the future

Or

It is the process of increasing capital stock (1 mark)

Uses of savings

- It is used to meet future needs
- It is used as collateral security
- Used to settle debt obligations
- It is used for future investment plans
- It is used to meet the legal requirements
- It is used for lending to others as loans
- Used to provide for future consumption
- Used to create self-employment
- Used to exploit idle resources
- Used to create employment to others by investing the saved income
  (Any 2X1 = 2 marks)

(c) Essentials of a valid contact

- Agreement
- Consideration
- Capacity of the partners
- Legality
- Possibility of performances
- Genuineness of consent
- Intention to create legal relationship
  (Any 4X1 = Marks)

(d) (i) Action plan refers to the steps/time table followed in implementing activities put in business plan (1 mark)

(ii) Uses of Action plan

- Guides an entrepreneur to remain focused during plan imdementation
- Helps to identify the obstacle in advance
- Helps to locate the various source of information and resource needed in the business
- Helps to obtain feedback about the progress of the business
- Serves as a time table for business activities

(Any 3X1 = 3 marks)

(e) Factors to consider when choosing a mode of transport

- Nature of goods
- Cost of the mode of transport
- Size of the load/consignment
- Distance to be covered
- The speed and urgency
- The flexible of the mode/type
- Availability and safety of the mode/type

(Any 4X1 = 4 marks)

(f) Partnership deed

Is a written agreement by partners showing terms and conditions under which a partnership is formed/operated (1 mark)

Elements of a partnership deed

- The name of the business
- The name and address of each partner
- The amount of capital to be contributes
- Duties and responsibilities of each partner
- Purpose of forming a partnership business
- Status of each partner
- Ratio on which the profits and losses are to be shared among partners
- The duration of the partnership
- The procedure for solving any conflict that may arise in a business
- The procedure of dissolving the business
- The rate interest to be paid, if any on capital, before the profits are shared

(Any 3X1=3 marks)

(g) (i) Pre-operating expenses

There are costs/expenses involved that the business meets before it starts its operations (1 mark)

(ii) Pre-operating expenses of the business are

- Business licenses and registration costs
- Construction expenses
- Installation of machinery and equipment
- Technical and training expenses
- Utilities installation expenses
- Advertising expenses

(Any 3x1 = 3 marks)

(g) (i) A cheque refers to a written order from an account holder to his bank to pay a specified sum of money to the order of the named person/to the bearer (1 mark)

(ii) Circumstances under which a cheque is denied for payment

- When the amount of the cheque is greater than the amount on the account
- When the cheque has no date written on it
- When the amount in words on the cheque differs from the amount on the account
- When the account is already closed by the owner
- If there are alterations on the cheque not countersigned
- When the owner is dead/bankrupt
- If the drawer is post dated
- If the cheque is state/expired

(Any 3X1 = 3 marks)

(i) Contents of a memorandum of association

- Name clause
- Objectives clause
- Address clause
- Capital clause
- Capital clause
- Liability clause
- Declaration clause

(Any 4X1 = 4 marks)

(j) Advertising – refers to the process of informing the prospective customers about the existence of a product (1 mark)

Factors to be considered when choosing a medium of advertising

- The cost of the medium/media
- The geographical area to be covered by the medium
- The nature of the target customers
- The speed and urgency
- Accessibility of the medium
- Channels of distribution used by an entrepreneur
- Type of media used by competitors

(Any 3X1=3 marks)

SECTION B (60 MARKS)

2. a) Factors that should be considered when conducting market assessment

- Lever of demand for the product
- Degree of the product
- Level of income
- Level of consumption
- Location of the business
- Level of advertising s
- Population size
- Taxation
- Nature/type of the transport

(Any 5X2=10 marks)

(b) Importance of carrying out market assessment

- It helps to identify the business customers
- It helps to determine the needs of customers
- It helps to find the level of competition in the market

- It helps to establish the trends in profit levels made by the business
- It helps to facilitate decision making in the business
- It helps to find out the proper location of the business

(Any 5X2=10 marks)

Total 20 marks

3. a) Private limited company

It is an association of people from 2-50 members who come together as a body to operate the business with the view to make profit

While

Partnership – This is a legal form of business where 2-20 people contribute their resources together to carry out the business with the aim of making profits (2 marks)

b) Advantages of a limited liability company

- Members have limited liability company. Enjoys advantages of large-scale operation i.e. economies of sale
- Has continuity of the business
- Shares are freely transferable
- There is specialization in business
- They afford to employ specialists/experts
- Are easy to access bank loans because they afford collateral security
- Provide high profits because they use more capital
- Have legal entity
- More capital is raised due to sale of share
- Provide employment opportunities

(Any 8X1= 8 mark)

b) (ii) Disadvantages of a limited liability company

- It is difficult to manage due to large size
- They pay high taxes and this limits its operations
- There is no flexibility in business
- It is expensive to form since it needs long procedures of business registration
- Members don't have personal initiatives and
- There is no personal contact between the owners and customers of the business
- There is no confidentiality in business affairs since business affairs since business records
- Are revealed to shareholders e.g. public
- Ltd companies
- Some interests of small investors are not represented in management affairs

(Any 8X1-8 marks)

4. a) Importances of communication

Importance of communication

- It helps in creating good relationship between the entrepreneur and the customers
- It links the entrepreneur to important services e.g. banks, insurances
- Enables an entrepreneur in implementing his policies by giving instructions to workers
- Helps an entrepreneur in coordinating operation in business
- Helps in recruiting workers in the business by advertising jobs
- Widens the market for the products
- Provides employment opportunities to members of the society

- It facilitates the contact between the sellers and buyers of different products
- Enables consumers to consumers to convey their complaints about the business products
- Acts as a source of revenue through taxing communication companies
- Creates a link between different markets thus helps overcome shortage/surpluses in different markets
- It is used to save lives and properties e.g. in case of accidents, theft

(Any 10X1=10 mark)

(b) Barriers to effective communication

- Wrong address
- Lack of interest by the receiver
- Language barrier
- The personality and appearance of the sender
- Mechanical and technical faults
- Is the message being communicated is not clear/incomplete massage
- Political instabilities
- Delay within the transmission process
- Destruction e.g. noise
- Using improper channels of communication
- Differing perceptions emotional blocks
- Poor listening skills
- Poor planning of response

(Aby 5X2= 10 marks)

Stating – 1 mark, explanation – 1 marks

5. (a) Standing order – refers to the instructions in writing by an account holder authorizing the bank to pay specified sum of money to a named person/business at regular intervals for a specified sum of money to a named person/business at regular intervals for a specified period/time (2 marks)

   While

   Credit transfer – This is where an account holder instructs his bank to pay some people directly into their bank account (2 marks)

   Or. It is where a bank customer authorizes his bank to settle many payments by use of one cheque

   (ii) Open cheque – this is a kind of cheque which does not bear the payees names (2 marks)

   While

   Crossed cheque – it’s a cheque with two parallel lines across its face (2 marks)

b) Functions of commercial banks

- Accept deposits and safeguard them on behalf of their customers
- Provide credit facilities in form of loams to their customers
- Provide excellent means o payment by use of cheques, credit transfer
- Provide advice on investment decisions and tax matters
- Act as trustees to their clients
- Provide safe custody to valuable like land titles, wills, certificates
- Provide night safe services for banking beyond night hours
- Guarantee trade in international trade
- The buy and sell stocks and shares on stocks exchange of their customers
- They act as referees for their clients when applying for loans
- They provide employment opportunities for those who work in commercial banks
- They provide government revenue through taxation of profits made by these banks and their activities

(Any 6X2 = 12 marks)

6. a) Principles of insurance
    - Insurable interests
    - Indemnity
    - Utmost good faith
    - Subrogation
    - Proximate case

    Any 5X2 = 10 marks)

    Stating – (1 mark), explanation (1 mark)

b) Procedure of taking out an insurance policy

- Filling a proposal form
- Calculating of premium
- Cover note
- Living an insurance policy
- Claim form
- Compensation

(Any 5X2 = 1 mark, explanation 1 mark)

Total 10+10 = 20 marks

COMMERCE

BECO MARKING GUIDE

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

21. a) Whole sale trade is type of trade where goods are bought in large quantities from manufacturers or producers and sold to traders in relatively small quantities (2marks)

b) Qualities of a good wholesaler

- A good whole sealer should stock goods needed in the area of locality
- Should have enough capital
- Should have large warehouses to store many goods
- Should audit his books of account regularly to know the financial status of his business
  (Any 4X1=4marks)

(c) Circumstances under which a wholesaler may not be necessary in the chain of distribution

- When there are large scale retailers that may decide to buy directly from producers
- When a manufacturer set up his own retail shop
- Where goods on sale are very expensive, bulky or sell slowly
- When sale is through mail order services
- If goods sold are perishable and need quick sales
- If there are large scale consumers
- When the goods have many small markets, such that a wholesaler is not required
- Where there many retailers who combine and buy collectively
- When after sale services are needed
- When the producer wants to promote his own brand of goods so that it is easy to advertise them e.g. tinned foods
  (Any 7X2 = 14 marks)

22 a) (i) Bi-lateral trade is a type of trade between two countries (2 marks)

While

Multi-lateral trade is a type of trade amongst many countries (2 marks)

(ii) Open indent is where a manufacturer expected to supply goods is not specified (2 marks)

While

A closed indent specifies manufacturer expected to supply goods (2 marks)

(b) Benefits enjoyed by countries that get inudued in international trade

- A variety of goods are provided
- Expands market
- Generates tax revenue
- Creates employment
- Better quality goods
- Cheap quality goods

- Cheap goods are imported
- Encourages specialization
- Promotes international peace
- Enables the country to get what they can't produce
- Makes it easy to mobilize foreign aid
- Helps a country incase of any natural calamity

(Any 6X2=12 marks)

23(a) Advertising refers to mean by which information is spread by procedures and sellers about availability of commodities in order to increase sales (2 marks)

b) Roles of advertising as aid to trade

- Convince consumers to buy a good which increases sales
- Informs consumers about availability of the product on the market
- Maintains high quality products due to competition
- Shows new uses of the product and item application
- Helps to making a large market for the goods
- Bridges a gap between the consumer and manufacturer
- Provides important information about features of the product
- Exposes a consumer to a wider choice of goods
- Increases sales product and profit

(Any 8X1=8 marks)

c) Factors that should not be ignored when selecting an advertising medium

- Social class appealed by the medium
- Age group of the audience
- Economic group to which the medium appeals
- Geographical area covered by the medium
- Cost of the medium
- Nature of the product being advertised
- Number of people reached by the medium
- Speed and urgency

(Any 5X2=10 marks)

24 a) Features of a good warehouse

- Ideal location-setup in a place where it's easily accessible
- Proper handling equipment to avoid damage
- Suitable building with enough space
- Efficient and well-trained staff to keep records
- Appropriate and speedy transport system to allow quick movement of goods
- Presentation measures to safeguard goods from being stolen

(Any 6X2=12 marks)

(b) Importance of ware housing in business

- Goods can be prepared for sale while in brand
- Produces a temporally shelter for producers
- Helps to stablise prices
- Acts as a reservoir which allows trade to continue through the year
- Enables goods to be exported to other countries
- Helps government to calculate import duties

- Reduces operational expenses of traders
- Enables importers to look for market while goods are in brand
- A lower duty is paid for goods that lose weight while in abandoned ware house
- Provides a source of tax
- Produces employment to staff in various departments
- Enables government to compile information on exports and which encourages more products and leads to lower prices

  Any 8X1=8 marks

25 (a) Consumer protection consists of different laws and methods enforced by the government to ensure that a consumers interests is protected so that he or she is not cheated (2 marks)

(b) Need for consumer protection. To protect consumer against high prices especially during scarcity of goods

- To guard against consumption of dangerous goods
- To protect consumers from being cheated by use of sub-standard weights and measures
- Protect consumers from misleading advertisements
- Protect consumers from any type of damaged imports from other countries
- To safe guard them from consuming poor-quality goods

  (Any 5X2=10 marks)

(c) Methods of consumer protection

- Price control e.g. fixing maximum prices for essentials
- Weights and measures act in check correction of weights and measures
- Public health act powers inspection of goods and drugs
- Encouraging formation of consumers association to protect interest of consumers
- National bureau of standards to enforce standard quality and quantity of goods
- Encouraging business associations to ensure satisfactory standards of their producers e.g. UMA
- Trade description act to ensure specification of goods produced

  Any 4X2=(8 marks)

26 a) A partnership deed is a document that has all matter of mutual interest agreed upon by the persons in conduct and management of the business (2 marks)

b) Advantages of forming partnership business

- Its flexible
- A large amount of capital
- Specialization is possible
- Business continuality is assured
- Wise decisions are made due to consultation
- Losses are shared
- Limited liability in limited partnership
- Every partner is affected if one partner makes a mistake
- Limited life of the business incase a key partner dies
- Partnership are not legal entities have no separate existence

  Any 9X2=18 marks

27 a) Examples of types of taxes

i) Direct taxes. Its examples include

- Income tax, levied on individual who earn income tax
- Corporate/company tax, levied on property of the campaigns

- Surfax, levied on those with very high income which exceeds specified limits
- Capital again assets appreciated
- Property tax, levied on the value of property on individual owners
- Gift tax-imposed on certain gifts people receive from others
- Death tax imposed on property of the deceased
- Influence tax-levied on property that has been inherited

Any 4X1=4 marks

b) Advantages of imposing taxes in Uganda

- It's a source of government revenue
- They discourage the consumption of dangerous goods
- The promote the growth of home industries
- They reduce income inequality
- They reduce the balance of payment of difference
- They help to combat unemployment
- They are used as a means of forced savings e.g. NSSF

Any 8X2=16 marks)

28 i) $\text{Cost of sales} = \text{rate of turnover x average stock}$ (1 marks)

$= 6\text{x}400{,}000$

$\text{shs } 2{,}400{,}000$

ii) Return on capital $= \frac{\text{Net profit}}{\text{capital}}\text{x}100$ (1 mark)

$\frac{340{,}000}{1{,}200{,}000}\text{x}100$ (1 mark)

$= 28.3\% \text{ or } 28\%$

iii) $\text{sales} = \text{cost of sales} + \text{gross profit}$

$\text{but gross profit} = \text{Net proit} + \text{expenses}$ (2 mark)

$\text{therefore sales} = 2{,}400{,}000 + (340{,}000 + 1{,}260{,}000)$ (1 mark)

$\text{Shs } 4{,}000{,}000$

iv) $\text{Gross profit} = \text{sales} - \text{cost of sales}$

$\text{Shs } 4{,}000{,}000 - 2{,}400{,}000$

$= \text{Shs } 1{,}600{,}000$ (1 mark)

v) $\text{Make up percentage} = \frac{\text{gross profit}}{\text{cost of sales}}\text{x}100$ (1 mark)

$\frac{1{,}600{,}000}{2{,}400{,}000}\text{x}100$ (1 mark) (1 mark) (1 mark)

$= 66.6\% \text{ or } 67\%$ (1 mark)

vi) $\text{Margin} = \frac{\text{gross profit}}{\text{selling price}}\text{x}100$ (1 mark)

$= \frac{1{,}600{,}000}{4{,}600{,}000}\text{x}100$ (1 mark)

$= 40\%$ Total mark 20 (1 mark)

(1 mark)

ENGLISH LANGUAGE P112/2

MARKING GUIDE 2023

SUMMARY WRITING

Points to note

Challenges

- Increase in enrolment thus crowded classrooms
- Lack of facilities
- Delay in finances (cash boost) from government
- Shortage of teachers
- Massive congestion
- Leadership and ownership wrangles
- Low/little payment of support staff
- Low/little finances from government that caters for non-teaching staff wages
- Parents withdraw their children from public to provide schools
- Widens the gap between the haves and have nots

Solutions

- Staff room and libraries converted into classrooms
- New pupils asked to buy desks or uniforms
- Divide pupils into morning and afternoon shifts
- Some schools have put a ceiling on a number of pupils to be admitted
- Levy extra fees per parent

2.1 The issue of hand was Taabu was tired of suffering and she expressed her feelings by asking her husband to shift from the hill (01 mark)

2.2. Amri doesn't know the challenge of fetching water that they slip and fall that steep slope with a debe on the head

- Amri doesn't know how children suffer to get up at dawn each morning to go to school and come back late in the evening
- How dangerous it is to cross the river and when the miss school when the river is flooded (choose two) (02 marks)

2.3. By planting tobacco on the slopes of the hills (01 marks)

2.4. Daring/out spoken/courageous

- Emotional
- Submissive

2.5. a) Growled – said something in a low angry voice
b) Bare slopes – the dry and infertile hill
c) Retorted – replied quickly to a comment or answered
d) His fury spent – lost the anger, grew less angry, grew with less wrath

2B

2.6 B

2.7 C

2.8 D

2.9 C

2.10 A

3A

3.1. Most spinsters find it hard later to marry
3.2 Moses is going to sign that cheque if he is sure that there is money on his account
Or, Moses is not going to sign that cheque if he is not sure that there is money on his account
3.3. The bereaved wife cried that her husband had left her in great sorrow
3.4. The mechanics whom I had never met before were extremely helpful
3.5 Not only did Denis talk during the meeting but also insulted the chairperson
3.6. But for her generosity, the poor did not drop out of school
3.7. The requirement to come out as a successful citizen is total devotion
3.8. How beautiful the great lakes region scenery is!
3.9. Despite the fact that father did not live to see our success, he made us proud
3.10. Tension rose at abnormal rate for several hours
3B
3.11 B
3.12 D
3.13 D
3.14 B
3.15 B
3.16 D
3.17 B
3.18 C
3.19 D
3.20 A

LITERATURE IN ENGLISH P208/1
MARKING GUIDE 2023

1. Return of Mgofu
   a) Suja's were sent to Nderema to persuade Mhando release Mgofu for the celebrations of rememberace day
   b)
- Patient
- Friendly
- Responsible leader
- Good his etc.
   c)
- Peace and unity
- Reconciliation
- Patriotism
   d) Return to Mdinka to take the message

The Pearl

a) A child named Loyotito has been stung by a scorpion. The child's father Kino takes the child to the white European Doctor in the nearby town

b)
- Courteous
- Unfriendly
- Rude
- Uncaring
- Strange

c)
- Poverty
- Discrimination

d)
- The doctor is still sleeping
- He is informed about the visitors who need medical care
- When he discovers that key don't have money, he refuses to work on them

Grief child

a) Adu and Nino are hoeing/working in garden as the father advises Adu to always avoid laziness

b)
- Obedience
- Calm
- Inquisitive

c) The continue to work till late in the day due to the words, advice of encouragement

Return of Mgofu

Kadesa

- Priestess in shrine of Nderema
- Has positive admiration
- Intelligent with good communication skills
- She's hospitable

- A fearless woman
- Kind woman though
- She’s respectful

Peace and unity

- Thori and Thoriwa praise the young leader of Mdinka
- Thori calls for cooperation among leaders
- Warnings against past mistaken
- Calling Mgofu back
- Mgofu Ngoda’s role in Peace mission
- Mhando’s way of solving issues
- Remembrance day

The Pearl

Either

- Racial discrimination
- Colonialism
- Poverty
- Lack of Education
- Greed
- Fraud
- Exploitation
- Materialism

Or

- Pearls outside appearance
- Leads to death of Coyotito
- Doctors meant to treat people neglect them
- Pretense by Pearl traders
- Pearl traders conspire to cheat Kino
- Pretense by the priest
- Neighbour attitude

Voice of the people

Either

- Gender inequality
- Women emancipation
- Male chauvinism
- Women movements
- Leaders being insensitive to environment
- Political divergences
- Abuse of power
- Mis-use of public funds
- Controversial projects
- Having role models in society

Or

Nasirumbi

- Mouth piece of society
- Voice of the voiceless

- A determined leader
- Stands for the truth
- A school teacher and social activist
- Fights for rights of the masses

Poetry

a) Expression of a child’s love towards the mother before and after death

b)

- Agency
- Sadness
- Sympathy etc.

c)

- Death is bad
- It’s inevitable
- Comes unexpectedly/any time
- Mothers love cannot be equaled

Shadows of time

Flora

- Main character
- From a rich background (rich father)
- She’s 18 years old, beautiful and well mannered
- A student at university waiting to sit for exams
- Naïve/self-piteous and vulnerable
- Has a complex character
- Commits suicide by jumping from the upper floor of the building

Things fall apart

Either

- Kola nuts giving and taking
- Respect of the gods and ancestors
- Gender roles
- Clans
- Work done
- Marriage

Or

- Family
- Religion
- Tradition
- Free will
- Claus
- Killing/cold blood
- Rejection of twins
- Marriage

ART P12/1
MARKING GUIDE 2023

1. Principles are guidelines/rules that artists use to organize the elements while constructing an art work
   Elements are visual basic symbols used by artists in the construction and appreciation of a given art work

b)

- Space
- Line
- Shape
- Form
- Texture
- Colour
- Structure

2. It is the equal distribution of elements of art in a given art work
   - The state of equilibrium achieved between elements used in a composition

b) Symmetrical balance (formal/passive)

- This is when the elements of art are equally arranged on either side of a central axis of a given art work or composition
- This type of balance allows elements of one side of the axis to be identical to elements of the other side

(ii)This is a type of balance in which elements do not weigh equally on both sides of the given art work

(iii) Radial balance is a type of balance where elements are equally distributed from the center point of a given art work

3. Rhythm
   - It refers to visual movement observed in an artwork or the flowing movement having a regularly repeated pattern
   - Harmony – it refers to the relationship between the elements such as shapes. Colour used in an art work

   Variety

   This is use of differences in terms of shapes, texture. In an art work
   - It creates interest in an art work hence reducing boredom

   Perspective

   Change in size and visibility levels of forms due to change in distance from the viewer

   Emphasis / Dominance

   Act of developing points of interest in a given artwork to pull the viewer's attention to those particular parts in an art work
   - Making a particular area of an art work to be bold, conspicuous and attractive to dominate the composition

4.
   - Collect the necessary materials and tools e.g. papers, give, banana fibres etc.
   - Identify the source of inspiration and make a sketch
   - Transfer your sketch on to the board on any hard surface
   - Prepare the materials following the sketch and colours
   - Arrange the materials on the background according to the sketch

- Apply give on the ground and start stitching the materials
- Allow your work to dry and trim off the unwanted parts and then vanish it necessary

b) Materials

- Banana fibres
- Sticks
- Give
- Boards
- Stones
- Paint
- Grass

Tools

- Knife / cutter
- Nails
- Harmer
- Pencils
- Razorblade
- Brushes

5. Is the art of shaping objects by modeling, chiseling, carving or casting to form an art work or a composition

   Or

   The three dimensional art work that is molded, chiseled, curved and casted from materials like hones, wood, metal, clay

b)

i. Additive method
ii. Subtractive method

6. Ceramics is the art of making and decorating pottery which permanently change when heated or fried

Pottery is the art of making art works pots, plates, cups, out of clay

Outline five methods of ceramics

- Pinch method
- Coil method
- Slab method
- Throwing (wheel)
- Casting

7.

- Client's tastes
- Age group
- Meaning of colour
- Artists taste

8. Printing – it is the surface resist process of reproducing texts and images on to another surface by pressing

   b) Outline the four techniques of printing

   - Stencil printing
   - Screen printing (stencil and screen)
   - Block printing
   - Photo emulsion

- Photographic film

9. Satin weave

It is a weave where one warp yarn is floated over or more wefts yarns, resulting into a smooth surface

It is mover four threads

ii)

- Twining weave

it is where two weft threads cross every time they entwine a warp, hence creating a figure of eight

- Aghiordes knot

It is where one weft yarn is passed over two warps and is pulled through or between them, then it is cut to form a pile

- Plain

Is where one weft yarn goes alternately over and under one warp yarn. It is a one by one pattern

- Twill weave

It is a two by two weave $\frac{2}{2}$ or one by three $\frac{1}{3}$ or $\frac{3}{1}$

It is characterized by diagonal ridges

b)

- To make pottery water proof or water resistant
- It gives pottery a shiny and attractive smooth finish

10. i) Actual lines are lines we make with our tools e.g. brushes, pens and pencils

- implied lines are lines which are suggested by the arrangement of objects, shapes
- lines perceived by the eye as lines, but don't exist in reality

(ii) Monochromatic colour scheme is a scheme made up of one colour and its shades and tints

- polychromatic colour scheme is use of two or more colours

(iii)Tint – it is a lighter value attained when white is added to any other colour

Shade is a dark value attained when black is added to any other colour

(iv) Green ware

- This is dried un tired clay product
- Bisque ware is fired clay product that is not glazed

(v) Applique is decorating a fabric that involves stitching/sewing or stapling/giving and fixing shaped small pieces of fabrics on or a large cloth

- Quilting – this is stitching together two layers of cloth with padding between them

END

FINE ART P612/2
MARKING GUIDE 2023

DRAWING/PAINTING FROM STILL LIFE/NATURE STUDY

ACT A	
Drawing/form structure (DFS)	20
Colour/tone (CT)	15
Texture (TX)	10
Personal quality (PQ)	05
Total	50

ACT B	
PFS	15
C/T	10
TX	20
PQ	05
TOTAL	50

ACT C (landscape drawing)	
Drawing/composition	20
Colour/tone	15
Texture	10
Perspective	20
Personal quality	05
Total	70

FINE ART P612/3
MARKING GUIDE 2023

IPS 612/3 THE STUDY OF A LIVING PERSON

DRAWING/COMPOSITION	15
COLOUR/TONE	10
POSE/ANATOMY	15
DRAPERY	05
FINISH	05
TOTAL	

FINE ART P612/4
MARKING GUIDE 2023

ORIGINAL IMAGINATIVE COMPOSITION

PLANNING/SKETCHES	05
DRAWING/FORMS/STRUCTURE	13
COLOUR BLENDNG/HARMONY	10
DRAMA/EMPHASIS	05
QUESTION INTERPRETATION	05
COMPOSITION/ARRANGEMENT/ PERSPECTIVE	07
FINISH/PERSONAL QUALITIES	05
TOTAL	100

FINE ART P612/5
MARKING GUIDE 2023

1. Trade mark, Badge: Poster,

PLAN (B)

Creativity…….05

Originality…….05

Sketches…….. 03

13

2. Composition (12

Layout ……02

Graphic space…….05

Effective use of tools……03

Elements and principles……02

12

3. Lettering (10)

Use of type styles…….……02

Spacing…….……03

Variation in scales (lower, upper)……01

Simplication……01

Pricisions of letters …….03

10

4. Colour

Balance and distribution……03

Application/mixing……..02

Visibility……..….02

07

5. Purpose & function (05)

Fitness for intended use……03

Impression ……..02

05

6. Finish (03)

Neatness ……..01

Styles and techniques…….01

Personal quality……01

03

GEOGRAPHY 273/1
MARKING GUIDE 2023

Answers to objectives

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

PART II

1. MAP WORK

a(i) 292363 (01mk)
3 4

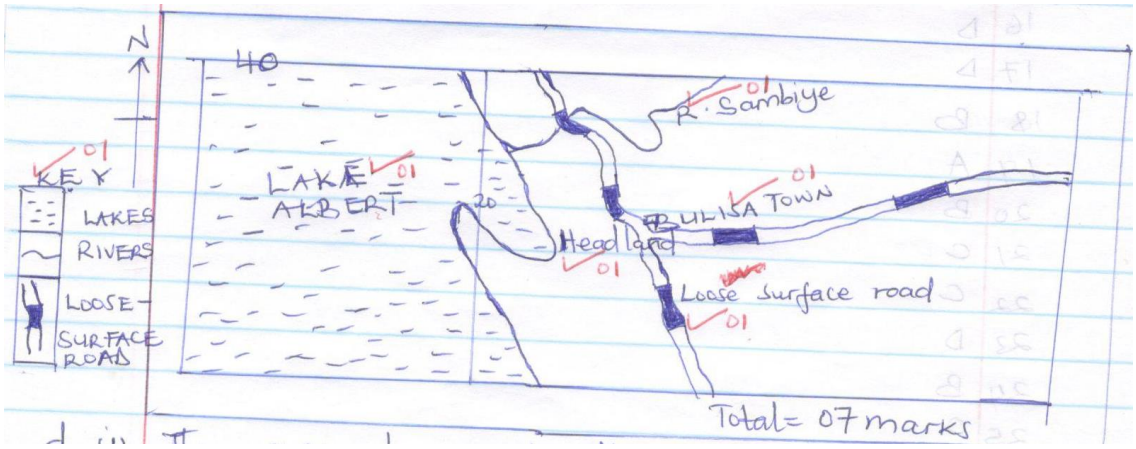
ii) Loose surface road (01mk)

b(i) 7.4km/7.5km (02mks) i.s.

ii) River Sambiye flows from north east to south-west because the contours decrease towards the south west

Evidence , it flows from a high elevation to a low elevation (02mks)

c) A SKETCH MAP OF THE AREA SOUTH OF NORTHING 40 SHOWING LAKE ALBERT, A HEAD LAND, RIVER SAMBA YE, TRANSPORT ROUTES AND BULISA TOWN



d(i) – The area has a headland at Wanseko

- It has a conical hill at Bikongoro
- It has a basin occupied by lake Albert
- The lowest elevation is 2050 feet at Ndandamire
- The highest elevation is 2150 feet at Kimoli (any 4x1=4mks)
- It has a broad valley drained by R. Sambiye
- The amplitude of relief of the area of Bulisaisi 100feet

ii)

- There is a linear settlement pattern along the loose surface road
- There is a scattered settlement pattern north east of the map at Kasenyi
- There is a nucleated settlement pattern at Bulisa town (Any 3x1=3mks)

2. PHOTOGRAPH INTERPRETATION (15MKS)

a) Maize cultivation/growing (01mk)

b) Factors; that have favoured the activity

- Extensive land
- Skilled/semi-skilled labour
- Better seed varieties
- Ready market
- Fertile soils
- Reliable rainfall
- Improved transport
- Relative security
- Advanced technology etc Any 6x1=6mks

Note: Candidates should explain the points

c) Problems faced by people carrying out the activity

- Pests
- Diseases
- Drought due to change in seasons
- Wild animals like monkeys
- Heavy rains (floods) leading to destruction (loss)
- Price fluctuations
- Competition for market
- Land shortage
- Infertility of the soils due to monoculture
- Labour shortage/expensive labour force etc
- High transport costs to market (Any 5x1=5mks)

d) Ground photograph (01mk)

e) Any area where maize cultivation takes place i.e.

- Masaka
- Wakiso
- Nagalama
- Nakaseke
- Mbarara
- Bujuuko
- Kisozi
- Kayunga etc Any 1x1=01mk

Reasons;

These are places where maize growing is well known (01mk)

Total = 15mks

3. FIELD WORK

a(i) The topic should state ‘WHAT’ and ‘WHERE’ the study took place (02mks)

ii) The objectives should be brief and clear to fetch a mark. (Any 3x1=3mks)

b) Methods

- Observation
- Measurement
- Sketch map drawing
- Pacing
- Interviewing
- Questionnaire
- Map orientation etc
- Recording

- Sampling

NOTE : The candidate should identify a method, define it and explain how he/she used the method to collect data. Any 3

Identification 1x3=3mks

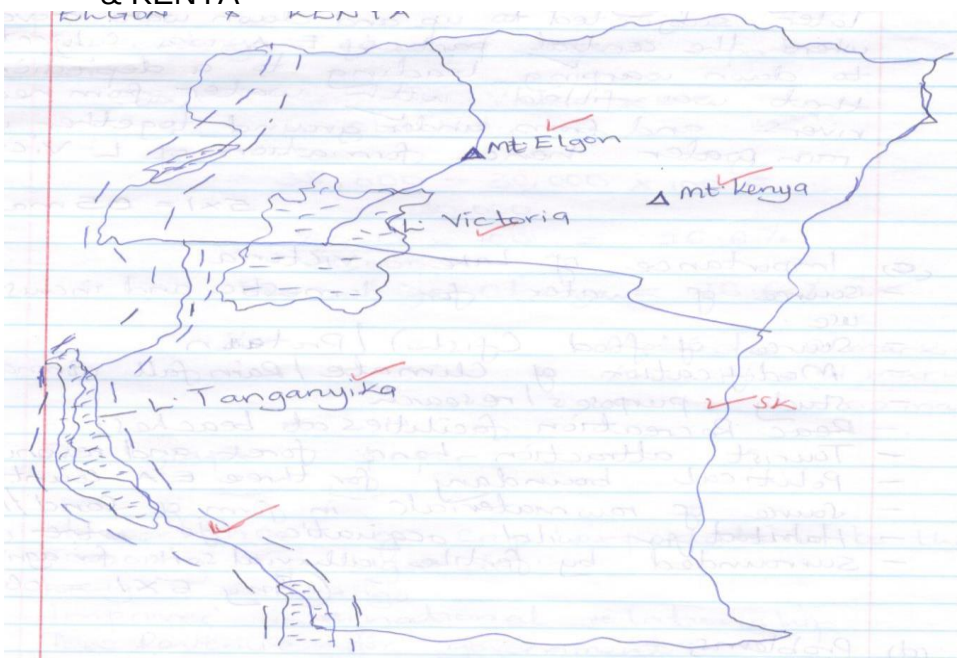
Description 1x3 =3mrks = (06mks)

c) Challenges

- Language barrier
- Too much sunshine
- Heavy rains
- Vulgar language
- Negative attitude of respondents (Any 4x1=4mks)

Section b: east Africa

4. a) A SKETCH MAP OF E.A SHOWING WATER BODIES LAKE VICTORIA AND LAKE TANGANYIKA AND THE WESTERN ARM OF THE EAST AFRICA RIFT VALLEY, MT. ELGON & KENYA



Sketch – 01mk

i) 02mks
ii) 01mk
iii) 02mks
= 06mks

b) Formation of lake Victoria

Warping is the process where the land was gently sloping from east to west and it was later subjected to up and down word movement where the central part of E.A was subjected to down warping leading to a depression that was filled under ground together with rain water hence formation of lake Victoria.

5x1=05mks

c) Importance of lake Victoria

- Source of water for domestic and industrial use
- Source if food (fish)/protein

- Modification of climate/rainfall formation
- Study purposes/research
- Recreation facilities at beaches
- Tourists attraction hence forex and revenue
- Political boundary for three EA countries
- Source of raw materials in form of sand/minerals
- Habitat for wild aquatic life
- Surrounded by fertile alluvial soils for agric etc (Any 6x1=06mks)

d) Problems

- Floods during rainy season

5. Dangerous aquatic animals
6. Occupies large expenses of land
7. Floating vegetation limits movement
8. Territorial conflicts
9. Pollution of the waters
10. Seasonal changes in water level affects fishing etc Any 3x1=3mks

5. a)

i) Leading – Tobbacco 01mk

ii) Lowest - Cocoa 01mk

b) Percentage change in tea export

$\frac{New\ old\ value}{old\ value}$ x 100

= $\frac{38,000-30,000}{30,000}$ x 100

$\frac{8000}{30,000}$x100 = 26.6%

Percentage change = 26.6

Method = 01mk

Answer = 01mk = 02mks

c) On graph paper

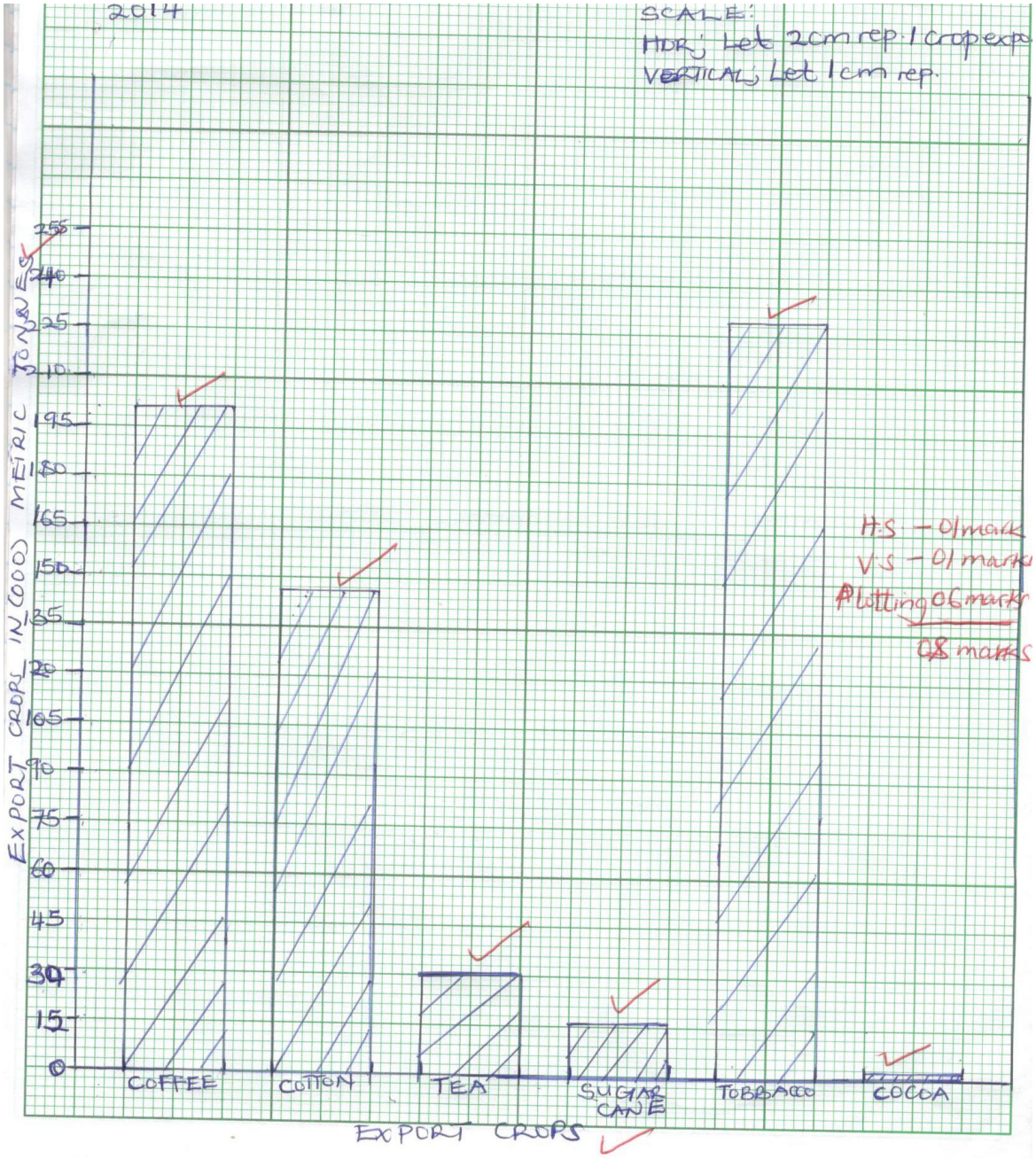
d(i) Importance of crop exportation to the economy of Uganda

- Foreign exchange
- Improves international relationship
- Revenue for government
- Employment opportunities for some people (income)
- Full utilization of resources like land
- Boosts industrial development
- Encourages foreign investors
- Improves infrastructures e.g. roads
- Improves value for Ugandan currencies
- Full exploitation of labour (Any 6x1=06mks)

ii) Problems faced during exportation

- Price fluctuation
- Boarder conflicts
- Poor transport
- Competition
- Perishability
- Low value of Ugandan currency
- Political instabilities across boarders
- High taxes etc Any 2x1=02mks

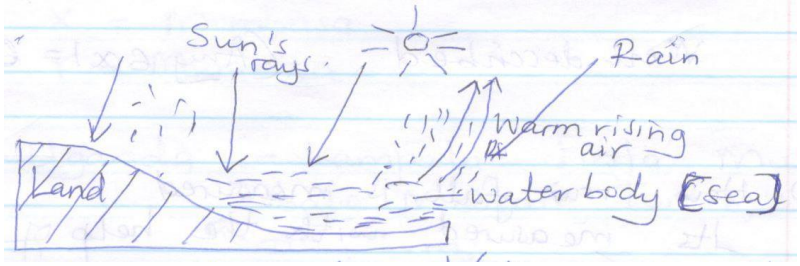
A BAR GRAPH SHOWING UGANDA'S EXPORT CROPS FOR SCALE



6.a)

i) Convectional rain fall

This type of rainfall is formed around/in areas with large water bodies where the water bodies are heated by the sunshine hence leading to high rates of evaporation, then the warm rising air is forced to condense with the help of cumulo- nimbus clouds and rain droplets (rain fall) is formed as shown below (land and sea breeze)



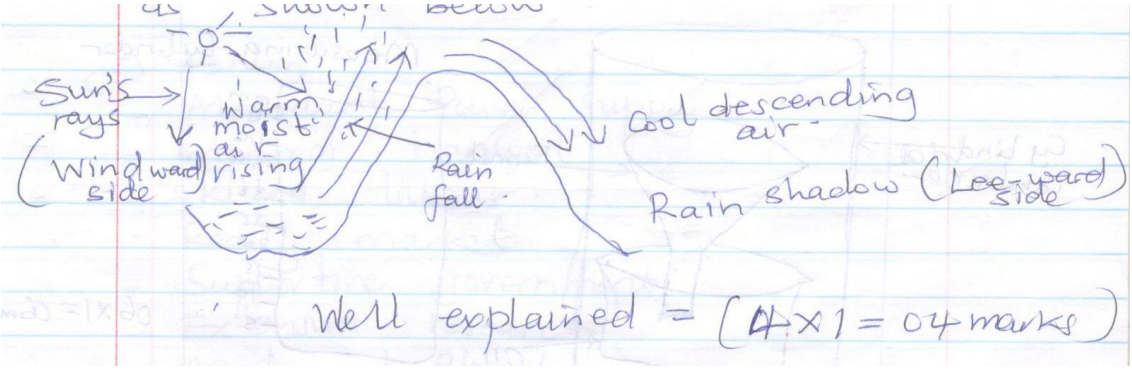
N.B. Well explained (04x1=04mks)

Note: The candidate might not draw the diagram

ii) Relief rainfall

This is commonly formed in mountainous areas where the sun's rays heat up the land and evaporation take place.

Usually one side of the mountain/high land receives rainfall (windward side) and the less-ward side is in the rain shadow as shown below



b) Factors for rainfall distribution

- Vegetation
- Water bodies
- Ocean currents
- Latitudinal location
- Altitude
- Relief
- Distance from the sea
- Prevailing winds
- Man's activities etc

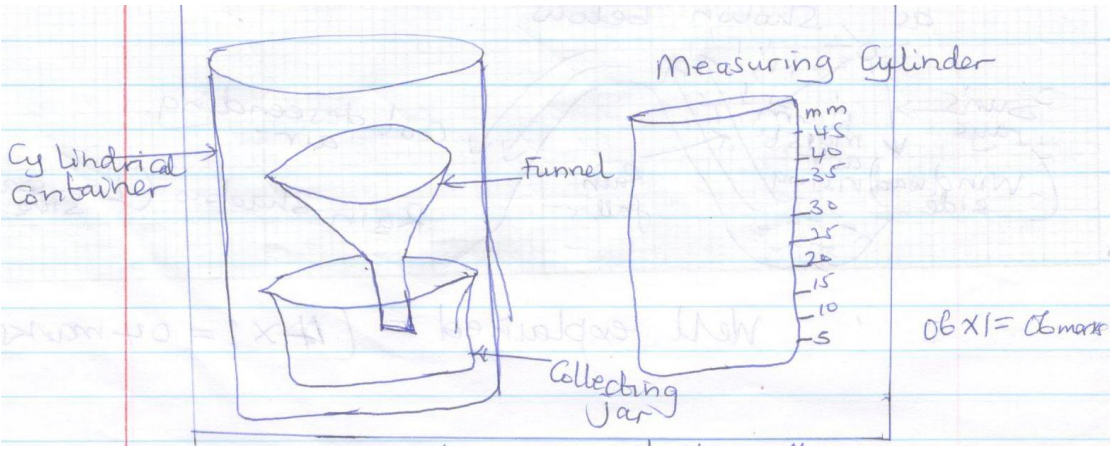
Well described (Any 6x1=06mks)

c) How rain fall is measured

Its measured with the help of a rain gauge.

This has to be placed in an open place with no obstruction like walls or trees to allow water fall in the gauge.

At the end of the day after it has rained water collects in the collecting jar where it is removed and poured into the measuring cylinder to be measured. Rainfall is measured and recorded in millimeters as illustrated below.



NOTE: The candidate might not draw the rain gauge

7a)

i) Water bodies

A – Lake Victoria
B – Lake Malawi
C – Indian Ocean

ii) Rivers
1- R. Tana
2- R. Ruvuma

iii) Towns
X – Mombasa
Y – Mwanza

b) Uganda- Kampala, Jinja, Mukono, Mbale, Mbarara, Tororo, Kasese, Soroti, Lira (Any 1x1=01mks)
Kenya- Nairobi, Mombasa, Kisumu, Eldoret, Magadi, Nakuru, Thika, Tanga. 9Any 1x1=01mk)
Tanzania- Dar-es-Salaam. Mwanza, Tabora, Mboya, Kigoma, Dodoma, Kigoma etc (Any 1x1=1mk)

c) Factors
- Abundant power supply
- Improved transport
- Skilled labour
- Ready market
- Supportive government
- Extensive research
- Modern technology
- Adequate capital
- Extensive land
- Relative political stability
- Abundant water supply
- Plenty of raw materials i.e. agri and minerals etc

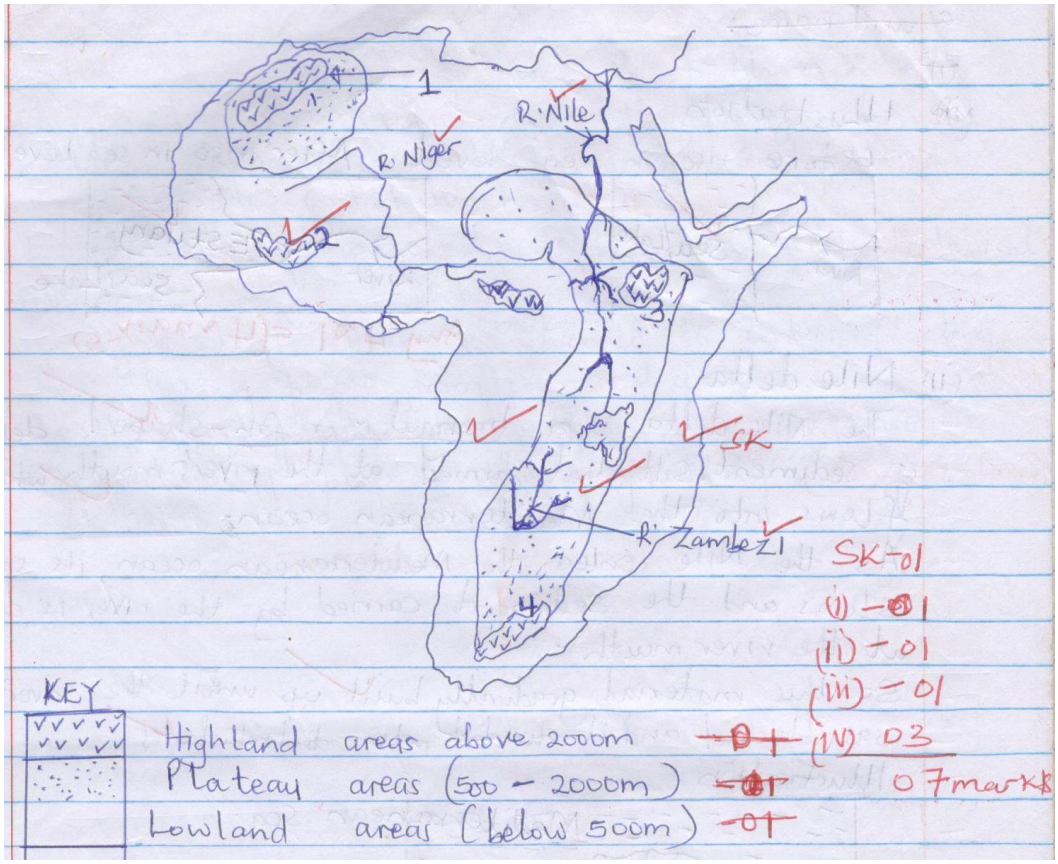
Any 6x1=6mks

d) Envronmental problems
- Pollution
- Swamp reclamation
- Defforstation
- Slum development
- Mineral exhaustion
- Over cultivation of land for agric raw materials
- Food shortage due to reduced labour in agric etc

Any 4x1=4mk

GEOGRAPHY 273/2
MARKING GUIDE 2023

A SKETCH MAP OF AFRICA SHOWING HIGHLAND AREAS, PLATEAUS AND LOW LAND AREAS AND RIVERS



Note: (Highland areas above 2000m)

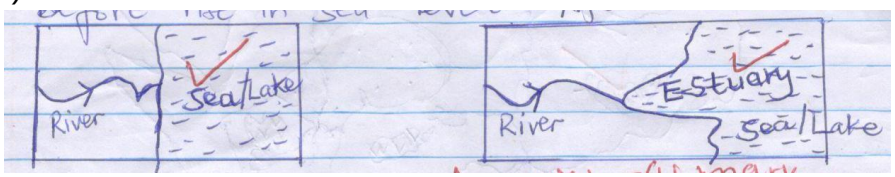
1. Atlas mountains
2. Fouta Djalon
3. Ethiopian Highlands
4. Drakensburg mountains

b(i) The estuary on river Zambezi is a drowned valley in a low land area. It was formed when the level of the sea rose and flooded the lower parts of the land along the river valley.

There are usually three overlapping zones in an open connection with the sea where marine water dominates a middle area where strong salt water and dominates a middle area where strong salt water and fresh water mix and a tidal river zone where fresh water dominates.

Illustration

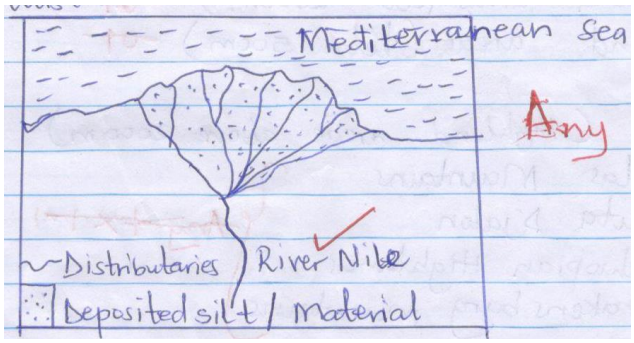
i) Before rise in sea level after rise in sea level



Any 4x1=4mks

ii) Nile delta

The Nile delta is a triangular or fan-shaped deposit of sediment/silt that formed at the river's mouth where it flows into the Mediterranean ocean.
As the Nile enters the Mediterranean ocean, its speed slows and the sediment carried by the river is deposited at the river mouth.
So this material gradually built up until the river's path was blocked and it divided into distributaries
Illustration



Any 4x1=4mks
c) Problems faced by people living in river valley areas
- Rise in water levels during rainy seasons results into flooding hence loss of life and property
- Rivers hinder the development of transport routes
- In arid areas, river valleys are congested due to fertile soils
- River valleys accommodate dangerous animals
- Conflicts always occur along river boundaries
- Water weeds make navigation and fishing almost impossible
- River valleys habour disease carrying vectors e.g. mosquitoes, snails etc (Any 6x1 = 6mks)

d) Steps being taken to solve the problems
- Construction of dams to control the flow of water
- Building bridges and culverts across rivers and swamps
- Spraying to control vectors
- Eradication of water weeds by mechanical and biological means
- Construction of drainage channels to control flooding
- Resettling of people from congested areas
- Restraining people from settling in swampy areas.
- Evacuation of people during flooding. Any 4x1=4mks

Total =25mks
2 a) (i) Water body 1- Atlantic ocean (01mk)
ii) Rivers 2-R. Niger
3-R. Benue (02mks)
iii) Towns A- Lagos
B- Yelwa (02mks)
iv) Plantation crop grown in area marked c- sugar cane (01mks)
b) Factors that favoured Kainji dam establishment
- Adequate capital
- Site for HEP production/water fall/rapids
- High volume of water with a steady flow
- Narrow gorge for dam construction
- Strong basement rocks
- Ice- free conditions
- Advanced technology
- Cheap skilled labour
- Ready market from industries
- Positive government policy
- Agricultural modernization (Any 8x1=8mks)

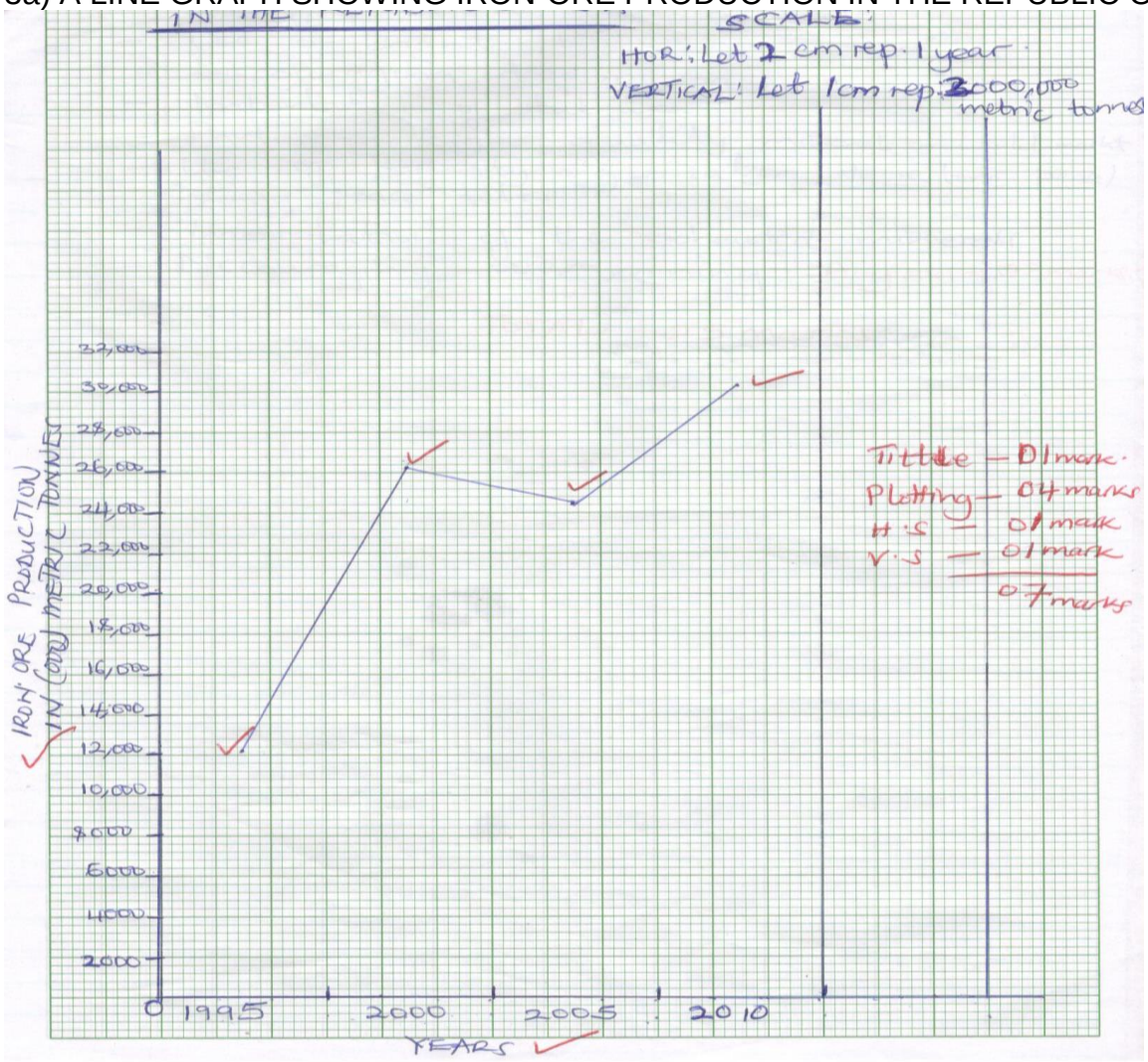
c) Contributions of the dam to the development of Nigeria

- Improvement in navigation
- Floods were controlled
- Reservoir was created to provide water for irrigation
- Increased food production
- Fishing activities were encouraged
- Industrial development
- Urbanization
- Power generation
- Foreign exchange through power export etc
- Employment opportunities (Any 6x1=06mks)

d) Problems caused by establishment of Kainji dam

- Displacement of people
- Slum development
- Disease spread especially bilharzia
- Flooding of water
- Pollution
- Acquatic life is affected (Any 5x1=5mks) TOTA = 25mks

3a) A LINE GRAPH SHOWING IRON-ORE PRODUCTION IN THE REPUBLIC OF SA



b(i) Between 1995 and 2000, there was a large increase in iron are production; Between 2000 and 2005, there was a slight decline in decrease iron are production. Between 2005 and 2010 there was an increase in iron are production. Any 3x1 = 3mks

ii) Percentage change = $\frac{New\ value - old\ value}{oldvalue}$ x 100

$= \frac{30,350-12,295 \; x \; 100}{12,295} = \frac{18,055}{12,295}$ x 100 = 146.8% (02mks)

c) Importance of the mining sector

- Government revenue
- Foreign exchange
- Employment opportunities
- Raw material source
- Diversification of the economy
- Urbanization
- Market for other industries
- Infrastructural development
- International relations through exportation
- Tourist attraction Any 6x1=6mks

d)(i) Problems affecting the mining sector;

- Exhaustion of minerals
- Accidents
- Low quality minerals
- Price fluctuations
- Political unrest
- Some minerals are located very deep
- Shortage of skilled labour/competition
- Competition on the world market Any 4x1=4mks

(ii) Steps being taken to solve the problems

- Use or protective gears by miners
- Use of bright lights
- Discouraging deep mining
- Importation of labour
- Producing high quality minerals world market
- Use of security organization to restore peace/having peace talks
- Importation of the exhausted minerals
- Discouraging over mining . Any 3x1=03mks

TOTAL = 25mks

4a) Factors for development of Addis-Ababa city;

- Strategic location at the foot hills of Ethiopian highlands
- Ice free conditions all year round
- Easy access to rich hinterland
- Well-developed transport routes
- Historical activities e.g. civilization of Christianity
- Supportive government policy
- Shielded from strong winds
- Conducive tropical climate
- Relatively flat land/gently sloping
- Modern technology
- Sufficient capital Any 8x1=8mks

b) Functions of Addis Ababa

- Industrial center
- Financial center

- Education center
- Residential center
- Cultural center
- Nodal/transport center
- Political capital city Any 6x1=6mks

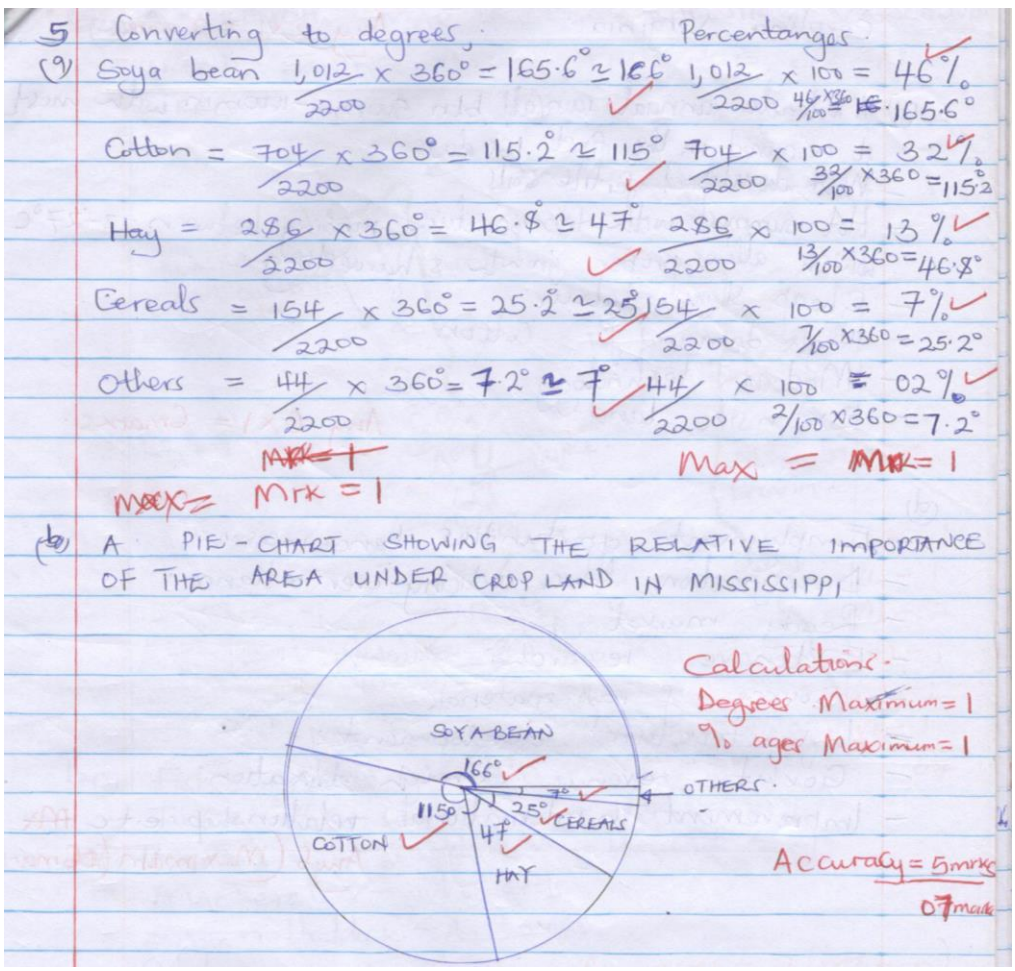
C(i) Problem faced

- Over crowding
- Pollution
- Slum development
- Limited land for expansion
- Flooding due to low altitude
- High crime rate
- Unemployment
- Traffic jam
- Congestion
- Moral degeneration Any 7x1=7mks

d) Solution to the problems

- Construction of sky scrappers
- Encouraging self help projects
- Tightening security
- Acquiring more land on the western side
- Construction of fly overs Any 4x1=04mks

NORTH AMERICA



b) Soya bean was emphasized to improve the fertility of the soil since it’s a leguminous crop

- The climate is more favourable for the growth of Soya bean than any other crop
- There was a lower incidence of pests and diseases affecting soya beans than cotton
- There was a great need to diversify crop production Any 4x1= 4mks

C(i) Tennessee, Alabama, Georgia, North Carolina, South Carolina, Virginia Any 2x1=2mks

ii) Moderate annual rainfall between 500mm-1000mm with most of it received in the first 160 days

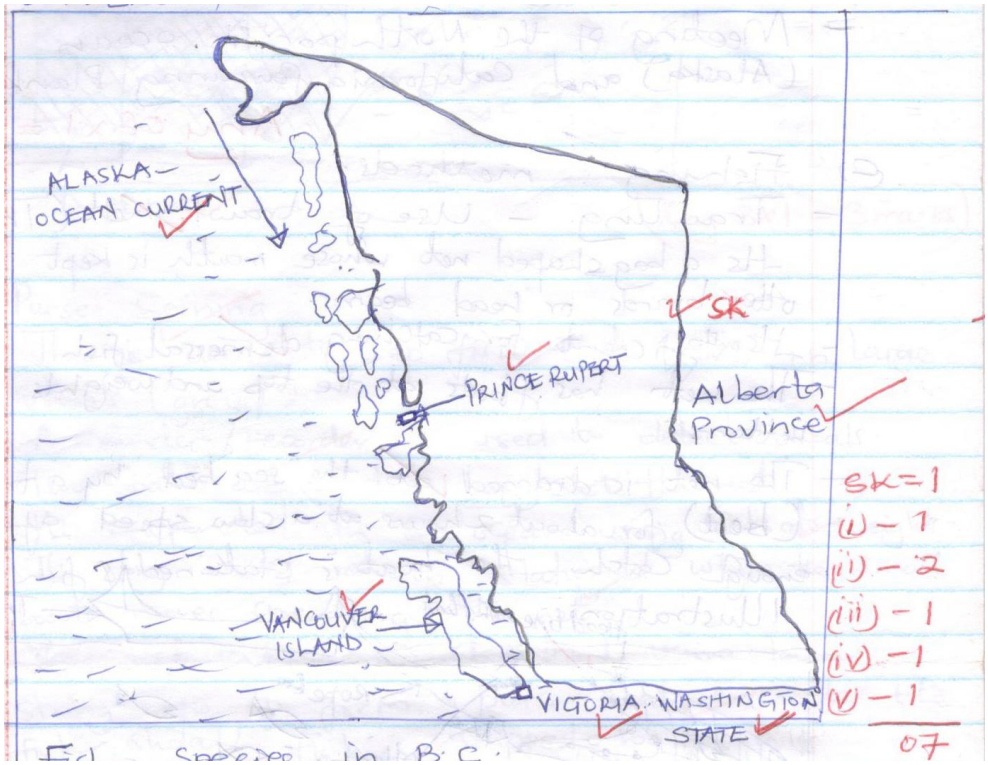
- Well developed fertile soils
- Hot summers with temperatures ranging between 23-27^{0}c which allows proper growth & harvesting
- Cheap slave labour
- High demand for cotton
- Modern technology
- Extensive Any 6x1=6mks

d)

- Employment opportunities hence income
- Diversification hence reducing over reliance
- Ready market
- Extensive research
- Source of raw materials
- Infrastructural development
- Government revenue through taxation
- Improvement in international relationship etc Any 06mks

TOTAL = 25mks

6a) A SKETCH MAP OF B.C SHOWING VANCOUVER ISLAND, FISHING ROWNS, PROVINCE, OCEAN CURRENTS AND STATES



b(i) Fish species in B.C

- Tuna
- Herring
- Mackerel

- Haddock
- Salmon
- Cod
- Sardines
- Pil chards
- Anchovies
- Hake
- Halibut Any 2x1=2mks

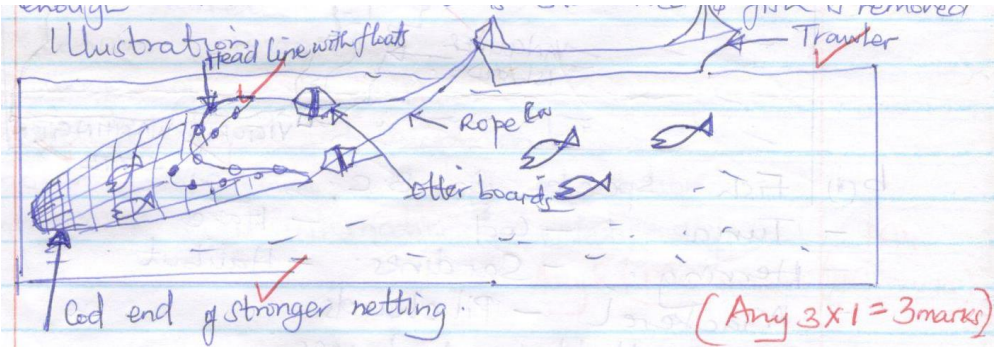
b(ii) Factors for development of fishing industry

- Adequate capital
- Skilled labour
- Ready market
- Presence of Plankton
- Ice-free waters
- Numerous rivers
- Large fishing grounds
- Valuable fish species
- Supportive government policy
- Developed transport
- Smooth ocean floor
- Indented rugged coastline
- Many forests
- Intensive research
- Limited economic activities on land
- Meeting of the North pacific ocean current (Alaska) and California favouring Plankton growth

Any 6x1=06mks

c) Fishing methods

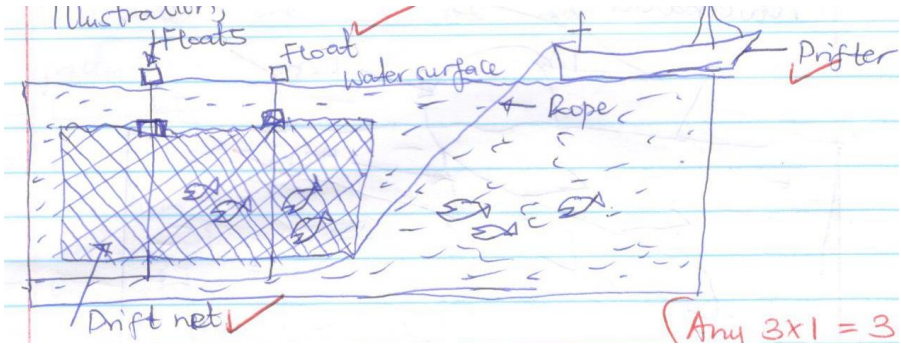
- Trawling – use of trawl net (Trawling). It's a bag shaped net whose mouth is kept open by utter boards or head beams
- Its most efficient for catching demessal fish
- The net has floats at the top and weights at the bottom
- The net is dragged at the sea bed by a trawler (boat) for about 2 hours at a slow speed after realizing enough catch the boat is stationed and fish is removed



- Drifting net

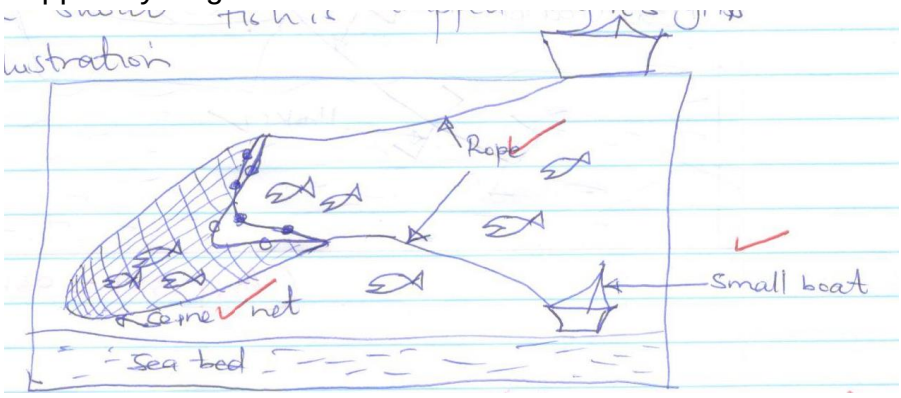
A drift net is hang vertically in the sea like a tennis net. They are fitted with floats on top and weights at the bottom to make the net hang vertically in the water.

They are usually placed just a few metres below the water surface where the fish will swim into the net. Such fish is entangled by their gills and unable to more either backwards or forward because their heads are caught by their gills.
They are usually used to catch pelagic fish
Illustration



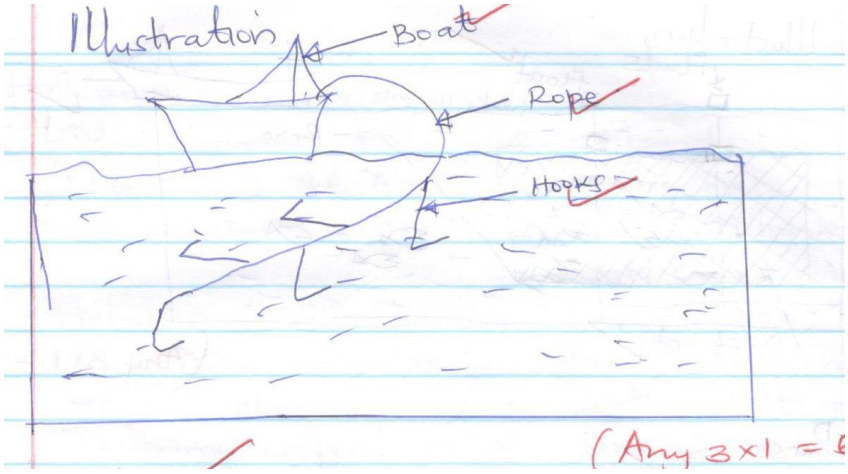
Any 3x1=3mks

Purse Seining
This is used to trap fish that moves in large shoals (groups)
A sounder/recorder is used to detect shoals. Two boats are used to lay/cast net
Its suspended in ocean using floats and weights
The big vessel remain stationed while the small boat moves spreading the net
The net is then pulled using lower string rope to form a purse that encircles the fish shoal. Fish is trapped by its gills



Any 3x1=3mks

Lining
Its an old method used to catch demersal fish were the sea floor is rugged. Its used to catch large fish.
It consists of a string on which a baited hook is fixed and then thrown into the water
Fish is caught by its mouth (hooked)
Then unhooked and rebating is done



Any 3x1 =3mks

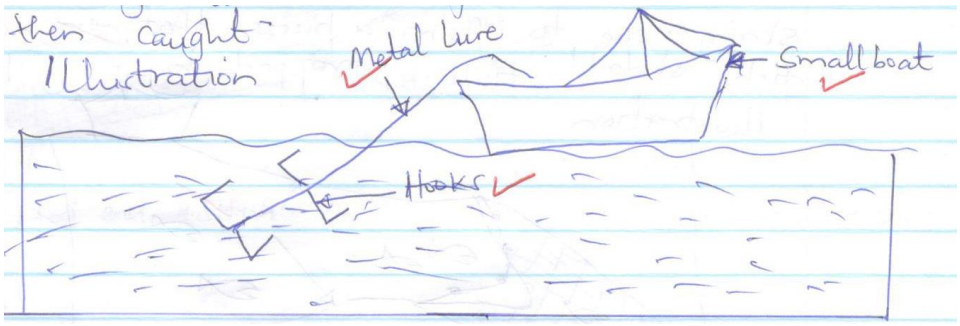
Trolling

Its used for catching anadromous fish

It consists of metal lures attached to a pole on which unbaited hooks are fixed

The metal lures are made from a shining material which reflects light from water as its moved through the water

The light attract the fish to the hooks and then caught



Any 3x1 =3mks

d) Outline the problems faced by fishing industry

- Over fishing
- Over fishing
- Pollution
- Increased costs
- Competition
- Small domestic market
- Limited labour
- International restrictions
- Limited continental shelf Any 4x1=4mks=

TOTAL 25marks

7a) Name the

i) 1-Rhode Island -01
3- Massachusetts -02

ii) River A-R . Connecticut – 01

iii) Water body B- Atlantic ocean – 01

iv) Mountain C – Appalachian mtns – 01

v) Crops grown- 3- fruits and vegetables
4-Tobacco - 02 = 07mks

b) Conditions

- Fertile soils
- Warm summers for ripening
- Reliable rainfall
- Ready market
- Skilled labour
- Adequate capital
- Intensive research
- Relative political stability
- Modern technology Any 8x1=08mks

c) Contributions of agriculture;

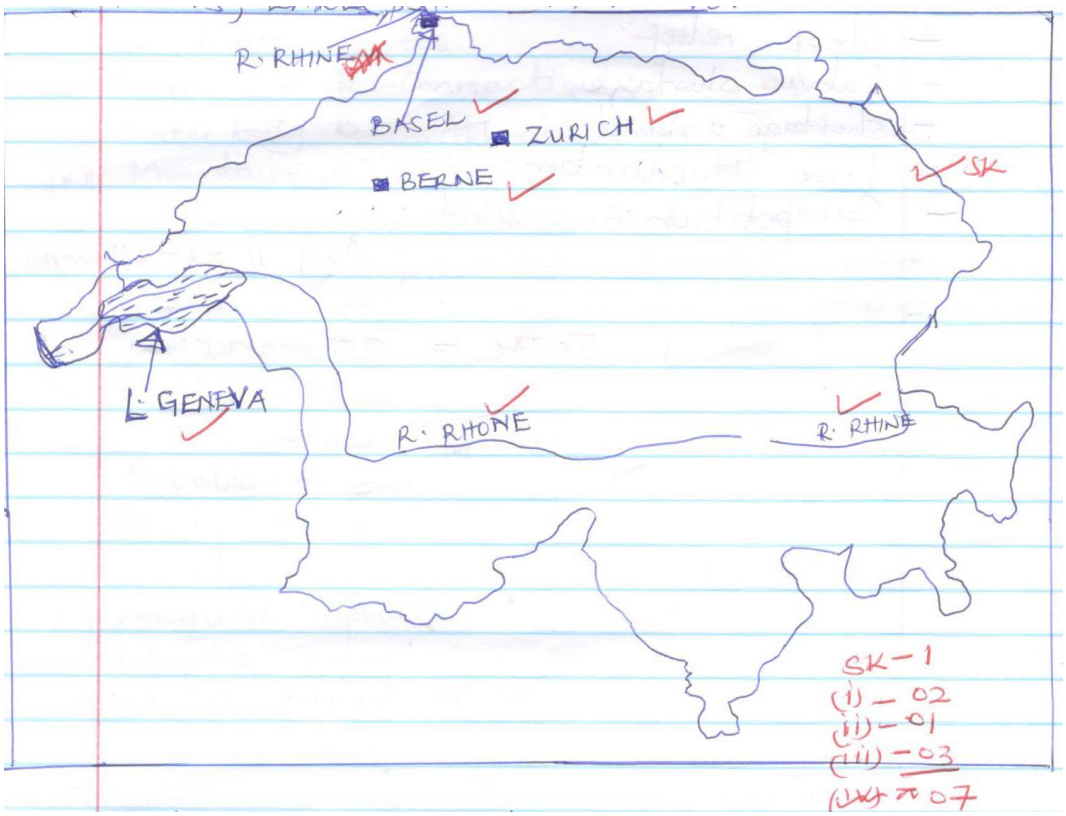
- Source of food
- Raw materials
- Government revenue
- Ready market for industrial goods
- Foreign exchange
- Diversification
- Employment opportunities
- Government revenue
- International relations Any 6x1=06mks

d) Problems faced by farmers

- Pests and diseases
- Cold winters
- Sleep relief
- Labour shortage
- Shortage of land
- Price fluctuations
- Competition for marker any 4x1=4mks = TOTAL 25mks

REGION II: RHINE LANDS

8a) A SKETCH MAP OF SWITZERLAND SHOWING RIVERS, LAKES & INDUSTRIAL TOWNS



b) Factors for industrial development

- Several rivers
- Political neutrality
- Adequate capital
- Ready market
- Skilled labour
- Abundant raw materials
- Developed transport
- Intensive research
- Large land
- Advanced technology
- Industrial inertia (Any 8x1=8mks)

c) Problems facing manufacturing industry

- Inadequate raw materials such as minerals (iron-ore)
- Inadequate labour
- High transport costs
- Congestion along river Rhine
- Competition
- Limited domestic market
- Land lockedness
- High cost of production (Any 6x1= 06mks)

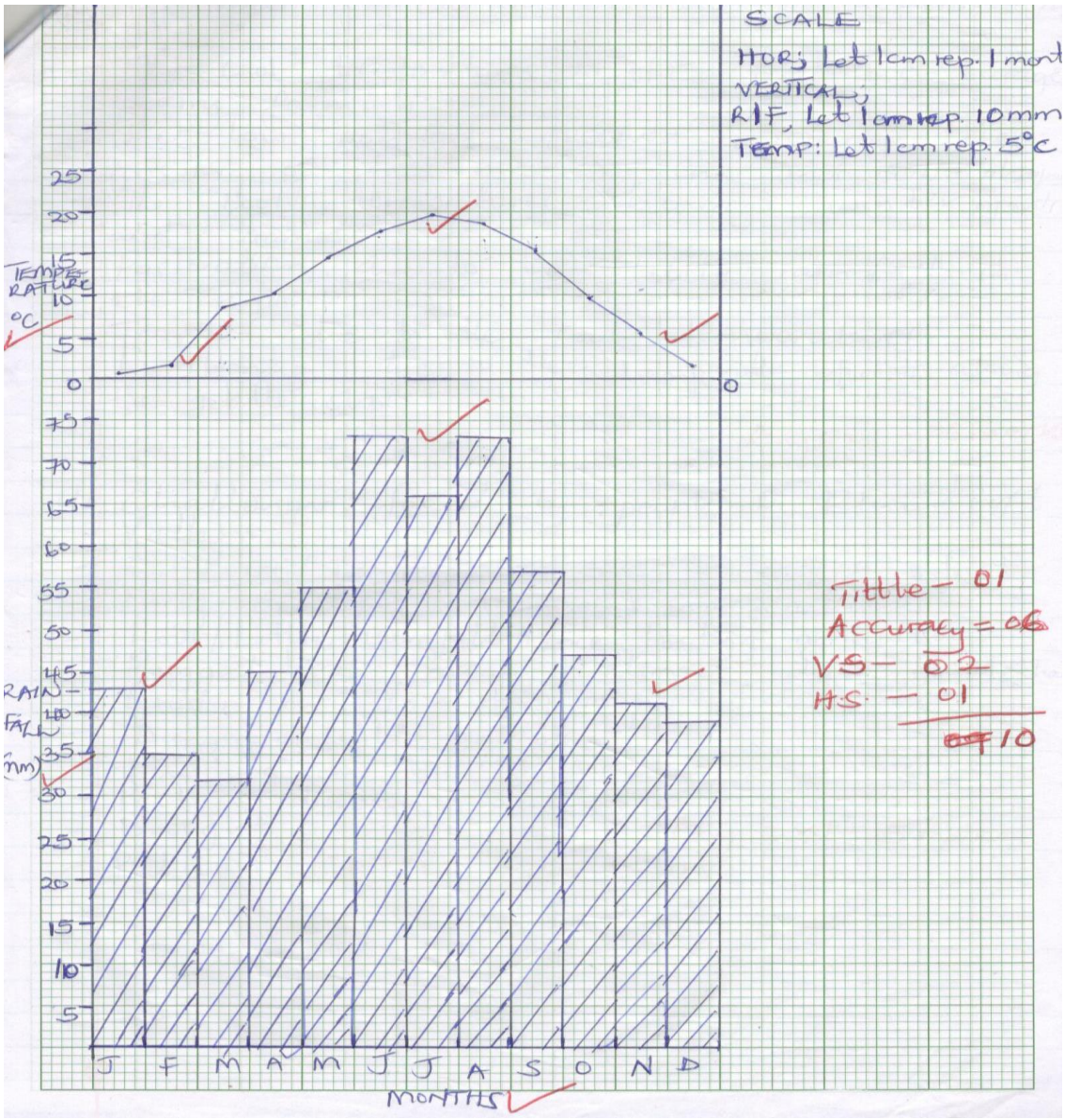
d) Measures being taken to solve the problems

- Importation of raw materials
- Limited labour
- Recycling
- Recruitment of foreign labour
- Use of air transport

- Use of river Rhine (Any 4x1= 04mks)

TOTAL = 25 mks

9a) A COMBINED BAR AND LINE GRAPH SHOWING CLIMATIC STATISTICS FOR MANNHEIM IN THE RHINE VALLEY



b) Calculate the

i) Annual temperature range

Hottest – coolest

= 19-6-0.5 = 19.1^{0}c= 02mks

ii) Mean annual rainfall

MAR = $\frac{43+35+32+45+55+73+66+73+57+47+41+39}{1}$

= $\frac{606}{1}$mm

MAR = 606mm = 02mks

c) Influence of climate on economic activities in

- The cool temperatures in the region encourage dairy farming
- The low rainfall received encourages the growing of fast maturing crops and seasonal crops
- The cool temperatures encourage winter sports and games
- Pastoralism due to the little rainfall in the region

- Tourism due to the cool temperatures
- Lumbering due to the temperature forests along the gentle slopes any 6x1=06mks

d) Challenges faced by people in Rhine rift valley

- Coldness/temperature inversion hence fog & frost
- Poorly developed transport and communication net works
- Low/little rainfall hence limiting agriculture
- Rugged terrain making settlement difficult/mechanism
- Erosion on the steep slopes
- Dangerous wild animals
- Flooding due to R. Rhine
- Pests and diseases
- Drought
- Pollution Any 5x1=5mks = TOTAL= 25mks

10a) Why land was reclaimed

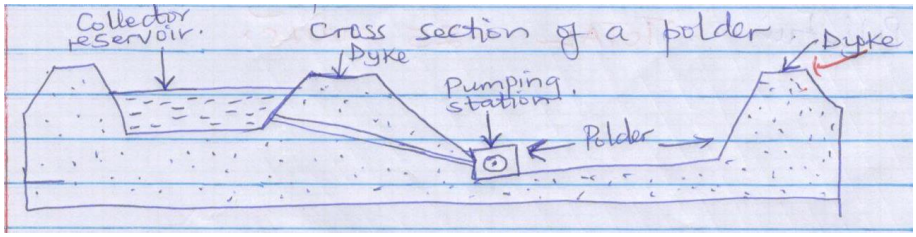
- To control flooding
- The increase land for crop growing
- For settlement
- For industrialization
- Need to shorten the coast line
- For tourism
- For urbanization/to protect Amsterdam a vital port
- Need to protect soils from salination Any 5x1=5mks

b) Process of land reclamation

- A survey is/was carried out to establish the presence of suitable soils
- The area to be reclaimed is surrounded by an expensive barrier known as a ring dyke, made up of large quantities of clay, sand, silt together with concrete blocks

These protect the land against higher water level that has to be maintained outside the area.

- Diesel engines are usually used to pump the water from the ring dyke as shown below until the land is exposed.



- Any salt in the soil in case of marine polders is dissolved in rain water and pumped out. This process is called desalination and it takes about four years.
- The land enclosed in the dyke is partitioned into rectangular blocks by drainage ditches or channels and leased to people.

Any 6x1= (well explained) = 06mks

c) Importance of reclaimed land

- Used for farming
- Tourism
- Industrialization
- Settlement
- Transportation
- Tourism

- Urbanization
- Research
- Forestry
- Facilitated research Any 6x1=06mks

d(i) Challenges faced by people

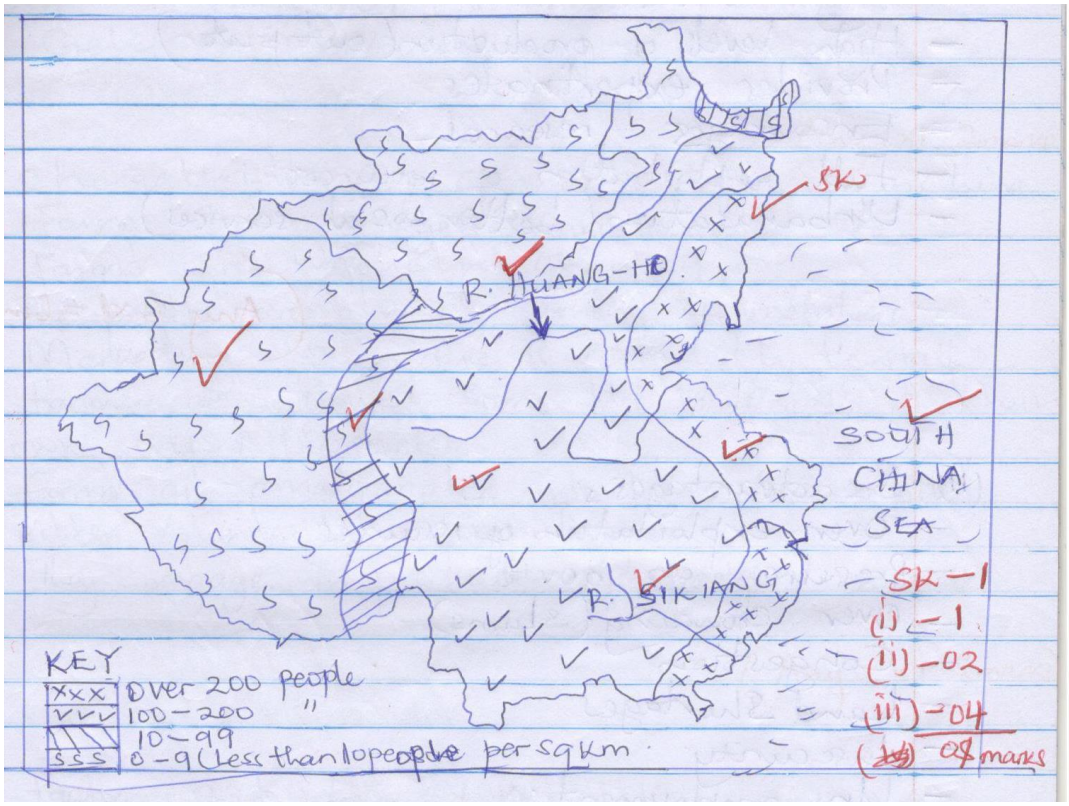
- Flooding
- Salination
- High maintenance costs
- Large sums of money for acquiring land
- Sand dunes
- Collapsing of dykes
- Pest and H_2O borne diseases
- Infertile soils
- Shortage of water
- Silting Any 4x1=4mks

d(ii) Steps being taken

- Desalination
- Construction of strong dykes
- Spraying
- Pumping of the excessive H_2O using windmills
- Construction of manmade lakes
- Growing high value crops to solve high maintenance costs
- Construction of river dam projects to control flooding Any 4x1=4mks

CHINA

11a) A SKETCH MAP OF CHINA SHOWING THE SOUTH CHINA SEA, RIVERS HUANG-HO AND SIKIANG, AREAS WITH DIFFERENT POPULATION DENSITIES



b) Conditions for a dense population in China;

- High birth rates and low death rates
- High fertility rates among women
- Limited family planning
- Fertile soils for agriculture
- Political stability
- Industrialization (employment opportunities)
- Immigration rates are high
- Better infrastructures
- Conducive climate for settlement
- Better medical services
- Long life expectancy
- Early marriage among women of China Any 8x1=8mks

c)(i) Advantages of a large population

- Cheap labour
- Ready market
- Innovativeness
- Better security
- High taxes
- High levels of production (output)
- Provides expatriates
- Encourages research
- Full exploitation of resources
- Urbanization (better social services) Any 6x1=6mks

ii) Disadvantages

- Over exploitation of resources
- Pressure on government
- Over crowding (slums)
- Congestion
- Land shortages
- Insecurity
- Unemployment
- Income inequality
- Urban problems Any 3x1=3mks

TOTAL = 25mks

12

a) Dai Yunnan commune in South West China

- The ping chau commune
- The chaunshan commune
- Gele commune etc Any 2x1=2mks

b) Characteristics of communal farming in China

- Farms are managed communally
- Farms are highly mechanized
- The profits are shared among the members
- Marketing of produce is controlled by the state
- Farmers are allowed some limited land area for their own crops and livestock
- Farms are amalgamated into larger farm units either voluntarily or compulsory
- They engage in production of specified crops Any 8x1=8mks

c) Factors that favoured the establishment of agricultural communes
- Relatively flat and for mechanization especially in the N.E
- Large expanses of farm land in NE
- Low population in the NE
- More economic activities in the SE hence less farming and more in NE
- Ready market due to large population
- Skilled labour (cheap) due to large population
- Modern technology e.g. machines
- Developed transport for easy transportation
- Heavy rainfall
- Well drained fertile soils Any 8x1=8mks

d) Benefits of communal farming to China
- Improved farming techniques
- Created large farm units for agricultural modernization
- Eliminated land fragmentation
- Encouraged increased output and better quality
- Encourages cooperation and team work
- Stimulates development of agro-based industries
- Created employment opportunities
- Encourages easy provision of social services
- Reduces income inequality
- Eases government assistance
- Exportation of communal products hence forex
- Promoted economic diversification
- Putting idle land into use especially in the west Any 7x1=7mks

TOTAL = 25mks

13a)

i) Rivers A- Yellow river
B – R. Haine 02mks

ii) Canal 1- Grand Canal

iii) Towns 2- Baotou
3 – Tianjin 03mks

iv) Manmade feature 4 – The great wall 01mk

v) Water body C- Yellow sea 01mk

b) Factors for location of Beijing city
- Extensive land
- Strategic location
- Nearness to large water body i.e. East Chinese
- Skilled labour
- Adequate capital
- Positive government policy
- Political stability
- Historical background
- Large population Any 6x1=6mks

c) Functions of Beijing city
- Its an industrial centre
- Residential

- Religious
- Cultural
- Recreation
- Administrative
- Communication
- Financial
- Tourist centre
- Commercial/Trading Any 6x1=6mks

d) Problems facing people in Beijing

- Land shortage for expansion
- High crime rate
- Slum development
- Unemployment
- Congestion
- Food shortage
- Overcrowding
- Insecurity
- Exhaustion of resources Any 6x1=6mks

TOTAL = 25mks

IRE 225/1
MARKING GUIDE 2023

1. a) Explain the human rights for the lower class members that were abused before 610AD.

- The time before 610 AD has generally been referred to as a period of darkness
- It was a time of evils a Arabia there was no guidance to show what is right and what is wrong
- The lower class members were the slaves, the poor and woman
- The following are their rights that were abused by society
- Their right of speech was abused since there was no freedom of speech
- The right of participating in economic activities was also denied
- They did not enjoy there right of voting for leaders of their choice
- Equally they couldn't have the right of standing for any political post
- Their political opinions were equally not taken yet its supposed to be a human right
- Some of them like the women did not enjoy the right of living since they were killed
- The right to own property was very much abused since they couldn't have such
- They equally didn't enjoy their right human respect
- Since they couldn't worship freely, then their right of worshipping was highly abused
- They never enjoyed the right marriage especially the servants since it was illegal to them
- The women could not enjoy the right of choosing a marriage partner since it was by force.
- Some didn't' enjoy their freedom of movement like the servants
- Their right to the basics of life like shelter, treatment and others were highly abused/not allowed
- There was no right of inheritance to some of the members of this group
- The right to equal treatment was also abused since society had social classes

1b) Show the teaching of Islam that liberated them.

- Muhammad became a prophet in 610AD at the age 40 years
- From then onwards, he came up with a number of that ended up liberating the 3rd class members. Such teaching include the following
- He taught equality therefore no more social classes
- He taught politics for all and not only for the 1st and 2nd class members
- Economic activities were to be for everybody and not the chosen few
- Everybody was allowed to inherit property
- Voting rights were also promoted by Muhammad
- He taught that everyone was free to stand for any political position
- Human basics of life were to be enjoyed by everybody irrespective of any considerate e.g. shelter medical attention etc.
- Everybody was allowed to inherit property
- Marriage was to be for everybody and not only for the first class citizens
- Freedom of speech was introduced by Muhammad therefore liberating this class
- No more forcing of women into marriage since it was against their humanity
- He stopped the act of infanticide therefore liberating those who were formerly being killed
- Political opinions of everybody were to be listened to in discriminatively
- He taught society that everyone was free to own property unlike what happened before
- Every was now free to worship as he/she choose but not following others by force
- Moving everywhere at a time as one chooses was also promoted

2. a) Give an account of the events in Hira in 610 AD

- Hira was a special cave in Mt. Noor
- It was a special area where Muhammad used to go to in the process of looking for the truth

- As he would always isolate himself from his rotten society to get away out
- His wife Hadijah would always bring him daily life items and one day Gabric/suddenly visited him
- This Angel appeared in form of light to Muhammad and loudly called his name out
- The frightened Muhammad was ordered to read but he answered that he didn't know to read
- The order was repeated by Gibril and his ribs are believed to have crossed each other
- As he was released, he was divinely able to read the 1st verses brought to him (96:2-5)
- The angel introduced itself and told him about his mission
- It disappeared while the frightened Muhammad also went home and only requested to be covered
- After something of resting, he was able to recover and narrated the events to Hadja
- She consoled him and promised to take him to her cousin who was an interpreter of such
- His prophet hood was finally predicted

(b) How the Meccans reacted to Muhammad's mission in Mecca

- When Muhammad become a prophet in 610 AD and started his public call in 613 AD, Meccans reacted differently. The meccan days were full of bad reactions towards Muhammad and the Muslims. Among the ways of reactions from the Meccans were the following
- They tried to convince Muhammad to stop preaching but the refusing
- Sometimes they made promises to him to sweet talk him so as to stop
- Muhammad was intentionally cursed by his own people in public e.g. Abu Jahi
- They even mobilized each other not to listen to him
- At time his own uncle tried to kill him while at the Kaaba
- In some cases they sent street boys to abuse and stone him
- They stoned his house so as to interrupt him as he taught Islam
- The Meccans approached his uncle and requested him to stop supporting him
- Alternatively they could even block their ears so not to hear his words
- His verandah was always filled with garbage and filth so as to disappoint him
- Muslims were stopped from free worshiping
- They could even be stopped from going to the Kaaba
- Many Muslims were killed by the Meccans e.g. Hady Summaya
- Others were tortured e.g. where taken for the social boycott
- The Meccans always black mailed the Muslims to decampaign them in the public
- Many times they discriminated in society
- They even destroy their property
- The Meccans tried to trick Muhammad to worship their God's first before they could worship his God in turn

3. Describe the prophet's night journey and ascension

- Another name of the journey is Alsra and miraj
- This journey took place in 621 AD
- Before this journey the prophet had suffered a lot of hardship i.e. he had been abused, his people persecuted. He had lost his two protectors, mistreated by the people of Taif etc.
- As a consolation Allah raised him to heaven in 621 AD
- Al – Isva was the prophet's journey from Meccar to Jerusalem and
- Miraj – was the prophet's journey ascension from Jerusalem to heaven and the story goes as follows
- In the middle of the night, Angel Gibril appeared to the prophet and called him "sleeper, awake.
- The angel was as white as snow with wings of many colours

- The angle was currying a horse called Buraq with a human head and wings
- The angel accompanied them to Jerusalem
- At Jerusalem Gibril stopped Muhammad for prayer in which he led another prophets like Abraham, Moses and Jesus
- After prayer he saw an endless ladder which enabled him to mount rapidly to heaven but all these were direct powers of God
- He went through the seven layers of heaven
- In the first heaven the prophet met the earlier prophets like Adam
- The sixth heaven the prophet met Noah, Aaron, Moses, Abraham, David, Solomon Idris Yahya and Jesus
- He saw the angel of death i.e. Israel
- He was finally taken to God's invisible throne
- While there, he saw things which the tongues couldn't express
- Angel Gibril was commanded to tour the prophet, he saw paradise where the faithful rejoice after resurrection
- He was taken to visit hell in which rebels will be thrown
- Men in Hell had ups like those of camels in their hands were balls of fire which they ate
- He also realized that women almost filled the place of Hell and when inquired he was told women don't appreciate what they have and many other reasons
- He received a command from God that all believers must perform 50 prayers each day
- Upon coming down from heaven, Muhammad met Moses who spoke to him on the subject
- Musa told Muhammad to go back for a reduction, Muhammad returned and the number was reduced to forty. Moses told him to go back for more reduction then God reduced to five
- From that day, Muslims were commanded to perform five prayers a day
- The following morning prophet Muhammad (BBUH) narrated his experience
- Some believed him while others mocked and insulted him

(b) The journey had number of benefit like

- It gave consolation and strength to Muhammad to continue with his mission
- It proved Mohammad's prophet hood
- Muslims were able to receive the important prayer of Islam (Swalar)
- It confirmed to Muslims that life after death is real
- It confirmed God's special powers
- To some Muslims it acted as a motivation
- It helped Abu-Bakar to get a tittle of Aswiddiq
- It showed that Muhammad was a very special prophet

4. (a) Explain the contents the Medina covenant

- Medina covenant was the first political document between Muhammad and the people of Medina
- It was a document to act as a compass in terms of directions
- The helpers and the migrants were to practice full brotherhood as they live together
- It was to enable the two groups to live in harmony
- It had the following contents
- Nobody from Mecca or their allies was to be allowed to enter Medina
- Medina was to be a city free of evil a holy city
- All criminals were not to be protected therefore they were to be punished
- Taking any woman for protection without permission was illegal

- In case of any war, the people of Medina were to fight on the side of the Muslims
- In such a situation, each group was to meet its war costs
- There would be freedom of worshiping to all stake holders
- Those signing the covenant were to be referred to the Quran and Hadith
- No one was to kill a fellow believe or assist another to do the same

(b) How did it facilitate the growth of Islam?

- The Medina covenant helped Islam to grow basing on its term e.g.
- It enabled Islam to get allies that helped it in future
- It equally gave them opportunity to worship freely
- Islam was able to get more converts
- The security that facilitated the spreading of the religion
- Through the brotherhood they did, Muslims were able to get what they didn't have
- It promoted and exposed the superiority of Quran and Hadith
- It promoted the human rights for women which is very vital in Islam
- It helped Islam to eliminate evils that were still existing in Medina
- Islam was now sure of financial help as a result of this covenant
- It brought peace in Medina which helped in process of spreading Islam
- Muhammad's position was uplifted by this document which was an advantage to Islam
- Through this document the political order of the Muslims became more organized
- It saved the Muslim's lives which enables Islam to continue spreading

5. How did Abubaker Al-Swiddiq take up the office of a Caliph?

- Abubakar was the 1st successor of Muhammad (P.B.U.H)
- He took over office in 632 and ended his leadership in 634 AD
- He took up this office after a leadership crisis brought by Muhammad's death
- Muhammad had died without directly mentioning who was to be his successor
- Amidst this a number of groups came up each with a reason for their claim
- Among the groups that came up was that of; the Ansars, Muhajroons, the legitimists and the Ummayads
- The Ansars based their claim on the fact they gave Muhammad good shelter
- They claimed that they fully supported him through the brotherhood they did
- The Muhajroons also had a reason that they were the 1st converts and that remained firm for Islam through the hard time
- For the legitimists, they claimed the next leader should be a relative of Muhammad
- On the side of the Ummayads there was only based on the fact that they had been leaders before Muhammad
- That all along the Ban Hashim had overshadowed them
- Amidst all the above claims, a meeting was organized at Thaqif by the Ansars togged with the Muhajroons
- Discussion went on with different ideals and finally they were joined by Abubakar and other companions like Umar
- As they all listened Abubakar asked for a chance to give a word
- In his word, he thanked the Ansars for a chance to give a word
- In his word, he thanked the Ansars for the great work done but also advised that there was need for consultations
- He finally requested that let the leader come from the Muhajroons

- Before he sat down he proposed Umar or Abu Ubaidah
- The two individuals however withdrew in his favour and all the attendants finally accepted
- He received pledges of loyalty and finally gave his great speech
- He served for the next two years (632 – 634)

(b) Explain how his leadership was faced with the following challenges

- For the two years of leadership, Abubakar was faced with the following challenges
- There were a number of hypocrites who were misleading people in different ways
- Muslims were backsliding into the previous evils
- Some were deserting Islam for their original religions
- Others even claimed to be prophets like Musailama
- There were a number of threats from the Roman Christians who were planning to attack the Muslim s
- Qurans existence was threatened because of the death of many of its memorizers
- There were some internal rebellions that needed to be suppressed
- The areas conquered by Muhammad wanted their independence
- He had a task of completing work left undone by the prophet
- Some people had not fully accepted him as the new leader
- Abubakar was challenges by the disunity which came up after Muhammad's death base on leadership
- Equally he had to find a way of continuing to spread Islam
- Abubakar had to deal with the teaching of the new converts who would otherwise be misled
- Some Muslims were refusing to give Zakat through it's a pillar of Islam
- Even the Zakat collectors were being killed therefore a lot of insecurity
- Muslims were refusing to pray yet its' a key pillar
- Others even requested for prayer to be optional
- Clan differences were also around which threatened unity
- Even tribal differences were a threat especially between the Quraish and the non-Quraish

6. (a) Describe how Umaru became the successor of Abubakar

- Umar was the 2nd caliph of Islam. He succeeded Abubakar in 634 AD
- 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 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 Uthuman bin Affan told them that Umar was a very different man from what the public knew about him
- The above calmed down the shurah council member 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 Muslims empire before he died
- Umar ruled for ten years i.e. between 634 – 644 AD

(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 safeguard the Muslim empire from the Roman and Persian attacks
- Persians and Roman wanted to capture the Arab warriors
- Need by Umar to end the long standing enmity
- Iranians used to torture Muslim Arabs e.g. sabor 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

7. (a) Give an account of how Caliph Uthman was murdered.

- Caliph Uthman was the 3rd among the leaders who came in after the murder
- He led the Muslims for 12 years where ½ of this was a good time and the last ½ was very challenging
- It was too challenging that finally he was murdered
- The following is how Uthman was murdered
- At the climax of the rebellions in 656 AD, there was excitement everywhere
- The rebels had indeed convinced a number of people in different areas
- The final blow came from Kufah where the rebels started matching towards Medina
- As they moved from Kufah they were being joined by other people from other areas like Syria, Iraq, and Egypt etc.
- As the movement continued Caliph Uthman got this news and called for a preparatory meeting
- In the meeting his governors gave him a number of proposals to which he totally disagreed
- In the meantime the rebels continue advancing with the aim of forcing Uthuman out of office or even kill him
- Among the ideas given to Uthman was that of fighting the rebels but rejected it since he didn't want to shade blood
- He got the idea of resigning but still he refused since leadership is God's duty
- He tried to send them negotiators but they insisted
- Equally he was told to be given body guards but said he didn't fear death and that God was the best guard
- Amidst all this, the rebels were towards Medina
- Finally his main entrance was guarded by Ali's sons Hassan and Hussein
- Though the above was in place, the rebels managed to jump over from behind and entered
- They found him reciting Quran after the morning prayer
- He was finally murdered in cold blood
- His wife Naira who tried to defend him lost his fingers
- He dearly saw his killers and when submitted that if his father was around he would have not done it
- He remained unburied for three days but finally buried in his blood soaked clothes at 80 years old

(b) Show its impacts upon the Muslim community

- When Uthuman was murdered, the event had a great lasting impact upon the Muslim community
- He created a lot of insecurity that is why h took long to be burned
- It laid a foundation for Ali to come into power so the Muslims got a new leader
- The murder caused power struggle especially between Ali and Muawiyah
- It created a leadership gap temporarily although they later got Ali

- The murder caused political challenges for Ali since everyone used it as an excuse
- It caused the battle of the camel since Aisha was demanding for the killers
- It led to the period of civil wars in the community that led to blood shed
- The event promoted clan differences especially between the B. Hashim and B. Ummayads
- The same murder made the spreading of Islam slowdown in terms of rate
- It laid a foundation for the later coming in of the hereditary system of governance
- Equally it caused the beginning of the end of the caliphate period
- Similarly it led to a bad image of Muslims not respecting their leaders
- It also gave a lesson to the leaders that their actions can sometimes affect their political performance
- It laid a foundation to the transfer of the Islamic Headquarters from Medina to Kafah and later to Damascus

8. Explain the circumstances under which Ali became the last caliph

- Ali was the 4th and last caliph who came into power after the murder of Uthuman
- He came into office after a very chaotic situation that prevailed after Uthuman's murder
- After the murder, Muslims had no leader yet they needed one
- The rebels approached Ali and told him to become the leader but he feared for his life and refused
- They even threatened to kill him but he remained farm however soon he was approached by some of the senior members of society
- He was requested to accept the office for the sake of serving Islam
- Basing on his relation and love for Islam, he respected the seniors and accepted to serve Islam
- He therefore became the last Caliph for the next 4 years through they were very challenging

How successful was his regime

- He brought back Muslims who had converted to Christianity
- He spread Islam to the whole empire
- He brought morals
- He brought more funds in treasury by introducing a new tax (forest tax)
- He put up a very a good building in Iran for the treasury
- He paid special attention to the security
- Ordered for the full day's opening up of the state treasury
- He ensured that accountability is respected
- He abolished the horse tax
- He taught Islam
- He was strict in matters of low
- He tried to prevent war that's why many times he always begun by requesting for peace talks
- Good governance was encouraged by him since he used Quran and Hadith

9. Give the early life of Prince Nuhu K. Mbogo

- Prince Nuhu Mbogo was the son of Kabaka Ssuna II
- He was therefore from a royal family in Buganda
- Born a non-Muslim in 1835
- As a young boy he later converted to Islam
- He grew up together with his brother Muteesa I
- He grew up from his father's palace where with time he interacted with Arab traders
- The Arab Muslim traders he met exposed him a lot to Arabic and Swahili at large
- The two boys were under Muteesa's mother Muganzilwazza

- Because of the exposure he converted to Islam during Ssuna's time
- His circumcision however was during Kalema's time
- As time went on he learnt a lot and later used this knowledge to Islam till his death in 1921
- Mbogo was succeeded by his son Badru Kakungulu who equally promoted Islam

(b) What methods did he use to promote Islam in Uganda?

- Nuhu Mbogo learnt a lot of Islam and Arabic
- He used different approaches to promote Islam e.g.
- He personally called people to join Islam
- Many times he could teach Muslim converts about their religion
- Mbogo offered himself and took part in the religious wars in Buganda to defend Islam
- He even led Muslim migrants Bunyoro for the survival of Islam
- Many times he travelled a lot and made friends that were beneficial to Islam in Uganda
- He readily left his people in Baganda for the sake of supporting and ensuring the survival of Islam
- Mbogo even gave up his Kabakaship to his brother Muteesa to concentrate more on serving Islam
- He trained a number of Muslim – teachers who later spread Islam
- In times of religious persecution he also led Muslims to Zanzibar so that they survive and promote Islam
- He asked the colonial government to also appointed Muslims in political positions
- Mbogo represented Muslims in the 1900 Buganda agreement which brought some fruits for Islam
- Slaughtering rights for the Muslims were got because of his effort
- Equally the idea of putting on Islamic caps was pushed by Mbogo
- Many times he used his home as teaching centre and indeed Muslims benefited
- He moved a lot to different areas to carry out personal preaching
- A number of Mosques were put up basing on his influence
- He donated land to the Muslim community for their projects
- Mbogo asked the colonial government to also give Muslims land for development therefore he received 24 square miles for the community
- He always encouraged Muslims to remain firm on their religious affairs
- He equally called for Muslim unity in all matters

10. Give an account for the political religious wars in Buganda

- These were a series of wars in different areas are different times
- They were between the Muslims on one side and the Christians helped by the traditionalist on the other side
- They occurred between 1888-1894 during Kabaka Mwanga's time
- The two parties had to go to war because of the following
- Both were struggling for converts in the same area
- They were operating in the same place
- Both had received guns and felt strong enough to fight
- Each side wanted to win King's favours
- They were both preaching different ideologies which exposed them to war
- The method of preaching to both was provoking
- Traditionalists wanted to preserve their traditional religion
- Long-term enmity between the two groups

- None of the two wanted to be below the other
- The poor land distribution had annoyed the Muslims so war
- The Christians needed to revenge for the earlier conquest upon them by Muslims
- Muteesa I had greatly favoured the Muslim which made the Christians to revenge
- Struggling for political positions
- It was time to look for colonies
- Captain Laggard led to these wars by encouraging the Christians to fight
- Death of Muteesa I who knew how to control these groups
- The killing of the Uganda Martyrs called for revenge
- Both groups needed to come back from exile

(b) Why were the Muslims defeated in this war?

In the early days of the wars, Muslims had tried hard and were winning some of the encounters but at the end of it all, they were defeated because of the following

- Christians were many in number compared to Muslims
- Christians were well trained yet Muslims were not
- They were fully united yet Muslims disunited
- Christians confiscated Muslim weapons at lake Victoria which was a blow
- Christians got support from their home country government
- Christians had more guns
- Muslims fighters had hypocrites among them which was bad
- Christians were very determine
- Local people of Buganda supported the Christians
- Muslims were attacked
- Disunity among muslims
- Long distance moved from Kijjindulte
- Lack of home support
- Poor quality guns/weapons
- Death of strong/moral boostes
- Few in number compared to enemy
- Economically not well off

11. (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 is 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
- The need to purify Islam led to the coming of sets like that of the Spidiqa
- Equally political interference has also caused trouble within the community
- Many times Muslim have lacked religious tolerance to one another which promotes these sects
- At times it’s only because of religious extremism that many end up starting their own sect s
- At times it’s because of the imported Muslim differences between international Muslim countries
- Lack of a one common Muslims leader also promotes this bad situation

- Also some sects have come up just because of the band wagon effects upon the people concerned
- Equally the dishonest leaders towards Islam have partly led to the coming up of sects
- Lack of enough religious information has also made Ugandan Muslims to belong to different sects
- The too much poverty among some Muslims makes them too easy to be used against one another

(b) Show the impact of the above situation

- In a situation where Muslims belong to different sects, the following are the effects that have occurred;
- Muslims have become a laughing stock in society
- They have lost time to spread their religion
- Equally they have lost precious time for developmental project
- Muslims have become too easy to be penetrated by their enemies
- Also sometimes they lose converts since they seem not to be orderly
- This situation sends a bad image to the young generation yet they are their future leaders
- Political interference has also become very easy
- There is continued enmity sometimes there is loss of lives
- Equally the destruction of property has occurred as a result
- Many political opportunities have been lost since Muslims look to be disorganized
- International opportunities have also been lost in the process

12 (a) Explain the contributions of the Tabuq movement

- Helped to revive Islam in many urban centres
- Increased the spread of Islam
- Helped to reduce renovations
- Created awareness to many Muslim
- Construction of mosques
- Made women to get involved in the teaching and learning of Islam
- Number of Muslims offering prayers increased
- Saved Muslim property
- Advocated for the nights of Muslims
- Started projects e.g. schools
- Promoted memorization of Quran
- Scared the enemies of Islam
- Promoted the Islamic code of dressing
- Created confidence among the Muslims of Uganda
- They mobilized donations for those in need
- Always organized public lectures about Islam
- Helped in reducing the immoralities within the Muslim communities

Negative

- Tarnished the name of Isla in areas where they instigated fights
- Some cases led to the death of people
- Created more divisionism
- Less development due to wrangles
- Created an impression that the cores of Islam are growing beards and shortening trousers
- Sharpened enmity between Muslims and non-Muslims
- Were intolerant both in speeches and actions towards others

- Majority were militant in nature
- Muslims lost time in useless encounters
- Made Islam appear as a very complicated religion
- They destroyed some of the formally uniting functions e.g. Mauled

12(a) Taliqs are those moslims or group of muslims who broke away from the spidiqah
Below are their beliefs and practices

- Every male should shorten his trouser
- Compulsory to grow the beared for the male
- No shaking of hands with the opposite sex
- Dead should be buried as early as possible
- Using of wooden tooth brush is compulsory
- Gaze once at the opposite sex
- One congregational prayer to be formed in a mosque
- No listening to music
- No taking of photographs
- Shaking of the index figure at Tashahud is a must

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1. a) Describe the performance of Swaratul Janaiza
   b) Show how swaratul-Jahaiz differs from other prayers.

Solutions

- It's a prayer for the dead
- Its conducted in a congregation
- Its intended to ask for God's mercy and forgiveness towards the dead
- Both men and women are required to attend this prayer
- Adhan and Iqa'mah are not required
- Purification of both the body and those to pray is a must
- One should have the intention (Niyyah)
- It has no specific time
- Those performing the prayer should divide themselves into 1,3 or 5 rows
- The dead input infront of the imam while facing the kibrah
- The Imam should stand by the middle of the body if the deceased is a man and by the shoulder if it is a woman
- It must be performed in a standing posture only i.e. there is no bowing and prostration
- Four Takibirahs are performed and the followers repeat the Takibirahs after the Imam
- In the first Takibirah the opening duo and surat Al-Fatiha are recited in a low tone
- In the second Takbinah the prayer of the prophet is read
- In the third takibirah the dua for the deceased is recited
- In the fourth, Muslims pray for themselves
- After wards salam is said

b) How does it differ from other prayers? Funeral prayer

- No Adhan
- No Iqa'man
- Its an occasional prayer
- No bowing and prosration
- Said silently

- No tashahud
- The dead is put infront
- Its faradha Kifaayah
- Only four Takabirah's are proclaimed
- Has no Rakas

Other prayers

- Has Adhan
- Has Iqa'man
- There is time indicated
- There is bowing and prostrastion
- Some body
- Tashahud is required
- Only face the Qibra and pray
- Obligatory to every body
- Several Takibirahs
- Have Rakas

2. a) Explain the Islamic teachings about the distribution of zakah.

- Zakat is the compulsory distribution paid by the rich Muslims to benefit the poor and needy Muslims
- In Quran 9:60 Allah mentions the categories of people who deserves zakat, these include; the poor, the needy, the staves, the new converts to Islam, those in the cause of Allah, the zakat collectors, the travelers, the debtors

However Islam also exempts the following categories of people from getting zakat; the non-believers, the rich, close relatives, dependents of the rich, the family members of the prophet,

- Zakat is not used in the construction of mosque roads etc

b) There are challenges encountered in the process of zakah collection. What should your Imam do to ensure its proper collection?

- The Imam should first get the knowledge of zakat collection and distribution
- Should treat both the rich and poor equally in matter concerning Islam
- Should sensitize and educate the Muslims on issues of zakat
- Unity among Muslims should be emphasized by the Imam
- Must get the population statistics of the Muslims in his area
- Should encourage the Muslims to work hard and get rich
- Should always be faithful to the Muslims
- Should always remind Muslims of getting paradise through paying zakat
- Should take action on those who do not want to pay zakat e.g. by not attending their burial
- Should always pray for those who pay zakat

3. a) Explain the teachings of Islam about fasting the mounting Ramadhan.

- Its one of the pillars of Islam in position number four
- Fasting means to abstain completely from foods, drinks, intimate intercourse and smoking before the break of the down till sunset
- The period of obligatory fasting is the month of Ramadhan which is the 9th on the Islamic calendar
- The daily period of observance starts before the break of the down and ends immediately after sunset
- Fasting the month of Ramadhan is obligatory on every responsible and fit Muslim
- It may be 29 or 30 days depending on the moon's position

- It must be done with intentions of pleasing Allah but not showing off
- Fasting the month of Ramadhan is a pillar of Islam
- Failure to observe without reasonable excuse is a severely punishable sin
- Like in the other Islamic undertakings, the intention must be made clear i.e. its undertaken in obedience to God
- Muhammad encouraged that it should start after sighting the crescent
- The fasting of any day of Ramadhan becomes void by international eating or drinking or smoking
- Breaking off at the end of the month should also be after sighting crescent
- If one eats or drinks, the penalty is to observe fasting for sixty days
- If one breaks his/her fast for a lawful reason, the one involved must make up for that day
- It can be missed if one has genuine reasons and makes up the days later
- To have a light meal before the break of down
- To eat three dates and have a drink of water right after sun set
- To make our meals as light as possible
- To perform swalatul-tarawah
- To exchange social visits and intensify humanitarian services
- To increase the study and recitation of the Quran
- To be patient and humble

b) Give reasons for the observance of fasting the month of Ramadhan by the Muslims?

- Muslims must observe fasting because
- It's a pillar of Islam which must be respected
- Its an act of worship in Islam
- Its an act of obedience to Allah
- It teaches man the principle of sincere love
- It equips man with a sense of hope because when one fasts he is hoping to please God
- It instills the virtue of patience in man
- It shows man a new way of wise savings and sound budgeting i.e. one eats less and spends less money
- It helps them to come closer to Allah
- Fasting the month helps in preventing Muslims from sinning
- In this month lailatul-Qadr is found
- Through it, Muslims shall be able to enter paradise
- In the month of Ramadhan Allah forgives his servants the sins they committed previously
- The prophet said, " whoever fasts the month of Ramadhan with faith and seeks Allah's pleasure and reward, will have this previous sins forgiven
- It can be a way through which Muslims renew their love for Islam
- During the month of Ramadhan the gates of paradise are opened and those of Hell are closed
- Fasting the month of Ramadhan is a sign of believer
- It strengthen our faith
- One who fasts gets rewards from Allah
- It can be chance for one to ask for his desires from God
- It can be a way of repenting for one's sins

4. a) Explain the conditions for a valid marriage in Islam

- In Islam marriage is defined as the legal union between a man and woman for life with Allah as the supreme witness

- The relationship between a man and a woman as husband and wife is formally recognized during the marriage ceremony
- For marriage to be acceptable in Islam, the following must be considered
- It should be between a man and woman
- To two should be of the right age
- The two should be sexually sound
- It should be made permanent unless otherwise
- Consent of the lady should be sought
- The guardians of the lady should be present
- Mahr (Dowry) must be paid by the man
- There should be witnesses
- It should not be for exchange
- The Imaam should be present
- It should be made public
- A marriage certificate can be signed
- Should not be very expensive
- There should be general compatibility
- There should be honourable intentions
- Both the people involved must be sane
- Partners should not have come from the prohibited categories

b) Name the categories of people who shouldn't be married in Islam.

The following categories of people are prohibited to marry;

- Those already engaged
- A woman who breast fed you
- A mushrikun or polytheists
- A woman who is still serving her Iddah period
- Fornicators
- Marrying two genuine sisters at ago
- Your mothers
- Daughters
- Sisters
- Father's sisters
- Mother's sisters
- Step daughters under one's guardianship
- Quran 4:22-24
- Non-Muslims until when they believe
- Those still below the age of puberty
- People of the same sex

SECTION BE

5. a) Describe the teachings of Tawhad.

- Tawhad refers to the oneness of God
- It is the first article of faith which requires a Moslem to understand Allah as one and only one God
- Islamically the concept constitutes the foundation of the whole religion
- In it all believers get a clear understanding of who their God is and how they should maintain their relationship with Him

- In the concept of Tawheed, God is understood in different perspectives and angles as seen below
- It is these perspectives that make it unique
- Allah is understood as strictly being one
- The whole universe was created and is being controlled by Him alone i.e. (21:38)
- Allah is alone in worship and man should never worship anything a part from Him
- He begets not and He was not begotten
- Allah is obsolete i.e. he does not consult
- Even when it comes to man having hope as an act of worshipping God, it should strictly be tone one God and not anybody else
- Mankind must equally repent strictly to God
- There is nothing comparable to Him
- Nobody can do what he does
- His nature is for Him alone, it does not belong to any body
- Allah is alone in his actions and decisions
- Alone with his attributes in totally and purity
- He is everywhere at all times through one can never see Him
- He is eternal be the only one who shall remain when all creatures have perished

b) Mention any 10 attribute of Allah

- Al- Rahman
- Al-Rahim
- Al- Malikul
- Al- Khudusu
- Al- Salam
- Al- Muhayminu
- Al- Aziz
- Al-Jabal
- Al- Mutakabil
- Al-Halik

6. a) Explain the Islamic teachings on Allah's Angels.

Angels are special creations of Allah. They were created out of light to perform specific functions

- They are neither male nor females
- They have no free will
- They chief work is to praise work
- It is believed that Angles have wings
- They are very many in number
- They are very fast in dong their work
- They are big in size
- They cannot do anything without Allah's command
- Angels do not sleep
- They do not require things which can man need for his sustenance
- Angels are invisible
- Angels change appearing depending on Allah's will

Give the Angels and their duties

- Jibrail – messages
- Mikail
- Izrail – death

- Israfil – trumpt
- The throne bearers
- Malike- hell
- Ridhwan- paradise
- Munvar and Nakir- questions, grave
- Atitdu and Allidu- recording our deeds

7. a) Give an account of story of prophet Musa (Moses) on mt. Sinai.

Moses was born in Egypt and was one the early prophets of Allah who received the Torah. Tawreet

- In that country the king- Pharoah had instructed the killing of every baby boy for fear of losing his kingdom
- Therefore upon giving bath a baby boy, his mother hide him and later he escaped and served
- When he grew up, he became a shepherd. One time while rearing animals of hits master he saw a burning bush on top of Mt. Sinai
- Moses requested his people to allow him go and find out the cause of the fire and he was granted do so
- Upon hearing the fire, he had a voice from heaven calling his name in a loud and beautiful voice instructing him to remove his shoes because he was in a scared/holy place which he did
- However, Moses was so inquisitive and wanted to know who the caller was. Allah replied him that he was his lord the creater
- Moses asked more question like he wanted to see Allah physically and get contended
- It is said that Moses was made to see just little light and at that moment he collapsed for some hours dead
- After coming back to normal Moses was told to repent and never to ask such a question again of wanting to see Allah which he did
- It is said that at that moment Moses was given the Tawreet/Torah which as full of the 10 commandments for him and his following thus becoming a prophet of Allah

b) What lessons do we learn from this story.

Among the lessons picked in this story include the following;

- It is learnt that it was not easy for some one to became a prophet e.g. Moses collapsed
- It is also learnt that Moslems collapsed
- It is also learnt that Moslems should always remember we their shoes before entering the mosque because it is a holy p[lace
- It is learnt that Allah can't be seen by an ordinary person and this show his mighty
- It is learnt that Mt. Sinai is taken to be very important because it is where the 10 commandments of Allah were received by Moses
- It is also learnt that people should always respect their parents which is one of those 10 commandments
- It is also learnt that Moslems should respect and love the neighbours from the 10 commandments
- It is also learnt to believe in one God
- It is learnt to never steal people's property

8. a) Explain the events to the day of judgment.

- The day of judgment will soon come and nobody knows when it is to come except Allah along
- The following are the events to the day of judgments
- Death
- Resurrection
- Each will be given his/her record of work
- Passing over siratwa
- On the judgment ground
- There will be weighing machine
- Arrival of Allah to judge
- Interception of prophets on behalf of their people
- Fire chasing people to judgment ground

- The sun coming near people to be also judged

b) Of what importance is the belief in the days of judgment.

- Makes believers to live peacefully
- Makes a believer to love his God
- Makes a religion to have mercy
- Key to paradise
- It promotes hope in people
- Distinguishes between believers and nonbelievers
- It brings one closer to Allah
- It promotes good morals in societies
- It promotes hard work

9. Explain the Islamic teachings on goodness to parents

- Good treatment of parents is an act of worship (17:23)
- It's a command that comes just after the worship of only one God. Says "We have ordered that you worship none but Allah and that you be kind to your parents
- Its through the two parents that we come to exist on earth after us "31:14"
- Parents suffer a lot in bringing us up
- A child should not walk in front of him/her while walking
- A child should meet his/her parents in an act of kindness with a smiling face
- One is not supposed to obey his/her parents however its only when they tell you to associate God with other things
- Mothers suffer more than fathers in bringing us up so fathers should receive about 75% of our love
- One should pray for God's mercy when their parents are alive or dead
- It is a child's duty to listen well to his parents when they speak to him
- Among the things which can help an individual after death is a good child left on earth
- Man should provide for his parents with necessities of life and always visit them especially when they are old
- A man's relationship with parents and his wife should not be at the expense of each other. Both should be characterized by harmony and reconciliation
- It is an obligation of the child to maintain friendship and respect for the friend's of his parents

9 (b)

- Peer groups
- Ignorance
- Weak faith
- Influence of the media
- Breakage of families
- Disabilities in parents
- Poverty

10. What does Islam teach about the following;
    i) Child health
    ii) Status of women and health

i)

- Islam prescribes that in order for people to produce children they must be legally married
- Muslims women should avoid taking drugs which may affect good development of the child
- When the child is born, it is should be breastfed by the mother and the period is 2 ½ years Q. (46:15) and (2:233)
- It is advised by Islam that there must be proper spacing being at least 2 years or ½ years the period when one is breast feeding
- Muslims should take their children in sports in order to keep their bodies fit and healthy
- Islam forbids divorcing during the period when one is pregnant and that when it happens after delivery, the husband is obliged to continue looking after the children until at puberty
- Incase, the mother is unwilling to breastfeed, the husband is required to make provisions of paying the foster mother

- A Muslims should always keep his baby free from urine and faeces to avoid disease like Ammonia
- A female child should not be left to have her genital mutilated with the view that is done, that she will in future not practice promiscuity
- When children come to the age of 10 years they should be separated as prescribed by Islam
- Islam is against marrying children of underage because the child's health will be greatly affected
- Muslims are prohibited from owning dogs at their homes which may end up playing with children yet dog's saliva is known to contain rabjes virus
- A Muslim should not over beat the baby because it is not a sign of growing up a baby very well
- When feeding the child, Islam teaches that the child should not be overfed because the stomach contains stretch receptors which give rise to pain and discomfort as well as more disabling ailments

ii) Status of women and health

- Islam teaches that when a female baby is born on the seventh day her ears can be pricked to make provision for her putting on ear rings in future
- Islam teaches against female genital mutilation because it makes her sexually investment
- Islam do not allow a lady under menstrual periods to pray and fasting
- Islam prohibits Muslims from playing sex when a woman is in her menstruation periods
- It is also not permissible to perform anal intercourse
- Islam prohibits men from just engaging their wives into sex without first romancing them and kissing them
- Islam emphasizes kindness and gentle handling of women
- Islam emphasizes education for both males and females
- Islam condemns abortion unless it is really necessary

11. What does Islam teach about goodness to neighbours.

- A neighbour whether Muslim or not should be accorded feelings of affection, good will and fair treatment
- A Muslims should not cause any harm of any form to his/her neighbours. "Amen whose neighbours is not safe from his misdeeds is not a believer in Islam" said by the prophet (Bukhar and Muslim)
- The prophet also emphasizes sharing one's good things with the neighbour
- The prophet said, "A man who enjoys a full meal while his neighbour is starving really possesses no faith in Islam"
- The prophet recommends Muslims to perform all other religious obligations alongside with goodness to neighbours otherwise they may enter hell
- Visiting neighbours is important and recommended
- A muslins is taught to be generous to his neighbours
- A Muslim should extent good treatment to the neighbors' children as well i.e. giving them gifts
- The prophets also advised Muslims that whenever one of them brings fruits for his children, he should send some to his neighbours children as a gift
- A neighbour and his family have certain special privileges on a Muslim. Extending help to them when it is needed is Islam behaviour
- A Muslim should keep secrets confident in him by neighbours, or which he may have overhead
- A Muslim should talk well of his neighbours, defend them if people talk ill of them
- The prophet also cautioned Muslims against leasing their neighbours with the smell of delicious foods rather they should always send a portion to them
- When a neighbour dies one should attend his funeral when he is sick or his sick children he should be visited and consoled and if he gets a good blessing of something, he should be congratulated.

11b)

- Creates friendship
- Society development
- Protection of one incase of a problem
- Key to heaven
- Sign of obedience to Allah's commands
- Promotes love and care

- Creates a peaceful environment

12. Give the Islamic teachings on goodness to servants and maids

- When employing a maid bear in mind that all of us were created by Allah, we are equal and brothers
- Employ empathy when relating with a maid
- All kind of goodness should be extended to them (4:36)
- Should be paid
- Share a meal with a maid
- Settle the wage before starting to work
- Avoid overloading the maid
- Provide the maid with accommodation
- Feed him on the same food you eat
- Talk to a maid politely
- Pay him/her promptly
- Should not be sexually harassed
- When giving charity start with your maid
- When he/she wishes to go to see her parents allow her go
- Should not be given nicknames
- Always be kind when they are not feeling well

12a) The Islamic teaching on lawful earning of wealth include;

- Through working and you are paid
- One can exploit natural resources
- Through practicing agricultural farming
- Through trade
- Through fishing
- Showing commitment towards work
- Through inheritance
- Through engaging in any lawful business
- Through zakat and sadaq
- Working in the government

12b) The unlawful ways of earning wealth include;

- Stealing
- Prostitution
- Thefty
- Selling alcohol if one is a Muslim
- Gambling is highly prohibited
- Begging of any kind
- Telling lies insider to earn a living

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SECTION A

Consider the following for the award of marks

Format

- Name of the institution – F½
- Title, e.g. “Memo” or “Internal Memo” = F½
- Subordinate (TO): $F0_1$ } whichever comes first, accept
- Superior (From): $F0_1$
- Date: $F0_1$
- Subject: F½
- Signature: F½
- Name: F½ F=06

Content

- Leading statement/purpose: CO2
- Case (s) of teasing: CO2
- Effect(s) on the victims: CO2
- Conclusion/way forward: CO2 C=08

Language

- Spelling
- Punctuation
- One paragraph sustained
- Neatness
- Logical flow L=06

Award

F=o06
C=08
L=06

_____
T= 20 marks

2.

- Cdt must use the title, if changed – mi
- It must be a story
- Cdt may, or may not be involved
- If no change, Bi

3

- This is a factual/expository composition
- If story; accept
- Cdt may, or may not be involvd
- If more description of life without the Cdt’s view – Mi
- If bad life – Bi

4

- It must be a story
- Cdt must be involved; if not – Mi
- Cdt must begin with the statement; if not-mi
- If no hand and no shoulder and the Cdt is not involved – Bi

5

- This is an argument composition
- Cdt must take a stand, if not – Mi
- If story, accept
- If argument not about Africa -Mi
- If greed not about power – Bi

6

- If story, accept
- Change must be beneficial, if not – Bi
- If no change – Bi
- Give “Change” wide interpretation

7

- It must be a story reflecting a distinctive truth of hustling together to succed
- Cdt must end with the statement, if not – Mi
- If story not connected to the subject – Bi

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UGANDA CERTIFICATE OF EDUCATION

SECTION A – LIVING IN A CHANGING SOCIETY

1. a) Show the changes covid-19 pandemic brought to Uganda society. (10mks)

Covid-19 has brought about many changes, positive and negative changes,

Negative changes

- Has caused disruption of economic activities e.g. businesses
- Has increased government expenditure on Medical supplies
- Has disrupted academic activities – schools closed
- Has caused a decline in church revenues
- Has caused hunger to the working population
- Has caused social distancing – friends and relatives no longer visit
- Has caused inconvenience to people due to closure of transport
- Has caused increase in domestic violence in homes
- Has violated individual freedom of movement – curfew
- Has brought mandatory imprisonment (quarantine)

Positive changes

- Has increased government expenditure on health services
- Has led to improvement in personal hygiene
- Has brought about industrial growth in production of sanitizers
- Has improved family relations – parents bonding with children
- Has improved on the use of technology – e-learning
- Has caused increased awareness on health issues

(b) What Biblical teaching can help a Ugandan affected by the same disease

- The bible teaches tolerance of bad conditions e.g. Job
- It teaches forgiveness of those who do wrong to us
- The bible teaches us to pray to God in difficult situations
- It teaches us to trust in God
- It calls for patience while waiting on God for solutions
- It teaches obedience to authority
- The bible teaches repentance for forgiveness of sins
- It teaches love for God and fellow man
- It calls for help towards those afflicted
- The bible teaches dependence on God
- It teaches reconciliation; love for enemies
- It requires us to cast our burdens unto Jesus

2. "Whoever refuses to work is not allowed to eat" 2 Thessalonians 3:10
   a) Explain the New testament teaching on work
   b) Why were the Craft guilds important in the middle ages?

The new testament teaches us a number of lessons on work

- It teaches that every person must work
- The New Testament teaches us to work for development of talents
- It urges us to work in order to earn a living. Paul worked
- It requires us to maintain good relations while at work

- The New Testament urges us to work hard – the parable of talents
- It encourages work for heavenly rewards
- It calls for workers to resect their masters/employers
- It calls for teamwork – Jesus worked with disciples
- The New Testament teaches us to work for the good of others – charity
- It teaches us to work in service of God through serving man
- It calls for servant – leadership e.g. Jesus washed disciples' feet
- Teaches us to work for the glory of God. 1 Corinthians 10:31

(b) The Craft guilds were important because

- Because they promoted development of skills
- Because they improved the status of workers
- Because they supported workers during hard times
- Because they (guilds) ensured good working conditions for members
- Because they protected members' products from unfair competition
- Because the guilds bargained for good prices for members
- Because they were a powerful tool for collective bargaining
- Because they negotiated tax regimes with authorities
- Because they ensured production of quality products
- Because the guilds worked to ensure consistency in pricing
- Because they passed down skills to the next generation
- Because they promoted discipline among the members
- Because the guilds helped in marketing the products
- Because they donated to the church – things like glasses
- Because guild leaders acted as chaplains and conducted prayers with the members

3. a) How did leisure time benefit Africans?
   c) What lessons do modern Ugandans learn from traditional African ways of spending leisure time?

Leisure benefitted traditional Africans in the following ways

- Through enabling elders discuss issues affecting society
- Through developing talents e.g. singing, dancing
- By developing social relations. Visiting friends and relatives
- By acquiring foodstuffs through hunting
- Through recovery of lost energy e.g. by sleeping
- Through amusement e.g. watching plays and games
- By enriching their culture and heritage – telling stories
- By promoting cooperation and unity – working together
- Through creating relationships with the spiritual world
- Through enabling Africans to share the fruits of hard work
- Through teaching skills to the young ones e.g. basket weaving
- Through encouraging hard work. Hard work was appreciated

(b) Modern Ugandans learn the following

- Ugandans learn to work hard like Africans worked to be recognized
- Ugandans learn to develop talents like Africans developed talents
- Ugandans learn to plan for the community like Africans planned cleaning leisure
- Ugandans learn to be happy like the Africans who were happy during leisure time
- Ugandans learn to share the fruits of work like Africans who shared the fruits of work

- Ugandans learn to create new relations like Africans created relations among themselves
- Ugandans learn to pass new skills to young ones like the Africans who passed new skills to the young ones
- Ugandans learn to promote their culture like the African traditionalists who promoted their culture during leisure

SECTION B

4. a) In what ways have Ugandans suffered at the hands of security forces?
   b) What advice can you give to the Ugandan government to curb the practice above?

Ugandans have suffered at the hands of security forces;

- By being beaten up for breaking curfew laws
- By being imprisoned for no good reason
- Through security men conniving with criminals
- Through extortion, Lorry drivers in Masindi – 07/4/2020
- By falsely accusing Ugandans
- By denying Ugandans chances to access medical treatment
- Through refusing to give them permits to go for burial
- Through extra-judicial murder – Nantaba case in Mukono
- Through land grabbing
- By looting businesses, they are supposed to guard
- By denying them chance to sit in compounds after 7:00PM

(b) I can advise the government of Uganda to;

- I can advise government to supervise the security forces strictly
- I can advise government to punish the indiscipline persons
- I can advise government to train the forces adequately
- I can advise government to order their forces to be fair and humane
- I can advise government to compensate the Ugandan people
- I can advise government to take the culprits to court martial
- I can advise government to give medical attention to the afflicted
- I can advise government to sensitize the people on discipline
- I can advise government to recover the people on discipline
- I can advise government to recover the extorted funds form the forces
- I can advise government to conduct refresher training courses for security personnel

5. a) How have political leaders in Uganda exercised their authority in the country?
   b) Why was Moses referred to as a good leader in the Old Testament?

Political leaders in Uganda have exercised authority;

- Through closing down schools, Universities
- Through ordering closure of shops
- Through asking people to stay home during Covid 19
- Through enacting laws to govern the population
- Through stopping the use of public and private transport
- By encouraging citizens to was hands frequently
- By imprisoning wrong doers – Iganga drunkards, 7/42020
- By stopping individuals who were giving food aid to people
- By stopping universities from giving on-line exams
- By closing markets – Kalerwe (6/4/2020), Mbale
- By closing Uganda’s borders and limit entry and departure

- By forcing Unsuspected Ugandans into Covid quarantine
- By making a sensitization campaign on radio and TV

Part (b) Misuse of authority: Some are dictators; some steak public, some say public lies some arrest people innocently, some kill their rivals, some dodge duty work etc.

(b) Moses was referred to as a good leader because;

- Because he accepted God's call
- Because he loved his people that he killed an Egyptian
- Because he mediated between God and the people
- Because he interceded for Israelites
- Because he stopped Israelites worshipping idols
- Because he promoted monotheism
- Because Moses led the people in prayer and worship
- Because he tolerated the abuse from the people
- Because he was approachable
- Because he was dedicated to the service of God
- Because he provided food and water
- Because he led his people in war
- Because he solved his people's conflict – was a judge

6. a) Why were the Traditional Africans loyal to their communities?
   b) How did the Christians in the Early church show their loyalty to God?

Traditional Africans were loyal to their community because

- Because Africans punished non-conformity
- Because they had a shared origin/ancestry
- Because of fear of God's wrath and punishment
- Because of too much power that was vested in Kings
- Because there existed clear values and beliefs
- Because they educated their children since childhood
- Because there were laws that governed them
- Because of existing of a system of taboos and totems
- Because activities were done communally. Those who strayed were ostracized
- Because there existed one religion to which all subscribed
- Because child discipline was a responsibility of all elders
- Because the African Tradition promoted equality for all

(b) Christians in the Early church showed their loyalty through

- By giving charity/sharing possessions – Dorcus
- By carrying out praise and worship
- Through accepting to die as Martyrs – Stephen
- Through debates in defence of the gospel 0 Apollos
- Through showing agape meals
- By settling disputes within Christian communities
- By promoting morality and denouncing evil
- By preaching the gospel – Paul
- By accepting persecution at the hands of Romans, Jews
- By submitting to the government of the day
- By conducting monogamous marriages
- Through living righteous lives

SECTION C

7. a) Differentiate between happiness in African Traditional society and Christian teaching
   b) Explain the biblical teaching on happiness

- Africans were happy when they had many wives while Christianity finds happiness with having one wife
- Being faithful to the gods was a source of happiness in African Traditional while being faithful to God is the Christianity teaching on happiness
- Belief in medicine men/women brought happiness in African Traditions while belief in Jesus as son of God or Messiah is Christian's happiness
- Material possessions were a source of happiness in African Traditions while spiritual possessions are a source if happiness in Christianity
- Success in hunting brought African Tradition happiness while conversion of others to Christianity is Christian happiness
- Africans were happy with performance of magic while Christianity are happy miracles performed in Jesus' name
- Africans were happy fulfilling the rites of passage while Christianity finds happiness in fulfilling the sacraments
- Christians find ever-lasting happiness in heaven while Africans got happiness by living a fulfilling life on earth

(b) Biblical teaching on happiness is based on the Old Testament and New Testament

Old testament

- Man was created to be happy – the garden of Eden
- It teaches that God is the source of happiness
- It teaches that happiness is attained through fellowship with God and fellow man
- Teaches that God created man in his image to have a happy relationship with him
- It taught that prayer brings about happiness – Hannah
- It encourages worship of one God
- It teaches that happiness resulted from having material possessions
- It meant being free from slavery (in Egypt)

New testament

- The new testament teaches that happiness is about living a righteous life
- True happiness is about attaining spiritual gains
- Happiness is in believing Jesus as Lord and Savior
- It teaches that comes from love for one another
- It calls upon doing good deeds – charity
- It urges that in happiness is got from being persecuted for doing good
- It teaches love for God and fellow man breeds happiness
- It teaches forgiveness of sinners creates happiness

8. a) How did traditional African practices show their belief in life after death?
   b) In what ways did Jesus' deeds reveal the reality of life after death?

Africans did a number of things towards the dead to show their beliefs in life after death

- By burying the dead alongside their ancestors
- By burying the dead with material possessions – Egypt
- By whispering messages to take along to the dead – Bemba
- By showing respect to the dead giving them titles "omugenzi"

- By washing/cleaning the dead before they are buried
- By burying them in the court yard to remain part of the family
- By mounting stones on their graves to prevent water from washing them away
- By digging/weeding away grass from the graveyard
- By offering libations (food and drinks) to the dead
- By building shrines to consult with the dead
- By speaking only good things about the dead
- By maintaining vigil to send off the dead to the next world

(b) Jesus did a lot to show that there is life affect death

- The empty tomb (resurrection) showed that Jesus resurrected
- Jesus appeared to Mary Magdalene, sent her to disciples
- He appeared to the disciples in the upper room
- He appeared to Thomas and revealed his wounds to him
- Jesus appeared to a few disciples on lake Tiberias
- Jesus said that whoever believes in him will never die
- He said he was going to prepare room for believers
- He raised Lazarus from the dead
- He went to heaven in broad day-light; witnessed by many
- He said, “I am the resurrection and life”. John 11
- Jesus sent the Holy Spirit as had promised

9. a) Why did Jesus regard Jesus as a failure?
   b) What lessons do Christians learn from Abraham’s successful life?

Jesus was regarded to have filed because

- Because he was born in a poor family
- Because he commanded evil spirits and they obeyed
- Because his disciples did fast yet those of J. Baptist fasted
- Because his disciples ate food without ritual cleansing
- Because he claimed to forgive sins yet he was not God
- Because he interacted with non-Jews, against the law
- Because he attracted many followers, against scribes
- Because he conflicted with religious leaders – hypocrites
- Because he sided with sinners – adulterous woman
- Because he died at the young age (33 years)
- Because Jesus was tempted just like other humans
- Because he lived a single life yet he was expected to Marry
- Because he associated with (sinners) tax collectors

(b)

- Christians to worship one God like Abraham worshipped one God
- Christians learn to accept God’s call like Abraham accepted God’s call
- Christians learn to build tempters of worship just like Abraham built altars of worship
- Christians learn to be baptized like Abraham accepted to circumcised
- Christians learn to obey God like Abraham obeyed God and went on to sacrifice his son
- Christians learn to trust in God like Abraham trusted God’s promises
- Christians learn to forgive those who sin against them like Abraham forgave lot

SECTION D

10. a) In what ways did traditional African families educate their children?
    b) Show the characteristics of the family recommended by the New Testament

traditional African families educated their children by:

- by involving them in work-related activities
- by singing, dancing
- through story-telling, riddles and proverbs
- through community cerebrations
- by giving tasks to young people to accomplish
- by teaching (telling) them about taboos, the do's and don'ts through trial marriages
- through visiting aunts and learning from them
- through conducting mock fights for skills in fighting
- through attending rites of passage e.g. circumcision
- by carrying out sex education
- by punishing those who strayed
- by rewarding those who did good

b) The New Testament family should

- Be nuclear in nature – father, mother and children
- Be monogamous – one man, one wife
- Have children who obey their parents
- Worship one God
- Contain wives who submit to their husbands
- Have husbands who are responsible for welfare of the members
- Obey the laws of the state
- Be composed of husbands who love their wives
- Have wives who pride in having inner beauty
- Where family members are united
- Where mutual love and respect are major tenets
- Where husbands protect their wives

11. a) Using examples, show the contribution made by women in the Israelites community
    b) What is the church doing to improve the welfare of women in Uganda?

The following are women in Israel who made positive contributions

- Deborah	Was a judge and prophets who led Israel in war
- Esther	Pleaded with King Ahasuerus to spare her people
- Ruth	Was hard working, helped Naomi, her mother-in-law
- Hannah	Gave up her only son to the service of God
- Judith	Killed king Holofernes for oppressing Israelites
- Miriam	Was a prophet who revealed messages from God
- Woman of Tekoa	Convinced David to forgive his son
- Jael	Killed Sisera, commander of Jabin's army who ruled Israel for 20 years

(b) The church is doing the following to improve the lives of women

- The church is preaching equality between men and women
- Promoting women-led projects like the heifer project
- Is involving women in church depts e.g. choir
- Is giving loan facilities to women through Centenary bank

- Is offering employment opportunities to women
- Is giving counselling services to women in marriage
- Is ordaining female priests
- Is sponsoring and supporting female artists – Babirye
- Is constructing schools to promote literacy – Gayaza
- Is constructing hospitals to promote health – Mengo

12. a) Why so the youths in Uganda engage in perverted sex practices?
    b) Give the Christians teaching that can help to fight homosexuality in Uganda

The youth in Uganda engage in perverted sex became

- Because of poverty – they are lured by money
- Because of peer influence
- Because of influence of Western culture
- Because of permissiveness
- Because of lack of parental care and guidance
- Because of being shy to approach the opposite sex
- Because of disappointment in relationships
- Because of dating is expensive
- Because of vocations that restrict them – priests
- Because of fear of contracting sexually transmitted diseases
- Because of mental illness
- Because of curiosity
- Because of influence of mass media

b)

- Christianity teaches patience – waiting upon the Lord for providence
- It teaches investment in heavenly treasures, not earthly ones
- Christianity teaches trust in Jesus
- It urges us to marry men and women
- It emphasizes submission of wives towards husbands
- It teaches love for wives by the husbands
- Christianity recommends obedience to God’s commands
- Christianity emphases prayer – prayer more mountains
- It reaches repentance for forgiveness of sins
- Christianity teaches tolerance and guidance of wrong doers

SECTION E

13. a) How did the following Christians search for God in the middle Ages
    i) Clement of Alexandria
    ii) St. Augustine of Hippo

- Clement was born in around 150 A.D in Athens
- His parents were pagan but he got converted to Christianity
- He studied philosophy at University in Athens before he was converted
- In Greece, he was taught by Athenagoras of Athens
- His search for God took him to Assyria where he was taught by Tatian and Theophilus of Caesarea
- He studied and later taught at the Catechetical school in Alexandria, Egypt
- He was mentored by Pantaenus in Egypt in his Search
- He became head of the Catechetical school in Alexandra

- He wrote literature like “Exhortation of the Greeks” and “Instructor”
- He studied Christianity alongside scientific teachings of the days
- He was ordained Bishop by Pope Julian by 189
- He suffered persecution by Emperor Septimius Severus
- He fled to Cappadocia where he died in 215 A.D
- Among his students was Origen, a Christian father
- He became a source of truth for other who came to seek the truth
- He founded churches
- Was born Flavius Titus Clemens

St Augustine of Hippo

- Was Bishop of Hippo (Now Annaba, Algeria) from 396-430
- Was born Aurchuz Augustus on November 13, 354 in Numidia Algeria
- His mother, Monica, was Monica and his father Patricuis was pagan
- The parents were of a respected class able to educate their son although his siblings were not educated
- Went to school at Tagaste, attended university of Madauros and at Carthage
- He briefly taught at Tagaste, late went to teach rhetoric at the university of Carthage
- At 28, he went to Rome, to seek knowledge of God
- He taught at Rome, then went to Milan as Professor or Rhetoric
- He met Ambrose, who helped him understand Christianity and God
- Under Bishop Ambrose, he repented and got baptized
- He resigned his post in Milan, came back to manage his father’s estate, and look after his son, Adeorodatus
- His son died a teenager and he disposed of his estate
- His search for God took him into priesthood in the city of Hippo in 391 A.D
- He was a great preacher and writer of high intellectual content
- He discouraged pagan entertainment and preached against it as ungodly
- He is known for preaching long sermons to deprive people time to go for pagan entertainment
- He wrote books such as “The confessions of St. Augustine”
- He became a Bishop in 396
- He was arrested by the Vandals who invaded Hippo
- He died on 28th August 430 at the age of 75 at Hippo Regius in Numidia, Algeria

14. a) Giving examples, explain how Ugandans have evaded God
    b) How did the Israelites turn away from God in the old testament?

Ugandans have evaded God

- Through killing fellow Ugandans – Kato Kajubi allegedly killed Joseph Kasirye in Masaka, 2008
- Through corruption – Chaudi David Jamwe of NSSF alleged caused financial loss of Shs 3 billion in 2011
- Through child abuse – Aidha Nabukeera was burnt by her step mother Sophia Ndagire in 2006
- Through homosexuality – Chris Mubiru, manager of S.C Villa allegedly sodomised players in 2013
- Through divorced – former vice president Specioza W Kazibire divorced her husband (late) Eng. Kazibwe (2005)
- Through teasing and bullying – AS1 Student at Namilyango college was bullied to death in 1992
- Through false prophesied about death of a presidential aspirant in 2006
- Through cult murder – Joseph Kibwetere and K. Mwerinde killed people in Kanungu in 2000

(b) Israelites turned away from God

- Through killing one another – David killed Uriah
- Through oppressing the people – Solomon enslaved people
- Through idol worship – king Ahab promoted Baalism
- Through sexual immorality – Sodom and Gomorrah
- Through demanding a physical king
- Through power struggles/jealousy – Saul Vs David
- Through despising God's prophets – King Ahab Vs Elijah
- Through marrying foreign wives Ahab
- By being materialistic – King Solomon
- By practicing idolatry – Israelites at Mt. Sinai
- By disobeying the command on Herem – Saul

15. a) Justify Christian involvement in politics in your Country
    b) With illustrations , online the problems faced by the early believers in the process of serving God

A Christian should involve themselves in politics because

- Because of the need to ensure inclusive participation
- Because of the need to conduct free and fair elections
- Because of the need to apply values like humility
- Because of the need to promote love and good relationships
- Because Christians are needed to promote human rights
- Because of the desire to promote peace in society
- Because of the need to be accountable to God and Man
- Because the Christian needs to obey state laws
- Because Christians need to guide politicians on right and wrong
- Because Christians need to show exemplary leadership/service
- Because of the need to convert others including politicians

(b) Early believers suffered the following problems

- They suffered death as martyrs – Stephen was 1st Martyrs
- They suffered persecution – Jesus found them hiding in the upper room
- They suffered conflict of dogma – Paul and Peter conflicted at Antioch
- Early believers suffered misuse of spiritual gifts – Christians in the Corinthian church
- They suffered misconduct/deceipt – Ananias and Saphira deceived the Holy Spirit
- There was a problem of Paul's conversion – Believers doubted whether Paul was a true preacher
- They suffered cultural conflict – there was the issue over whether Christians needed to circumcise
- There was sexual immorality in church – the problem of incest and prostitution in the Corinthians church

ENT P845/1 MARKING GUIDE
UGANDA CERTIFICATE OF EDUCATION

1. (a) Factors I will consider when selecting machinery and equipment for my project
- Price of the machinery. I will choose a low cost but efficient and effective machinery to use in my project
- Cost of maintenance of the machinery. Will consider machinery which is cheap and easy to maintain
- Skills required to operate machinery. This will make it easy for any worker to operate
- Quality of machinery. High quality machinery preferably from Japan and Germany will be chosen
- Flexibility of the machinery during operation, machines that are multi-purposed will be selected so as to minimize on the cost of production
- I will consider the capacity, that is rate of out-put of the machinery when selecting
- Taxes charged on the machinery on which low taxes are charged will be selected

(7X1 = 7 marks)

(b) Factors that are likely to influence my decision when determining the prices to my products
- Cost incurred. The pricing decision will be influenced by the cost incurred to produce a product. Where the costs are high, the final price will also be relatively high and vice versa
- Level of competition, where there are other producers of similar products, there will be high competition in the market. Here the price set will be in relation to the competitors' prices
- Channel of distribution use, where a product is sold through the direct channel it's possible that the prices can be controlled and where along channel is used a relatively high prices may be paid by the customers.
- Demographic factors. The decision to set a given price for the products will be affected by such factors such as the number of buyers and location of potential buyers
- Nature of the product
- Quality particular customers are able and willing to buy
- Elasticity of demand for the product
- Marketing objectives

(Any 5X1 = 5 marks)

(c) Methods I will employ to ensure quality production
- I will employ skilled personnel on my project, that can be able to operate and process the grains properly
- I will be purchasing good quality cereals which will be able to give quality output
- I will be following technical specification as regards to the production of the grain products
- I will be providing good storage facilities so that products are free from rain, pests and dust
- Using good and beautiful packaging materials which will attract consumers
- I will be ensuring cleanliness during production process
- I will be setting q quality policy to be followed by employees
- Carrying out specialization and of labour to help workers to do work which they can do better

(Any 8X1=8 marks)

(d) Negative effects of my business on the environment
- Noise and gas pollution to the environment
- Unnecessary disposal of packaging materials like polythene bags which destroy the soil
- Poor health which may affect the workers due to breathing in gasses from the factory
- The project may result into deforestation. This is because trees may be cut down to prepare gardens to grow grains o be used as raw materials in the grain
- The grains like maize may act as a breeding ground for mosquitos hence cause malaria to the society
- The clearing of bushes to plan for grains may displace animals, birds and even cause death to the society

(Any 5X1 = 5 marks)

2(a) I will manage cash sales in the business using the following ways;

- I will ensure that all cash received in business is documented and accounted by balancing physical cash received records at the end of the day
- I will ensure that all cash is banked infact
- I will make sure that all cash receipts and other documents related to accountability for cash should be controlled
- I will make sure that I advise the entrepreneur to avoid spending business cash on personal matters
- I will ensure that a bank statement 9is reconciled with the cash at the business premises it kept under lock
- I will ensure that all cash disbursements are documented and authorized by the entrepreneur personality or by his/her designed official

  (Any 5X1 = 5 Marks)

(b) Business laws that I will observe when conducting the business

- Food and drug law, I will ensure that the expired drugs and bad food stuffs are not sold to those customers
- The trading act. I will make sure that the entrepreneur gets a trading license before operation
- Weight and measure law; I will ensure that the measures which destroy the environment like polythene bags, plastic containers are disposed properly. This can be done by putting dust bins
- Public health law, I will make sure there is proper hygiene in the super market such as toilets, lighting and ventilators
- Consumer protection law; I will ensure that goods sold to customers are of acceptable standards in terms of quality and prices
- Labour law
- Land act

  (Any 4X2=8marks)

(c) Steps that oi will use to minimize risks in the busines

- By installing fire extinguishers in all corners of the business premises to check on fire out break
- Extensive training of self and staff on new equipment to reduce the risk staff being left behind by the technological changes
- By maintaining adequate security and strengthening burglar proofs. Security lighting etc. To check on risks of the theft and breaking
- By employing experienced personal to reduce on the problem of family managerial decision
- By maintaining and upgrading technology and products to minimize the problem of changes in customers tastes and fashions

  (Any 3X2 = 6 marks)

(d) Books of account I will use for different types of transactions

- Cash book. This will be used to record both cash receipts and payments fro the business
- Sales journal. This will be used to record goods which are sold on credit
- Purchase journal. This will record goods which are bought on credit
- Returns word journal. Thus, will be used to record goods which are returned to the business by customers because of reasons like poor quality, damages and wrong quality
- Returns outwards journal. This will be used to record goods returned to the suppliers by the business
- Journal proper. This will be used to record things like collections of errors, bad debts, written off, closing entries and opening entries

  (Any 6X1 = 6 marks)

3(a)

KATONO ENTERPRISES
PETTY CASH BOOK
FOR THE MONTH OF OCTOBER 2018

Date	Details	Voucher No.	Receipt Shs	Payment Shs	Motor Expenses (Shs)	Postage (Shs)	General cleaning (Shs)	Travelling expenses (Shs)	Ledger A/c (Shs)
1st	Cash float		300,000						
2nd	Petrol			16,000	16,000				
3rd	Travel expenses			23,000				23,000	
4th	Postage			12,000		12,000			
7th	Travel expenses			32,000				32,000	
9th	General cleaning			11,000			11,000		
12th	Petrol expenses			21,000	21,000				
14th	Travel expenses			13,000				13,000	
16th	General cleaning			11,000			11,000		
18th	Petrol			22,000	22,000				
20th	Postage			12,000		12,000			
22th	General cleaning			11,000			11,000		
24th	Travel expenses			7,000				7,000	
29th	C. Brown			13,000					13,000
31st	Postage			12,000		12,000			
				254,000	82,000	36,000	33,000	90,000	13,000
31st	Bal c/d			46,000					
1st Nov	Bal b/d		300,000	300,000					
			46,000						

(Amy 40x ½ = 20 ,arks) NB Units is a must without the

3 (b)

KATONO ENTERPRISES
LEDGER ACCOUNTS
MOTOR EXPENCES Q/C

Dr CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
1st	Petty cash		82,000				

POSTAGE A/C

Dr CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
31st	Petty cash		82,000				

GENERAL EXCLEANING A/C

Dr CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
31st	Petty cash		36,000				

TEAVE EXPENES A/C

Dr CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
31st	Petty cash		90,000				

LEDGER A/C

Dr CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
31st	Petty cash		13,000				

(5X1 = 5 marks) NB: Units is a must without them 50% penalty

4(a)

ADWENYU LEDGER A/CS

CAPITAL A/C

Dr CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
Jan 31st	Bal c/d		4000,000	Jan 1st	Cash		4,000,000
			4000,000				4000,000
				Feb 1st	Bal b/d		4,000,000
Dr	Cash		A/C				CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
Jan 1st	Capital		4,000,000	Jan 1st	Purchase		400,000
2nd	Sales		600,000	4th	Purchase		500,000
6th	Sales		960,000	23rd	Purchase		600,000
31st	Kato		1,000,000	25th	General expenses		400,000
				30th	Wages		2,00,000
				31st	Seiko		750,000
				31st	Bal c/d		1,910,000
			6,560,00				6,560,000
Feb 1st	Blce b/d						
			1,910,000				
Dr	KATO		A/C				CR NB

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
Jan 1st	Sales		1,000,000	31st Jan	Cash		1,000,00
28th	Sales		1,700,000	31st Jan	Bal c/d		1,700,000
			2,700,000				2,700,000
Feb 1st	Bal b/d		2,700,000				
Dr	PURCHASES			A/C			CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
Jan 1st	Cost		4,000,000	Jan 31st	Bal c/d		2,250,000
4th	Cash		500,000				
12th	Seiko		750,000				
23rd	Cash		600,000				
			2,250,00				2,250,000
Feb 1st	Bal b/d		2,250,000				

GENERAL A/C

Dr CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				31st Jan	Bal b/d		
Jan 25th	Cash		400,000				400,000
			400,000				400,000
Feb 1st	Bal b/d		400,000				
Dr	WAGES		A/C				CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
Jan 30th	Cash		2,000,000	Jan 31st	Bal c/d		2,000,000
			2,000,000				2,000,000
Feb 1st	Bal b/d		2,000,000				
Dr	SEIKO		A/C				CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
2018				2018			
Jan 31st	Cash		750,000	Jan 31st	Bal b/c c/d		750,000
			750,000				750,000
Feb 1st	Bal b/d		750,000	A/C			CR

Date	Details	F	Amount (Shs)	Date	Details	F	Amount (Shs)
Jan 31st	Bal c/d		4,260,000	2nd	Cash		600,000
				6th	Cash		960,000
				Jan 1st	Kato		1,000,000
				28th	Kato		1,700,00
			4,260,000				4,260,000
				Feb 1st	Bal b/d		4,260,000

(8 correct accounts balanced X2 = 16 marks)

TRAIL BALANCE
AS AT 31ST DECEMBER 2022

PARTICULARS	Debt (sh)	Credit (Shs)
Capital A/C		4,000,000
Sales A/C		4,260,000
Kato A/C		
Sales A/C	1,700,000	
Purchase A/C	2,250,000	
General A/C	400,000	
Wages A/C	2,000,000	
Cash A/C	1,910,000	
TOTAL	8,260,000	8,260,000

(Any 9X1 = 9 marks)

5 (a) Marketing plan for Diplomat Bakery Ltd

NTAKE BAKERY LTD
P.O BOX 40 MASAKA
0701098171/0774760202

- Target market: My target market includes the people of Masaka town, Kyabakuza, Kyotera Nyendo and others
- Products offered. The products offered include breads of different sizes, cakes and doughnuts
- Position of competitors there are two nearby competitors that is Devine bakery and Kiddawalime bakery. They provide goods act low price but I am to out compete them by providing delicious and good quality products, printing brochures and use of a sign post
- Distribution strategy. I sell my products directly to customers who come to my premises I also use my van to sell door to door shops
- Project marketing expenses, my business incurs expense of radio advertisement. Printing brochures and use of sales persons which costs around 2,000,000 per annum
  (Any 6X1 = 6 marks)

5(b)

NTAKE BAKERY LTD
P.O BOX 40 MASAKA
0701098171/0774760202

A QUESTIONNAIRE FOR CONDUCTING MARKET SURVEY

Greetings from NTAKE bakery Ltd enterprises dealing in the production and distribution of cakes, doughnuts and bread. You are requested to fill us this Questionnaire to help us in our market programme

1. Name …….
2. Address ……..
3. How often do you buy NTAKE bakery ltd products?
   Once a week ☐
   Every ☐
   Every two weeks ☐
   Once a month ☐
   Less than once a month ☐
4. Is the good quality?
   Excellent ☐
   Good ☐
   Poor ☐
   Bad ☐
5. Is the packaging used favorable? ☐
   Yes ☐
   No ☐
6. Are people interested in NTAKE bakery?
   Yes ☐
   No ☐
7. How do you compare NTAKE bakery products with others?
8. Suggest means and ways which may be applied to increase sales of NTAKE bakery products?

Any 16 x ½ = 8 marks NB: Frame is a must without it penalty of 50%

5 (c) A purchase order for raw materials

NTAKE BAKERY LTD
P.O BOX 40 MASAKA
0701098171/0774760202

Date 4/6/2023
No 0126

PURCHASING ORDER

To: Nyendo Suppliers Ltd
P.O. Box 76 Masaka

Please supply us with the following

Quantity	**Description**	**Unit prices (Shs)**	**Amount**
10 Cartons	Wheat flour	60,000	600,000
5 Jerrycans	Cooking oil	40,000	200,000
Total			**800,000**

Delivery date 6/07/2023

Yours faithfully
Purchasing manager

Any 16 x ½ = 8 marks

NB: Frame is a must without it penalty of 50%

5(d) A poster to advertise my products

NTAKE BAKERY LTD
P.O BOX 40 MASAKA
0701098171/0774760202

We produce and suppl Bakery products like bread, cakes doughnuts and others in various sizes We offer credit and discount facilities to trust worth and those who buy in bulk Located at Masaka town plot 16, Edward Avenue opposite NSSF building

Come one came all

Any 16 X ½ = 8 marks

NB: Frame is a must without it penalty 50%

AGRIC P527/1 MARKING GUIDE
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1. a) Which stage of the life liver thike injests the host animal?
   A. Miracidium
   B. Sporocyst
   C. Cercaria
   D. Adult

   C

   b) Which of the following bacteria is responsible for conversion of ammonia to nitrates in the soil?
   A. Rhizobium
   B. Nitrobacter
   C. Azotobacter
   D. Nitrosomonas

   D

   (c) Payment for casual labour on the farm is classified as
   A. A fixed cost
   B. A variable cost
   C. An overhead cost
   D. An implicit cost

   B

   (d) Why are animals kept in a collecting yaro before dipping?
   A. To rest the animal before sipping
   B. To count the animal before dipping
   C. To assess the level of tick infestation
   D. To allow orderly entrance of the animals

   A

Award ½ marks ½ X 4 = 02 marks

2. State four structure differences between a dairy breed and beef breed

Dairy breed	**Beef breed**
- Wedge shaped	- Blocky shape
- Bif lidder	- Small udder
- Long legs	- Short legs
- Prominent milk vein	- Small milk vein
- Big abdomen	- Small abdomen

Award ½ mark each for any 4 well matched differences ½ = 04 marks

3. State five principles on which co-operatives operate
- Limited interest on share capital
- Democratic principle/one man one vote
- Buying of shares/capital shares to become a member
- Continuous expansion in terms of members/structures
- Neutrality / No political interference religious inclination
- Open membership to all people of good integrity
- Voluntary joining. Leaving
- Equal share on dividends
- Co-operation with other co-operatives
- Promotion basing on merit/not tribal/non-religious affairs
- Promotion of education educate members recline illiteracy
- Cash dealings

  Award any 5 points I marks 5X1 = 05 marks

4. Give five reasons for planting crops at the start of the rainy season
- Crops benefit from nitrogen flush which accumulate during dry season
- Crops escape periods of pest attack
- Crops make use of available rain/soil water
- Crops out compete weeds
- Crops escape periods of drought
- Leads to high yields
- Crops escape periods of disease attack
- Crops are able to utilize other nutrients before they are taught

- Crops are harvested/dried/stored under good climatic conduction
- One can have more item one planting per year
- Ensures ready market for the produce/solve the problem of food shortage/famine

Award 5 pts for 1 mark each 5x1 = 05 marks

5. State four features of a good pig sty

- Slanting concrete floor
- Slanting rough floor
- Rain proof roof
- Water trough
- Feed enough
- Strong/ockalre door
- Drainage channel
- Large floor space
- Strong short walls
- Individual pens
- Wallow where pigs bathe from

Award 4 pts for 1 mark each 4x1 = -04 marks

6. (c) Why are farmers advised to keep records on their farms?

- Enable farmers to obtain funds from money lending agencies
- Enable farers to carry out culling
- Farmers ae able to carry out pedigree selection
- Farmers are able to pay their debtors and remember the creditors
- Records guide in planning/budgeting
- Shows the value of the farm in case one intends to sell
- Shows areas that need improvement
- Helps in making insurance claims
- Enables in assessment of tax so that farmers are not over taxed/under taxed
- Enables the farmers to know whether they are making profits/losses
- Enables in the settling the estate in case in the owner dies

8pts for 1 mark @

8X1 = 08 marks

(b) What information should be included in a breeding record?

- Date of service
- Expected date of birth/parturition
- Number of the male animal that served the female e.g. 40
- Number of the female animals e.g. 21
- Breed of the animal e.g. Frisian
- Method of service e.g. AI/Natural
- Expected date of next heat
- Sex of off spring at birth
- Weight of off spring at birth
- Litter size especially in pigs

Award 6 pts for 1 mark @ 6X1 = 06 Marks

(c) Give other type of records kept by farmers

- Health records
- Feeding records
- Labour records
- Yield records/crop yield records

- Egg/Milk yield records
- Finance records/project loss. A/C,/Balance sheet/Gross margin Analysis record
- Calf management record/identification/castration/ dehorning etc.
- Inventory records

Award 6 pts for 1 mark @ 6X1 = 06 marks

7. a) State the reasons why most factors are of diesel type

- Diesel is cheaper than petrol
- Diesel engines are more powerful/have a high compression ratio
- Have fewer starting problems
- Diesel engines use less fuel compared to petrol engines
- Maintenance is less frequent

Award 3 pts for 2 marks @ 3X2 = 06 marks

(b) Describe how you would prepare a tractor for a day's work

- Check the level of fuel in the fuel tank and top up if It is low
- Check the level of water in the radiator and top up if it is low
- Check the wheel/tyre pressure and add more if it is necessary
- Check the level of electrolyte in the battery and add distilled water if it is low
- Check the condition of oil in the oil sump using a dip stick if low add/remove if in poor condition
- Check the condition of oil in the oil bath; if low top up/remove if in poor state
- Check battery terminals and tighten when loose
- Check fan belt tension and adjust accordingly
- Check bolts, nuts and pins and tighten if necessary/replace lost ones
- Remove debris/grass from the radiator grilles

Award 7 pts for 2 marks @
1 mark – for point
1 mark – for action
7X2 = 14 marks

8. State the factors to consider when selecting fencing materials

- Type of animal/type of enterprise
- Cost of material/Availability of capital
- Durability
- Topography
- Availability of the material
- Level of security
- Availability of skilled labour
- Availability of power
- Safety of stock

Award 5 pts for 1 mark @
5X1 = 05 marks

(b) Describe how a barbed wire fence is erected on the farm

- Clear the vegetation along the fence line (1m) wide to provide a free working area
- Mark the corners using pegs
- Use a string to determine the straightness of the fence
- Use a tape measure/meter to mark out the sites where the holes are to be dug by putting pegs
- Dig holes of reasonable depth using a post – hole digger
- Set corner posts with their struts and put them in the hole
- Pour concrete and ram it to make the posts firm
- Put a temporally strand around the fence between the strainer's posts
- Insert standards following the temporally strand

- Pour concrete and rain it to make the posts firm
- Stretch the barbed wire using a wire strainer
- Fix the wires on the posts using u-nails/staples using a hand hammer
- Start with the lower strand while fixing the barbed wire
- Insert droppers to prevent sagging
- Keep the soil around the posts raised to facilitate run-off
- Construct a fate

  Award 12 points logically

  Arranged 1 mark @

  12 X 1 = 12 marks

(c) How is a barbed wire fence maintained?

- Replacing broken poles
- Stretching sagging wires
- Replacing broken barbed wire
- Clearing the grass along the fence line
- Replacing broken gate

  Award 3 pts for 1 mark @ 3X1 = 03 marks

9. (a) Differentiate between seed dormancy and seed viability

- Seed dormancy is the condition where seeds fail to germinate even when provided with the necessary conditions for germination

  Award 1 mark
- Viability is the ability of a seed to germinate when provided with the necessary conditions for germination

  Award 1 mark

(b) What are the causes of seed dormancy?

- Thick/hard seed coats which prevent oxygen/water entry
- Presence of seed coat hairs which interfere with oxygen intake
- Immature embryos which have not reached full development at harvest time
- Germination inhibitors like abscisic acid
- High temperature during seed maturity which may induce dormancy
- Shortage of growth stimulating hormone e.g. Gibberellin
- Presence of light effects the germination of negatively photoblastic seeds e.g. onions
- Mature embryos that need a period of rest to undergo certain changes before germination

  Award 6 pts for 1 mark @ 6X1 = 06 marks

(c) Describe the methods used to break seed dormancy

- Scarification/breaking the hard seed coat by rubbing between sand paper/pricking with a pin to allow entry of water/oxygen
- Acid treatment where seeds are placed in concentrated hydrochloric acid/sulfuric acid for 3-5 minutes, removed, washed thoroughly and dried
- Chilling where seeds are soaked in cold water for something before planting. This softens the testa/dilutes inhibitors
- Seed extraction where seeds are removed from the fruit when fresh and washed
- Ripening by allowing an after reopening period for the embryo to grow to maturity
- Soaking seeds in growth stimulating hormone like Gibberellic for sometime
- Exposing seeds to light especially those which are positively photoblastic as light increases gibberellic levels in the seeds

  Award 6 pts for 2 marks @ 6X1 = 12 marks (block)

10. (a) Name the common storage pests

- Rats
- Bean brunchid
- Maize weevils
- Red flows beetle
- Grain moth
- Rice weevils
- Reject bean weevil

Award 4 pts for 1 mark @ 4X1 = 04 marks

(b) State the ways in which crop produce is lost while in the store

- Storage pests bore holes through the seeds/grains
- Rodents eat the cotyledon/endosperm reducing quality
- Leaking roof lead to rotting of produce
- Droppings from rodents contaminate produce/lower taste
- Theft of produce
- Poor ventilation leading to wet heating
- Rancidity (rotting of fats) in oily seeds
- Fire which destroys the storage structure
- Fungal attack may cause accumulation of toxins/aflatoxins in ground nuts
- Urine from rodents leading to germination of seeds

Award 6 pts for 1 mark @ 6X1 = marks

(e) Suggest possible solutions to overcome crop losses in the store

- Proper drying of produce to the required moisture content
- Repairing any leakage in the roof
- Seed dressing using suitable chemicals
- Constructing well ventilated stores
- Providing rat guards/deflectors on cribs/granaries
- Use of traps /rat glue
- Constructing vermin proof stores
- Sweeping store before storing produce
- Putting produce in clean bags before storage
- Biological control/keep a cats to feed on rats
- Use of strong locked door/good padlocks
- Put produce on racks/raised platforms
- Store new harvest separately from previous harvest

Award 10 pts for 1 mark @ 10 X 1 = 10 marks

11. (a) State the dangers of erosion on a crop land

- Leads to loss of soil fertility
- Washes away planting materials/crops
- Creates gullies that make movement of machines difficult
- Causes silting of water bodies
- Causes pollination of water bodies
- Leads to spread of weeds
- Leads to spread of water borne diseases
- Leads to spread of pests
- Destroys soil structure/texture
- Lowers the water table/leads to desertification
- Leads to landslides
- Control measures increase cost of production
- Gullies reduce the size of crop land
- May burry the crops

Award 8 pts for 1 mark @ 8X1 = 08 marks

(b) Explain the factors affecting water erosion

- Rainfall intensity; areas which receive a lot of rainfall are more prone to erosion than areas that receive less rainfall
- Topography relief; areas with steep slopes are more affected by erosion than low lying areas due to the speed of surface run-off
- Vegetative cover; dense cover/canopy of erosion than areas which are bare
- Soil type; soils with a strong structure are not easily affected by erosion than soils with a weak structure
- Farming practices; some farming practices like mono cropping / over cultivation encourage erosion by water

Award 4 pts for 2 marks @ 1 mark – mention, 1 mark – explanation 4 pts X2 = 08 marks

(c) Outline the mechanical methods used to control erosion on a steep slope

- Terracing
- Contour ploughing
- Bunds
- Ridges
- Stone lines
- Gabbions

Award 4 pts for 1 mark @ 4X1 = 04 marks

12. (a) Explain the factors leading to low milk yield in a lactating cow

- Poreed; exotic breeds produce more milk than local cows/local cows produce milk with a higher BFC than exotic
- Age of the cow; dams produce more milk than heifers/heifers produce milk with a higher BFC than dams
- Seasons/period of the years; milk yield drops in the dry season and increases in the rainy season/BFC is higher in dry season than in the rainy season
- Heat period; quality and quantity decline when the animal is on heat due to lack of appetite and hormonal changes
- Stage of lactation; milk yield tend to increase in the 2nd week of lactation and decline during dry off period
- Diseases; mastitis make milk have blood clots/pus which affects quality/milk from affected cows is poured away reducing yield
- Temperament/excitement; docile animals give more milk than nervous animals/nervous animals have varying BFC
- Frequently/interval of milking; the shorter the interval, the higher the yield/ the shorter the interval the lower the BFC
- Feeds; quality feeds give high yields/poorly fed cows give low yield
- Stage of pregnancy; milk yield is high during the early month of pregnancy and decreases during drying off
- Amount of water given; cows given more water give more milk than those given less water
- Method of milking; machine milking gives more milking than hand milking
- Handling; poorly handled cows at milking time give less milk due to adrenaline hormone/well handled cows give more milk

Award 7 pts for 2 marks@ 1 mark – mention, 1 mark = explanation 7X 2 = 14 marks

(b) How can high quality milk production be lowered on a dairy farm?

- Addition of water/flour
- Milking from a dirty place
- Milking using dirty containers
- Feeds animals on silage during milking

- Milking using dirty hands
- Milking diseases animals
- Ill-health of milk man
- Failure to groom the cow
- Failure to cover the milk/leaving milk in the open
- Failure to wash the udder/tents

Award 6 pts for 1 mark @ 6X1 = 06 marks

13. (a) Why should farm animals be castrated?

- To remove bad smell/odor from billy goats/boars
- For the animal to put on weight
- To improve on the quality of wool/fleece in sheep
- To improve on the growth rate of the animal
- To make the animal docile/easy to handle especially oxen
- Make the animal suitable for farm jobs
- Control undesirable males from mating
- Castrated animals produce tender/better meat
- Maintain the correct female; male ratio

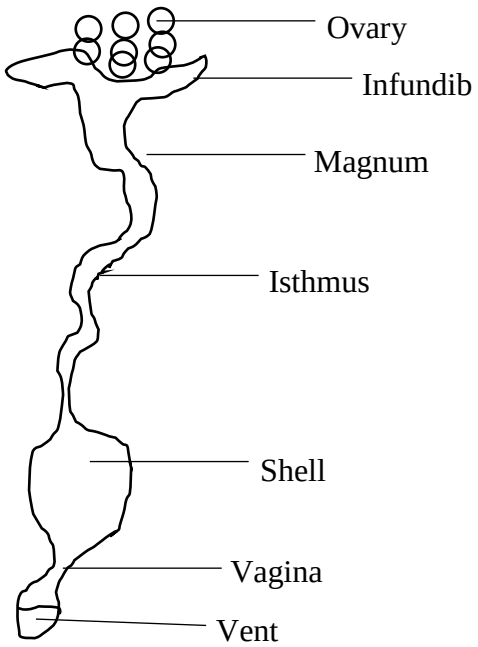
Award 5 pts for 1 mark@ 5X1 = 05 marks

(b) Describe how to castrate a calf using the surgical method

- Restrain the calf by casting it down
- Hold the hind and front legs
- Wash/disinfect the scrotum
- Get a sterilized knife/razor blade
- Apply a docalized anesthesia on the scrotum
- Squeeze the scrotum
- Make a vertical slit on the scrotum
- Pull out the testes
- Make a knot on the sperm ductt
- Cut above the knot
- Repeat the procedure on the second tastes
- Apply a fly repellant
- Stitch the wound
- Inject the animal with antibiotics
- Apply iodine/Dettol/Ash/Salt on the wound
- Let the animal free
- Keep the animal inside a calf pen for close observation

Award 15 pts for 1 mark @ 15 X1 = 15 marks

14. (a) With the aid of a diagram, describe how an egg is formed in a hen



- During ovulation, a yolk is released by the ovary
- The yolk is received by the infundibulum and fertilization takes place
- Fertilized yolk moves drown to the magnum where the albumen is coated on the yolk
- Coated yolk moves down to the isthmus where the shell membranes are added
- The content/coated yolk moves down to the uterus where the outer shell is added
- The egg moves down to the vagina where mucus is secreted to ease laying
- The egg is laid through the vent

Award 7 pts for 1 mark @ for the well labelled diagram

Award 7 pts for 1 mark @ for the paper description/function of the labelled part

7X2 = 14 marks

(b) State the abnormalities that occur during egg formation process

- Double yoked egg
- Rough surfaced egg
- Deformed egg
- Dwarf egg
- Meat spot inside the egg
- Blood spot inside the egg
- Blood spot inside the egg
- Bad smell of the egg
- Soft shelled egg
- Yoked egg
- Oversized egg

Award 6 pts for 1 mark@

6X1 = 06 marks

END

AGRIC P527/2 MARKING GUIDE
UGANDA CERTIFICATE OF EDUCATION

1. (a) Describe the condition of each of the specimens
   K Milk which has gone bad/sour coagulated
   T Smelly/rotten/blush green-beef
   U Skin with flesh left on it, blood stains/with hole

Award 1 mark each for any damage on any specimen 1X3 = 3 marks

(b) Give the causes of the condition of each specimen
   K This was caused due to poor storage/not boiling the milk after milking
   T Poor storage/Attack by bacteria
   U Poor flaying/incomplete bleeding

Award 1 mark each for the 3 specimens 1X3 = 3 marks

(c) Suggest two precautions that could have been taken to prevent the conduction observed on each specimen
   K cold storage/Refrigeration/ Boiling, cooled and stored covered
   T Salting/cold storage
   U Proper bleed/Proper flaying/proper drying

Award ½ mark each for any two precautions of each specimen ½ X6 = 3 marks

(d) Test specimen K with blue litmus paper and give an explanation for your observation

Blue litmus turned Red Reason: Specimen K is acidic due to bacterial action ready to formation of lactic acid

Award 1 mark for the correct reason

2. (a) State the properties of each specimen A, B, and C

   Properties of specimen A
   - High boiling point
   - High specific heat capacity
   - Flows readily at most temperature
   - High latent heat of vaporization
   - Cheap
   - Easily available
   - Not corrosive

   Award ½ mark any two points ½ X2 = marks

Properties of B
   - Slippery/smooth
   - High viscosity/low flow ability/Thick
   - Has a high melting point
   - Not corrosive two metallic parts
   - Has detergent properties

   Award ½ mark any two points ½ x 2 = 1 mark

Properties of C
   - Slippery
   - Has a good body
   - High specific heat capacity
   - Has good fil, strength
   - Is liquid and can flow
   - Not corrosive to metal parts
   - Has less viscosity
   - Has cleaning properties/detergent

   Award ½ mark to any two points ½ x2 = 1 mark

(b) Give two of how the efficiency of the specimens is reduced

Specimen A

- Loss due to evaporation
- Extreme of temperatures
- Freezing under cold conditions
- Dust/dirt/chemical
- Where there is little water

Award ½ mark any two points ½ x 2 = 1 mark

Specimen B

- Soil/dirt/foreign materials
- Extreme of temperature
- Soot

Award ½ mark any two points ½ x2 = 1 mark

Specimen C

- Soot/chips/water/dirt
- Contamination due to chemicals
- Extreme temperatures
- Reduction in amount due to leakage

Award ½ mark any two points ½ x2 = 1 mark

(c) Name three parts and the role played by specimen A

PART	ROLE
Battery	Top up the level of electrolyte
Radiator	Cooling
Rear tyres	Increase traction/Ballasting

Award ½ mark for part and ½ a mark for the correct role

½ x6 = 3 marks

(d) Name any two additives of specimen B

- Detergents
- Dispersants
- Anti-oxidants
- Anti-corrosives
- Anti-wear substances

Award ½ mark any two points ½ x2 = 1 mark

3. (a) State the function of each specimen

P_1 It stores food before it is returned to the mouth for rumination

P_2 Pepsin breaks down proteins to peptides while renin coagulates milk in the young

P_3 Most water and organic acids are absorbed here

P_4 Helps in mechanical digestion of food

Award 1 mark each for the correct function 1X4 = 4 marks

(b) Describe the features of the inner surface of each specimen

P_1 Towel like structure

P_2 It has smooth or slippery inner surface

P_3 It has many rough surfaced layers which look like a book

P_4 It has tough (horny) inner lining

Award 1 mark to each one feature of the specimens 1X4 = 4marks

(c) Describe 4 observable features of specimen P_4 that make it function

- It has grit that grinds hard food materials
- It has a tough epithelium covering the inner side to prevent injury to the muscle tissues by grit during grindy of food
- Has thick muscular wall that together with grit grinds food

- Possession of in let and outlet of food from the proventriculus to the duodenum

Award 1 mark @ for 4 points 1X4 = 4 marks

4. (a) Classify the specimens according to their methods of propagation

Vegetative/a sexual – F, G, H e= ½ = 1 mark

Sexuel propagation – E e= ½ mark = 1 mark

Award ½ mark for each method and ½ mark each for the correct classification

ii. State 4 observable qualities that snub specimen H has a good method for planting

- Freedom from pests and disease
- Reasonably nature
- Possession of enough evenly spaced inter nodes
- Suitable size
- Fresh
- Freedom from mechanical damages

Award ½ mark any 4 points, ½ x4 = 2 marks

(b) State 4 advantages of using specimen E in crop propagating

- Seeds are relatively cheaper to buy
- Seeds can be stored for a longer period of time
- They are easy to store, and to transport/Not bulky
- Easy to plant using machines
- Control of storage pets and diseases is easy
- Seeds can easily be genetically improved

Award ½ mark any 4 points ½ x4 = 2 marks

(c) Describe the procedure followed to obtain specimen F

- Select suitable stock and scion
- Make a slanting or V-cut using a grafting knife
- Fit the scion onto a root stock with cambium touching each other
- Wrap the joint with grafting tape

Award ½ mark any 4 correct steps in a correct order only ½ x4 = 2 marks

C(ii) Give 4 considerations for the successful procedure in c(i) above

- Use disease and pest free and scion
- Stock and scion must be compatible
- Use stabilized knife
- Cover as it transparent polythene to reduce transpiration
- Grafting operation must be done at the same time
- The stock and the scion should be of the same diameter
- After grafting, remove all shoots developing from the root stock
- Scion should be got from good quality parent plant

Award ½ mark any 4 points ½ x4 = 2 marks

5. (a) Identify specimens;

R Battery

S Dynamo/Alternator

T Spark plug

Award ½ mark each ½ X3 = 1½ marks

(ii) Give one role played by each specimen

R Storing and supplying electrical energy to other parts of thee machine

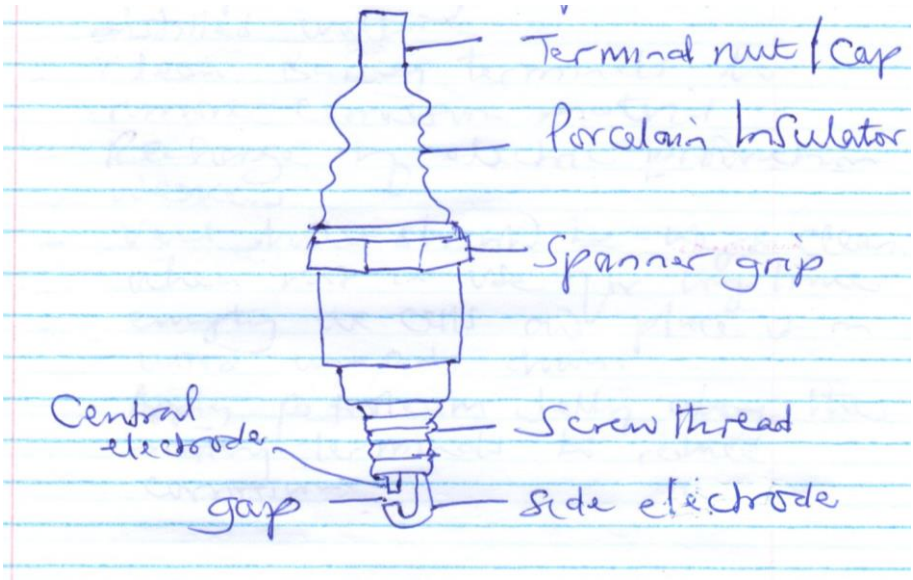
S Used to charge/or recharge the battery

T Produces a spark in the combustion chamber that unites fuel-and mixture

Award 1 mark to each correct role of each specimen ½ x3 = 1½ marks

b(i) In the space period draw and label specimen T

labelled drawing of specimen T



(ii) State 4 formats of specimen T that moves it fit for use in the engine

- Cracked/broken insulator
- Too small/too wide spark gap
- Electrodes worn out
- Heavy carbon deposits a long the electrodes

(c) How would you mention specimen R for efficient use on machines

- Top up electrolyte level with distilled water
- Clean battery terminals to remove corrosion material
- Recharge of electric production weakens
- Vent holes should be kept clean
- When in use for long time empty the cells and place it in word upside down
- Apply petroleum Jelly along the battery terminals to reduce corrosion

  Award ½ mark each any 4 points ½ x 4 = 2 marks

LUGANDA P338/2 MARKING GUIDE
UGANDA CERTIFICATE OF EDUCATION

1. (a)
- Abakola obulungi nga bizinensi
- Abongera omutindo ku bikunguddwa
- Abalunzi (Obubonero 03)

(b)
- Aba Gavumenti ya Uganda
- Aba bbanka z'ebyobusuubuzi
- Aba Uganda Development Bank
- Ab'ebitongole ebiwola ensimbi (Obubonero 04)

(c)
- Amagoba gaayo masaamusaamu
- Omwewozi azizzaayo luvannyuma lwa myezi (egiwerako) mukagga (Obubonero 02)

(d)
- Bagaziyizza ennimiro zaabwe
- Balimye omuwemba n'entungo
- Baguze ente
- Balimye kasooli
- Balimye emmwanyi
- Beerudde ettaka lyabwe (Obubonero 06)

(e) Y'ekiikirira Gavumenti (Obubonero 02)

(f)
- Ebbeeyi/obulungi bw'ekifulumizibwa
- Zibanyigiriza
- Bweraliikirivu/Kutya
- Omukolo ogw'okulaga ebikolebwa (Obubonero 04)

(g) 900 (Lwenda) (Akabonero 01)

(h) Teteeka ku bunkenke (Akabonero 01)

(i) Yagenda ku mwoleso (Akabonero 01)

(j) Omuyizi aleeta omutwe gwonna ogugendera ku kitundu okugeza: ACP EBEEWO/EBIBALA BY'OKWEWOLA (Akabonero 01)

2. (a)
(i) Waggulu nva wakati nku wansi mmere
(ii) Okaayana eri mu nkwawa
(iii) Nga ye afunyeeko eky'engabo
(iv) Tunaabiwulira
(v) Anaakugoba ku nswa
(vi) Ssebugenyi bwa nsanafu

(vii) Olugenda enjala terudda
(viii) Emmuli kazitwala bukiika
(ix) Omuliraano gwokya bbiri
(x) Gw'owola otudde (Obubonero 10)

(b)
(i) Luyigiriza okuba n'engeri ez'enjawulo ez'okukolamu ebintu
(ii) Lutuyigiriza okusooka okulowooza ku baffe nga tetunnayamba b'ebweru
(iii) Lutuyigiriza okukwata obulungi emikwano
(iv) Lutiyigiriza okuba abagumiikiriza nga tuli mu mbeera ey'ebizibu
(v) Lutuyigiriza okukola kye tusobola okusinga obutagerezaako ddala (Obubonero 05)

3. (a) Bye twegomba ku Mbayiwa
- Muvubuka alina omulimu gwa woofiisi
- Yeefaako mu by'okwambala n'anyirira
- Bwe yeewola ensimbi yeekubiriza n'asasula
- Agezaako okwezimba ng'atereka ssente mu bbanka
- Alina obwongo obutetenkanya ng'atuuse mu kizibu (Omuyizi anoonyeeyo n'ensonga endala)

5X2 (Obubonero 10)

Ebitakyayisa Mbayiiwa
- Tanywerera ku muwala omu (Mwenzi)
- Yeeraga ng'ate talina nsimbi zimala
- Talina mutima guyamba muto we (Mutema)
- Omulimu gw'alina tagutwala ng'ekikulu
- Ava ku kigendererwa ky'okwezimba olw'okuba afunye omuwala (Ndibassa)
- Alimu obukumpanya anti abba embuzi za nnyina
- Si mwegendereza ku ky'okufuna endwadde ezikwata ebitundu eby'ekyama
- Yeggya mu bulamu bwe'ensi olw'ebizibu
- Mulimba okugeza atepeka okulimba mukama we mbu ava mu ddwaliro
- Alemwa okufuga amaddu ge ag'ekisajja, laba bw'anywegra Ndibassa nga bali mu woofiisi
- Mutemu, tunuulira bwe yeekobaan ane Ddola batemule eyali mukama we

(10X1) (Obubonero 10)

4. (a)
- Atonda omuntu omukulu olugero lwonna kwe lutambulira
- Akozesa amannya amangu getumanyi agabeera mu bulamu bwabulijjo, okugeza Ssempala
- Yeeyambisa nnyo olulimi olw'engero n'ebisoko okugeza: Omukoisa mpweo..., okulya amatereke, okunyumisa olugero lwe
- Yeeyambisa akakodyo ka litulica asasula abaze obulungi n'abonereza abo abakoze obubi, okugeza Ntabadde agenda n'abulwa nnyini lubuto
- Olugero lwe alutambuliza mu bifo eby'enjawulo okugeza essomero, mu kyalo Bubebbere..
- Olugero aluzimbidde ku miramwa obba ku mpagi ezenjawulo okugeza okusoma, emikwano, obutamiivu....
- Atuteereddemu ebyobuwangwa ebitali bimu okugeza okukyalira ensiko, emirimu gy'abaganda egy'ennono
- Olugero aluwadde omutwe "Amagga N'emitego" ogutuukira obulungi ku by'awandiik munda mu lugero
- Olugero aluzimbidde ku ssula ez'enjawulo era nga buli ssuula giwa omutwe ogugenderako
- Atadde obunkenke bungi mu lugero obwewanisa abantu emitima ate n'agissa wansi okugeza nga ba Cissy lwe baawambibwa Buda ate ne basobola okwenunula

- Yeeyambisizza ebika by'ennimi ebyenjawulo okutuusa obubaka bwe okugeza olw'ebifaananyi, olw'ebuzibu n'olutabiikirize

(b)

(i) Ssempala (Obubonero 02)

(ii) Ntabadde ng'amutumye agambe ssempala nga bwe yali afune olubuto lwe (Obubonero 02)

(iii) Ewa Ddiiika

Ewa Okelllo (Obubonero 02)

(iv)

- Okuyamba bannaffe abali mu buzibu, nga Cissy bwe yayamba Ntabadde ku by'olubuto
- Okwewala obwenzi, anti Ntabadde abulwa nnyini lubuto
- Abavubuka obutakyawa bawala be bafunyisizza embuto
- Abalenzi bakozessa nnyo ensimbi okugonza emitina gy'abawala bebeegombye okugeza ssempala z'awa Cissy
- Obutaduulira bannaffe abali mu buzibu, Cissy agamba Ntabadde nti ddala atabadde n'afuna olubuto (Obubonero 08)

(v)

- Ntabadde okufuna olubuto nga tamanyi nnyini lwo
- Obobonero bw'olubuto obwayisa Cissy obubi ng'okusesema ne kammunguluze
- Cissy okulangira Ntabadde nti ddala yatabaala
- Ntabadde okutya okuyita mu bantu abaalo bawulidde nga Ddiika amuyombesa
- Obusajja obwawulira nga Ddiika amuyombesa bwamujerega nti "Oswadde mutwe"
- Abasajja bonna okwegaana olubuto (Obubonero 06)

5. (a) Prisca atuleetera abantu abaali abeegendereza nabatali beegendereza abantu babayigireko

- Saamu Kabuye yeegendereza obutagwirana mu byokwagala bawala okutuusa lwe yawasa
- Tebeesigwa yasooka kuba mwegendereza ku mulimi nga mukama we bw'amuyita ajja mangu
- Saamu yeegendereza enkozesa ya ssente n'asobola okugaggawala
- Okwegendereza ne tutakola bukumpanya ku mirimu nga Saamu eyabba ssente
- Okwegendereza nga tetunnagoba bakozi baffe nga Bbunga bwe yagooba Saamu ku mulimi ngate si ye yali amubbye
- Obutamala gakkiriza bigambo bye boogera ku bantu nga mukyala Lubega bwe yalemwa okwegendereza n'akkiriza ebigambo bya Tabula nti Saamu mulogo
- Abawala okwegendereza obutafumbirwa basajja bakyamu, nga Jemusi eyali owa'abakazi abataano
- Okwegendereza obutatabiikiriza miminga tunyumya nga Saamu ne Peetero bwe baakola
- Okwegendereza omwenge nga Taata wa Saamu eyagunywa ne yeerabira n'obuvunaanyizibwa bwe
- Abazadde okuba abeegendereza nga tetunnafumbiza bawala baffe, laba Byakuleka bw'afumbiza muwala we Namukasa omusajja omukadde

10X2 (Obubonero 20)

6. (b) (i)

- Byakuleka (Akabonera 01)
- Abigamba Namukasa (Akabonero 01)

(ii)

- Namukasa yali agambye nti addayo kusoma (Akabonero 01)
- Abazadde balowooleza nnyo mu kufumbiza bawala baabwe mu bagagga

- Abasajja tebawuliriza ndowooza zabakyala baabwe
- Abavubuka abamu bajjumbize baddiini (Muggo)
- Bassenga bafaayo okufunira abaana ba bannyinaabwe abasajja (Byakuleka)
- Abasajja okuba n'endowooza agamba nti abakazi be boonoona bawala baabwwe (Tibyasa)
- Abasajja abakadde (Musa) okuwasa abawala abato
- Omuwala okukaaba ku mbaga nga bamutwala
- Abantu abamu okuwulira obubi nga waliwo anyigirizibwa (Harriet ku Namukasa)
- Abazadde abamu bafa ku nneeyisa y'abaana naddala abawala – Alibaawo akuletra Namukasa okufukamira ng'abuuza (Obubonero 10)

7. (a)
- Baalya ssente ne ziggwaawo (Kakulu asomna)
- Kati baakogga (Kakulu asomba)
- Muteesa okudduka mpaka London (Entalo)
- Twasula enhjala amakaya (Entalo)
- Abaliyo bafa nga basiibule (Entalo)
- Okubuyaana olw'obwavu (Obwavu)
- Ebintu ebyaggyibwangamu ensimbi okufa (obwavu)
- Abali obulungi ennyo batono (obwavu)
- Mmange okubulawo nga nkyasoma (Kasasiro)
- Obujwina okubusiba amatu (Kasasiro)
- Nkuma akaliro okuwona ensiri (kasasiro)
- Bannabyabufuzi beerabira gye baava (Bannabyabufuzi)
- Bannabyabufuzi baleeta entalo (Bannabyabufuzi)

(b) (i)
- Akiwadde omutwe "Tunadda wa?"
- Ayanjulira abaan ba Buganda ekibuuzo
- Ayogera ku basajja abasobya ku mabujje
- Obukodyo agasajja ge bukozesa okwezza amabujje
- Engeri gye baabonerezangamu ga Ssedduvutto
- Yeegayirira abantu bataase amabujje (Obubonero 06)

(ii)
- Mulimu okuwaawaanya, okugeza ekigambo Bugamba
- Mulimu okugeegeenya – Agasikwa
  Agalina
- Mulimu olukusa lwabatontomi, okugeza Omuwozi kubanja
- Mulimu obubonero obwenjawulo
- Obunyiriri bwenkanankana (Obubonero 04)

(iii)
- Nga lisobya ku bbujje
- Tutaase abaana abato (Obubonero 02)

(iv)
- Olulimi oluganda
- Oluwombo mu nfumba y'Abaganda
- Obwakabaka (Emisuuna)
- Okulaba bazadde b'omuwala nga tunnamutwala (Obubonero 03)

(v)
- Omwaba omuwala
- Gakitawa
- Kutemwako (Obubonero 03)

(vi) Omuyizi aleeta omutwe gwonna oguzingako (ogufunza) obubaka obwetooloorera ku kusobya ku baana abatanneetuuka, okugeza

(a) Gassedduvutto lunnabe (Obubonero 02)

(b) Tusaasire amabujje n'emirala.....

8. (a) Omuyizi yeesigame ku bitontome eby'enjawulo alage engeri ebiti by'abantu ab'enjawulo gye biganyulwa okuva mu bitontome

- Abazadde bagangulwa nga bayiga engeri y'okuliisaamu obulungi abaana baabwe "OKULYA DDAGALA (Kitontome)
- Bannabyabufuzi bamanya nti okulonda oba akalulu ak'eddembe ke kasinga OKULONDA (Kitontome)
- Abantu abatamanyi mugaso gwa butonde bwo nsi OLUTOBAZZI (Kitontome)
- Abakazi (abalina emirimu) bayiga nti bw'oba olina akalimu ko kikulu okukassamu ekitiibwa EMIRIMU GYA LEERO (Kitontome)
- Abasajja abafumbo bayiga nti obufumbo okunywera obulungi ng'ennusu w'eri OMUKWANO (Kitontome)
- Baddereeva bayiga ebintu bye balina okukola okwewala obubenje OBUBENJE KU NGUUDO (Kitontome)
- Bannabyafaayo baayiga ebyaliwo mu biseera by'olutalo lw'ekiyeekera GWALI GWA NAMWABUKIRA BUSA
- Abenzi bayiga okwefuga ne basala ku muze gwabwe balwanyise sirimu (NNANTAKYALUKA OMUGENYI)

(Ekitontome 1 mark Ekiganyulwa 1 mark) (Obubonero 02)

9. (b) (1)

- Olubuulirira
- Olusavuwaza
- Olw'okungulu
- Abuulirira abantu okunyiikira okukola
- Taata bamuwa kyapa ng'olaga
- Atazirina ssente ggwe olabye
- Olugunje
- Oluwaana
- Twarjuza masappe, Situteesi
- Bambale zitoonya nno bassabe

Omuyizi aleete ebika by'ennimi bitaano (5) nga buli kimu kirina ekyokulabirako kimo

(ebika byennimi 5X2 = 10 marks)

Ebyokulabirako 5X2 = 10 marks)

(ii)

- Akozesezza ennukuta ez'ekyapa mu sitanza ey'o,usanvu
- Ekitontome akiwadde omutwe "Omukwano"
- Addigganye ekigambo "birabo" mu sitanza eyookuna
- Aleese ebintu ebyennjawuulo ebiraga amaanyi g'omukwano
- Akozesezza olulimi olusavuwaza – Bambale zitonnya nno bassebo (Obubonero 05)

(iii) Omukwano gwa leero gwa nnusu (Obubonero 02)

Oba

Omukwano gwa leero bya nfuna

(iv)

- Atazirina ssente ggw'olabye

- Nyiikira masajja nnyo ggw’okkola
- Bajja kunyoma nnyo nno ezonnusu
- Okkuzaalira omwana ezo nnusa (Obubonero 04)

(v)

- Ennusu zibaleeta olw’ekinyumu
- Okumanya bizibu ekyapa kiba ku mmeeza
- Wano malal ge gakola mu kwanjula
- Baakowa ebintu ebibanakuwaza (Obubonero 04)

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SEHEMUA

1. (a) INSHA NDEFU (Alama 40)

Kwa insha hizi za kijisehemu Ama, mtahiniwa atapaswa kuandika insha juu ya mada moja tu kutoka lizo zilizotolewa:-

i) Kwa mada hii ya maadhimisho ya siku ya Kiswahili duniani, mtahiniwa anafaa kuelezea:-

- Historia fupi kuhusu siku ya Kiswahili duniani
- Llidhinishwa na shirika la kimataifa la UNESCO
- Maadhinisho huwepo tarehe 7 julai kila mwaka
- Asimulie tukio/kisa/sherehe Fulani
- Umuhimu wa siku hii kwa maendeleo ya Kiswahili n.k…….

ii) Insha hii ni ya maelezo mtahiniwa ataposwa kutumia mada;

MADHARA/SHIDA/ATHARI, ZA UGONJWA WA UVIKO 19 DUNIANI

- Mtahiniwa aonyeshe jinsi korona ilivyotetemesha dunia nzima kwa kutoa madhara/shida/athari za ugonjwa wa covid 19 kwa maendeleo ya nchi yake

iii) Mtahiniwa ataandika mada inayohusiana na Kiswahili na jumuiya ya Afrika mashariki,

- Hiii ni insha ya maelezo; katika utangulizi
- Mtahiniwa aelezee maana ya muungano wa jumuiya ya Afrika mashariki, nchi, wanachama n.k……..
- Kiini; athibitishe umuhimu wa Kiswahili katika muungano wan chi za jumuiya ya afrika mashariki
- Hitimisho, atoe maoni, mapendekezo kuhusu Kiswahili na muungano

iv) Insha ya methali mtahiniwa atapaswa:- kuandika mada ya insha:- msiba wa kujitakia hauja kilio

- Mtahiniwa atatoa maana ya kibayana na maana ya kibatini ya methali hii
- Pia atoe Matumizi ya Methali hii kwa kutoa mfano wa kisa kinachowiana na mada
- Halafu mtahiniwa asimulie kisa hicho kinachoambatana na maana na matumizi ya methali kwa upana zaidi. Atoe hitimisho nzuri

UTANZAJI WA ALAMA KWA 1(a)
Kichwa 03
Vidokezo 02
Utangulizi 04
Kiini/ujumbe 08
Msamiati 02
Sarufi 08
Mtiririko 02
Uakifishaji 02
Urefu wa insha 02
Unadhifu 01
Hitimisho 02
JUMLA 40

b) INSHA FUPI (Alama 20 kila moja)

1b(i) INSHA ya Tangazo

- Mtahiniwa aandike tangazo akizingatia;
- Mtahiniwa aweke mada/kichwa
- Aweke utangulizi
- Kiini kionyeshe; sherehe yenyewe, tarehe, wakati/saa, mahali pa tukio
- Weka tangazo lako ndani ya jedwali
- Hili ni tangazo la furaha, mtahiniwa anaweza kuongeza michoro na madoido
- Hitimisho, ahitimishe kwa kutoa kauli ya kuwaita na kuwarai walengwa

UTANZAJI WA ALAMA KWA 1(a)
Mada 02
Utangulizi 04
Kiini/ujumbe 05
Sarufi 03
Mpangllio 02
Msamiati 02
Hitimisho 02
JUMLA 20

ii) Mtahiniwa atunge Barua yasmi

- Mtahiniwa azingatie kanuni na hatua za kushughulikia barua rasmi
- Anwani- Anwani ya mwandishi na Mwandikiwa
- Tarehe
- Mtajo
- Kumbukumbu ya mada kama vile, YAH ; KUH
- Kichwa kwa herufi kubwa na kupigiwa mstari K.M; OMBI LA NAFASI YA KAZI YA MENEJA
- Utangulizi – Ajielezee Kidogo; Uraia, Umri wake, kiwango cha elimu
- Kiini/Mwili wa barua. Atoe sababu kuu, kuomba nafasi ya kazi ya meneja wa kituo cha mafuta
- Hitimisho ahitimishe barua yake vizuri; aweke sahihi na jina lake

UTANZAJI WA ALAMA KWA 1(a)
Mada 02
Anwanimbili 02
Utangulizi 02
Ujumbe 05
Sarufi 03
Hitimisho 02
JUMLA 20

iii) Hii ni insha ya hotuba;

- Mtahiniwa aandike kichwa/ mada ya hotuba yake, kwa mfano:-

HOTUBA YA KIRINJA MKUU KWA WANAFUNZI KUHUSU UPUNGUFU WA NIDHAMU TAREHE 12 AGOSTI, 2023

- Utangulizi, mtahiniwa atapaswa kutoa utangulizi wa hotuba yake kwa kuzingatia itifaki/protokali,- salamu na kujitambulisha kwa hadhira yake
- Maelezo/kiini; katika maelezo yake, mtahiiniwa atumie nafsi ya kwanza-usemi halisi. Anafaa kutumia zaidi njeo ya wakati uliopo. Atumie lugha ya heshima mbele ya viongozi wa shule na wazazi kwa jumla.
- Mtahiniwa anafaa kueleza hali halisi ya wanafunzi wa hapo shuleni pia anafaa aelezee mambo yanayodhihirisha upungufu wa nidhamu miongoni mwa wanafunzi hapo shuleni.
- Atoe ushauri na nasaha kwa wanafunzi ili wasijiingize kwenye tabia mbaya na visa vinavyokiuka misingi ya nidhamu shuleni
- Hitimisho, atapaswa kutoa shukrani kwa hadhira yake nzima kwa kumsikiliza

UTANZAJI WA ALAMA KWA 1(a)
Mada 05
Utangulizi 02
Kiini/ujumbe 05
Mtiririko 02
Uakifishaji 01
Sarufi 04
Hitimisho 01

JUMLA 20

iv) Hii ni insha ya kumbukumbu ;

Andika mada/kichwa cha kumbukumbu ; kichwa lazima kionyeshe :-

Jina rasmi la kundi/shirika, mahali pa mkutano, Tarehe na saa za mkutano kwa mfano

KUMBUKUMBU ZA MKUTANO WA KILABU YA KISWAHILI YA SHULE YA UPILI YA KARERA ULIOFANYIKA TAREHE 14/06/2023 SAA SITA KAMILI ADHUHURI KATIKA UKUMBI MKUBWA

Mahudhurio :- Andika orodha ya majina ya waliohudhuria mkutano,

- Waliokosa kuhudhuria kwa udhuru
- Waliokosa kuhudhuria bila ya udhuru
- Wageni walikwa (si lazima)

- Ajenda ; Hii ni orodha ya Mambo yaliyoshughulikiwa hatua kwa hatua mkutanon
- Kini ; Ni sehemu ya yale yaliyotokea au yaliyojadiliwa mkutanoni, kila hoja inakuwa na « Kumbu namba »
- Kuvunjwa kwa mkutano : baada ya mambo kujadiliwa, mwenyekiti huvunja mkutano. Weka saa za kikao kuvunjwa
- Hitimisho ; weka nafasi ya mwenyekiti na katibu watakapoweka sahihi na tarehe

UTANZAJI WA ALAMA KWA 1(a)

Mada 04

Mpangilio 06

Mtiririko na kiini 05

Uakifishayi 01

Sarufi 03

Msamiati 02

Hitimisho 01

JUMLA 20

2. UFAHAMU

a) – Walikuwa wanapendana sana (2x1)= 02

- Walikuwa na upendo wa juu

b) Kichwa Fadhila za punda kinamaanisha kwamba anaweza kukupiga mateke japokuwa kwamba ndiwewe anayemtunza vilevile Evalyn alimsaliti rafiki yake Rita baada ya kumsaidia katika halingumu (Alama 03)

c) Kichwa cha Evelyn Kilianza Kufura kama kaimati punde alipopata kazi kwa sababu alikuwa mpenda raha na akaama kura yaha. (alama 02)

d) – Alikuwa mwizi

- kuchelewa kufika kazini
- hakufanya kazi ispokuwa kutembea tembea ofisini (alama 03)

e) Kwa sababu aliyemlipia faini ni rafiki yake Ritah ambaye alisaliti na alishangaa kwa msaada wa Ritah (Alama 03)

f) Mja si mwema

Fadhila za punda ni mateka

Mabadiliko ni sehemu ya Maisha (alama 03)

g)

i) zimeibwa

ii) kubahatika haraka haraka

kisa cha kushangaza

kumwokoa 1x4=04

3. UFUPISHO

Mtahiniwa atafaa kutoa muhtasari wa makala kwa maneno 70 akizingatia mtindo wa kufupisha yaani

- Lazima mtahiniwa atafutwe kichwa/mada KMF UMUHIMU WA MICHEZO KWA WANAFUNZI

Mtahiniwa atapaswa kuandika;

- Vidokezo
- Nakala chafu
- Nakala safi kwa aya moja

UTANZAJI WA ALAMA KWA 1(a)
Mada 05
vidokezo 01
nakala chafu 04
ujumbe (Nakala safi) 05
aya moja 01
uwiano wa hoja 01
idadi ya maneno 02
hati safi 02
JUMLA 20

4. TAFSIRI

- Mtahiniwa atapaswa kutafsiri makala akizangatia maana au ujumbe wala si maneno yaliyoundwa katika sentensi
- Mtahiniwa atafaa kutafsisi mambo manne kwenye makala yake yaani:-

UTANZAJI WA ALAMA KWA 1(a)
Mada 03
Tafsiri ya msamiati 02
Ujumbe kamili 08
Sarufi 04
Uakifishaji 02
Hatinzuri 01
JUMLA 20

5. SARUFI

a)(i) Kucheza kwake kulikomuudhi mwalimu kumepigwa marufuku
ii) Ndizi hii itakayooza itatupwa jalalani
iii) uviko 19 unaotusumbuwa sana ulianzia uchina
b)(i) Baba ameandikiwa barua
ii) Kiranja anasomewa gazeti
iii) Rais anapigiwa kura
c)(i) Ningalikuwepo ningeuawa
ii) Nikiweka bidii kazini nitafaulu Maishani
iii) Tungefuata kanuni za UVIKO-19, tusingemalizika
d)(i) Kesho nitakuwa Kampala pamoja na onesmas
ii) Mama anamnyonyosha motto ili akue vizuri
iii) Sija chanjwa dhidi ya UVIKO 19 kwa sababu kuchanjwa unahitaji kuwa na miaka 18
e)(i) Naomba yadhi mwalimu kunivudia swali
ii) Mzee Jonah amekula chumvi nyingikwa Jambo la elimu
iii) Mtoto wangu/dada yangu/kaka yangu aliaga dunia jana (1x3)= 03
f)(i) Anayetaka kufaulu lazima atie nguvu/aweke bidii
ii) Ukifanya jambo kwa hasira unajiumiza mwenyewe
g)(i) Vilema wake wamenunua vitabu kumi na viwili
ii) Miti yote aliyopanda mwaka jana, imekauka
iii) Jina walilombatiza, amelibadilisha akajiita jingine
MWISHO

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

SECTION A

Each = 01 mark total 20 marks

SECTION B (60 MARKS)

1. a).Identifying three features common with second generation computers.

- Use of transistors for internal operations.
- The second generation of computers used magnetic core memories.
- Used assembly language
- Punched cards used for input and output
- They generated less heat compared to first generation
- Consumed less power. Compared to first generation
- Introduction of super computers.
- Memory size expanded to 32kilobytes of Ram memory.

Any correct 3 x 01 -03 marks

b) .Describing digital computer.

- These perform arithmetic and logical functions and they process data that is represented in form of discrete values.

Well describes = 02 marks or no mark

c).Explaining the term Simulation in computing?

• Simulations: Is an imitation of the operation of a real-world process or system using Computer software especially for the purpose of study

Well Explained - 02 marks or no mark

d).Three ways of ICT usage in the transport sector.

- Use of speed guns to identify over speeding vehicles
- Production of electronic driving permits to control incompetent drivers
- Installation of alarms in vehicles to reduce theft
- Installation of cameras to monitor reckless drivers
- Construction of hybrid vehicles that use both power and fuel

Any correct 3 x 01 =03 marks

22. a).Describing a CPU and naming the component responsible for storage.

- CPU is hardware component on the motherboard that handles all the processing of information that takes place into the computer.
- Component for storage is Register

Well described = 02 marks Part named =01 mark

b) . Identifying computer hardware is used to capture bar codes

• Bar cord reader

Correct device identified= 01 mark

c) .Defining the term cold booting.

• This is the initial process of turning on a computer after it has been powered off completely

Well defined = 01 mark

d) .Identifying the diagnosis process during booting to test hardware

• Power On Self-Test

Correct process identified 01 Mark

e) . Explaining the importance of printer drivers.

• To enable the printer be recognized by the computer operating system for it to work.

Well Explained = 02 marks or no mark

f) . Giving two computer specifications of desktop computer

- Amount of RAM/Memory
- Speed of CPU
- Screen resolution
- Storage capacity
- Operating system

23. a).Giving a distinction between the two concepts Absolute and Relative referencing in spreadsheet

Absolute cell reference- is a cell address that remains fixed even when a formula is pasted to another location in a spreadsheet.

While

Relative cell reference- is a cell address that changes accordingly as the formula is pasted to other cells in the spreadsheet for.

Clear difference given = 02 Marks OR-One concept explained/defined =01 mark

b) .Outlining spreadsheet features.

- Arrangement of columns and rows that allow faster data entry
- Inbuilt formulas for easy data manipulation
- Use of what if analysis
- Has an option for data Protection
- Data can be sorted and filtered according to user needs
- Wide area in form sheets to capture a lot of data.
- Auto fill and auto calculate features that allow automatic calculation and updates

Any correct 2 x 01 =02 marks

=Rank(D4,D4:D 10,1) ***Correct formula = 01 mark***

c) . Writing a formula for **ranking** students in ascending order using the given cell and range

d).Using the table to answer questions in data base

i. Appropriate primary key
- PID

Correct PR = 01 mark

ii. One guideline when entering data in primary key
- No null values
- No duplicate values

Any 1 x 01 = 01 mark

iii. Date format used
- DD/MM/YYYY

Correct format = 01 mark

iv. Describe the creation of an effective query with the given hint
- Create query in design view and in it, type a criteria *r in the field of supplier.

Any description <u>including</u> the criteria = 02 marks only criteria =01 mark

24. a).Explaining the concepts

(i).**Transmission media.**

- ***A*** transmission medium is a <u>pathway</u> over which communication takes place in computer networks.
- It is a route through which electronic signals move from one device to another.

Well Explained = 02 marks or no mark

(ii). **Communication protocol.**

- A network protocol or communication protocol is a set of rules that govern the transfer of data /information and instructions from one electronic device to another.

Well Explained = 02 marks or no mark

b).Two advantages/gains of wireless media.

- Wireless technology overcomes the inconvenience of using too many wires for communication.
- Wireless is appropriate to use in places where cabling is practically impossible.
- Wireless increases flexibility and mobility at the work place because workers can sit anywhere with their computers without being limited by the extent of cable connections.
- A wireless LAN system can be configured with a variety of network topologies to meet the needs of the user.

Any correct 2x01 = 02 marks Advantages NOT uses

c) .Write in full.

i. URL -Uniform Resource Locator
ii. HTML -Hypertext Markup Language

Each written correct 01 = 02 marks

d) **.**Two uses of a school website.

- It allows parents/students to get information about the school
- It is used to advertise the school
- The school uses it to communication parents
- Some schools use their websites to collect vies and feedback from clients.
- They are used for teaching and learning

25. a).Circumstances for using the features

i. Section break
- When/in case/if one wants to apply a unit style on one page instead of applying it in the whole document of many pages.

Well Explained = 02 marks or no mark

ii. Mail merge
- When/in case/if one wants to send the same similar message to many different address

instead of typing for each address.

Well Explained - 02 marks or no mark

b).Three editing tools in a word processing application.

- Copy
- Cut
- Paste
- Find
- Replace

Any correct 3 x 01 =03 marks

c).Feature that will help a presenter perform the given tasks in presentation.

- Action button /hyperlink
- Animation Each correct features 01 = 03 marks
- Loop

26. a).Give a distinction between the two concepts system software and application software.

- System software is set of electronic instructions (programs) designed to <u>operate</u> and <u>control</u> the <u>computer hardware</u>

  While

- Application software are programs designed to meet user-specific needs.

Clear difference given = 02 Marks OR-One concept explained/defined =01 mark b).**Two** types of user interface.

- Graphical user interface
- Command line interface
- Menu driven interface

c).Four functions of the operating system.

i. Memory management.
ii. Provides user interface
iii. Job scheduling.
iv. Hardware management.
v. Facilitates booting.
vi. File management.
vii. Provides system Security.
viii. Management of applications
ix. Monitoring system
X. Error detection and

Any correct 4 x 01 = 04 marks

d) Two limitations/restriction of shareware.

- Some features are not active and cannot be used
- It works for a given period of time after which there will be no permission
- Cannot be modified by the user
- Some may programs include malware
- No updates are provided before payment

Any correct 4 x 01 = 04 marks

SECTION C (20 marks)

27.a).Explain six possible causes of this situation of system frees and deterioration after one hour

- Too Many Applications Running on computer and ago
- Outdated or damaged drivers in the system
- Excess Heating Up of the system processor
- Operating System that is require updates
- Hardware Misconfiguration
- Unnecessary modification of BIOS Settings
- Inadequate power supply or power surge.
- Faulty USB or external devices connected to the system.

- Hard Drive Malfunction
- Corrupted or Missing System Files
- Software Errors or bugs
- Computer Virus infections
- Law memory amount

Any 6 Explainedx 02 =12 marks

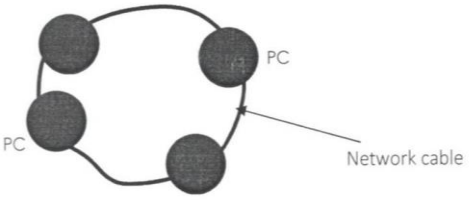
b). Suggest possible solutions to freezing and poor performance

- Restarting the computer to eliminate some of the causes leading to freezing
- Logging the system off and on
- Run system restore utility
- Uninstall the software or hardware likely to be causing the conflict.
- Scan the system for possibility of fixing malware
- Close programs using task manager
- Reinstall or repair the operating system.
- Reinstall or repair the office applications if getting corrupted.
- Turn off automatic updates option.
- Close all other parallel running programs not being used.
- Compression of files to create more disk space
- Add RAM to increase on the amount
- Perform Disk defragmenting to create space

Any 8 suggested x 01 =08 marks

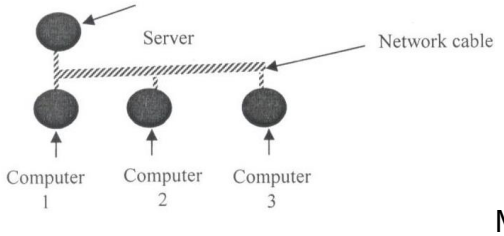
28. a).Describe a client - server and peer-to-peer network models with illustrations.

Peer-to-Peer (P2P) is a LAN configuration where no particular computer is assigned the responsibility of managing other computers (nodes) and resources on the network. Computers on the network communicate directly with one another without a server.



Model mentioned =01mark Model described = 02 Marks Illustration =02 Marks Diagram labeled =01 mark

Client -Server LAN is a network arrangement where some computers and other devices on the network called clients, request and utilize network resources from a dedicated computer called a server



Model mentioned =01mark Model described = 02 Marks Illustration =02 Marks, Diagram labeled =01 mark

(b).Explain the functions of the following network devices

Switch

A network switch is ***an intelligent*** computer networking device with multiple ports which is used to connect many network devices together to form a local area network.

The switch gets data from any source associated with it and dispatches that data to the appropriate destination. Therefore a switch will only send data to a device that needs or requests it

Router

A router is a networking device that enables data to be sent between different networks

It forwards data packets between different computer networks and perform the traffic directing

functions on the Internet.

Gateway

A gateway is a network device used to connects together two networks with different transmission protocols.

A network gateway joins two networks with different protocols so that the devices on one network can communicate with the devices on another network.

Repeater

This is an electronic device that amplifies the signal it receives i.e. a device which receives a signal and retransmits it at a higher level or higher power so that the signal can cover longer distances.

Each well explained -02 marks x4 -8 marks

29. a).Explaining five methods of protecting personal files on computers and relating method specific data threats problem being solved.

	Method	**Expiation**	**Thereat**
1.	Encryption of data	Where plain text/data(readable) is converted to a code (unreadable characters)	Information theft.
2.	Activating Firewalls	A firewall is a hardware or software system which prevents unauthorized access to data with in a network environment	Illegal access to data on a network
3.	Creating a Password	A password is a private combination of characters associated with the user name that allows access to computer resources.	Unauthorized access, alteration of data
4.	Creating a Back up	A Backup -process of creating a copy of a file or folder having information on the computer and always stored in a separate location from the original file.	Information loss
5.	Installing an updated antivirus	This helps to scan and eliminate computer malware from the computer	File loss, corruption, failure to open
6.	Use of Possessed objects	Possessed object is any item that one must carry/use to gain access to computer or computer facility	Unauthorized access to files

Any 5 x 2-10 Method well stated –0lmark Explanation = 01 Marks

b).Outline four <u>crimes</u> that can be committed on standalone computers.

- Computer hardware theft
- Hardware vandalism
- Alteration of unprotected data on a computer
- Viruses spread by carelessly
- Changing user account illegally and denying others/owners from using the computer

Any 5x02 -10 marks

END

SECTION A

1	C	11	D	21	D	31	D
2	A	12	C	22	C	32	A
3	C	13	A	23	C	33	D
4	B	14	A	24	C	34	B
5	B	15	B	25	B	35	C
6	A	16	B	26	D	36	B
7	C	17	C	27	C	37	C
8	C	18	D	28	D	38	A
9	A	19	D	29	A	39	B
10	C	20	A	30	C	40	C

SECTION B

41. (a)

Distance = Area under velocity-time graph

$= (12 \times 6)\,m$

$= 72\ m$

02

(b) $a = \frac{v-u}{t}$ (Along BC)

$a = \frac{0-12}{4}$

$a = \frac{-12}{4}$

$a = -3.0\ ms^{-2}$

∴ Retardation $= 3.0\ ms^{-2}$.

02

42. (a) frequency, $f = \frac{n}{t}$

$f = \frac{40}{2}$ (02)

$\therefore f = 20\ Hz$

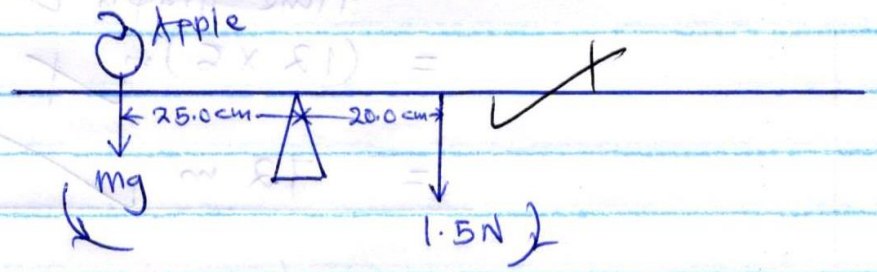
(b) Speed of waves, $v = \frac{\text{Distance}}{\text{Time}}$

$v = \frac{1.6}{2}$ (02)

$\therefore v = 0.8\ ms^{-1}$

43. (a) Centre of gravity is the point of application of the resultant force due to the earth's attraction on it. (01)

(b)



Taking moments about the pivot, (03)

$A_{cm} = C_{wm}$

$mg \times 25.0 = 1.5 \times 20.0$

$m = \frac{1.5 \times 20.0}{25.0 \times 10}$

$\therefore m = 0.12\ kg$

44. (a) Specific heat capacity of a substance is the amount of heat required to raise the temperature of 1kg mass of a substance by 1K. (01)

(b) — Mass of the substance
— Temperature change (01)

(c) $Q = mc\theta$

$Q = 4 \times 390 \times 10$

$\therefore$ $Q = 15,600\,J$ (02)

45. (a) Archimedes' principle states that when a body is wholly or partially immersed in a fluid, it experiences an upthrust equal to the weight of the fluid displaced. (01)

(b) Relative density of oil $= \dfrac{\text{Upthrust in oil}}{\text{Upthrust in } H_2O}$

$= \dfrac{12-9}{12-8}$

$= \dfrac{3}{4}$ (03)

$\therefore$ Relative density of oil $= 0.75$

46. (a) Local action : — Amalgamation (01)
— Cleaning zinc plate with concentrated H_2SO_4.

Polarization — Using a depolarisation agent (01)
— Brushing the hydrogen bubbles.

(b) $$I = \frac{E}{R+r}$$

$r = 0\,\Omega$, $R = \frac{2\times3}{5}$, $E = 6V$

$R = 6/5\,\Omega$

$$\therefore I = \frac{6}{6/5}$$ (02)

$$I = \left(\frac{\cancel{6}^{1} \times 5}{\cancel{6}_{1}}\right) A$$

$$\Rightarrow I = 5A$$

---

47. (a) Renewable energy sources are those which can be replaced once used up while non-renewable energy sources are those which can not be replaced when used up. (02)

(b) Power expended $= \frac{\text{work done}}{\text{Time taken}}$

$= \frac{60\times10\times1.5}{15}$ (02)

48. (a) The law of electrostatics states that Like charges repel and Unlike charges attract. (01)

(b) Quantity of charge = Current × Time

$$Q = I \times t$$

$$I = Q/t$$ (03)

$$I = \frac{180}{2 \times 60}$$

$$\therefore \quad I = 1.5\,A$$

49. (a) (i) $a = 34 + 1$

$$\Rightarrow a = 35$$ (01)

$b = 16 + 0$

$$\Rightarrow b = 16$$

(ii) $^{35}_{16}\text{P} \longrightarrow {}^{31}_{14}\text{Q} + {}^{4}_{2}\text{He}$ (01)

(b) % left = 100 − 93.75 = 6.25%

$100\% \xrightarrow{t_{1/2}} 50\% \xrightarrow{t_{1/2}} 25\% \xrightarrow{t_{1/2}} 12.5\% \xrightarrow{t_{1/2}} 6.25\%$ (02)

$4t_{1/2} = 4488$

$\therefore \quad t_{1/2} = 1122$ years.

50. (a) (i) Critical angle is the angle of incidence in a dense medium for which the angle of refraction in a less dense medium is 90°. 01

(ii) Total internal reflection is the bouncing back of light rays into a dense medium when the angle of incidence in a dense medium exceeds the critical angle. 01

(b) — Light must be travelling from a dense medium to a less dense medium. 01

— Light must strike the boundary between the two media at an angle of incidence greater than the critical angle. 01

END

1. (a) (i) Scalar quantities are those which have only magnitude while vector quantities are those which have both magnitude and direction. (02)

(ii) Vectors – Force, weight, velocity, momentum

Scalars – Pressure, speed, distance, energy (02)

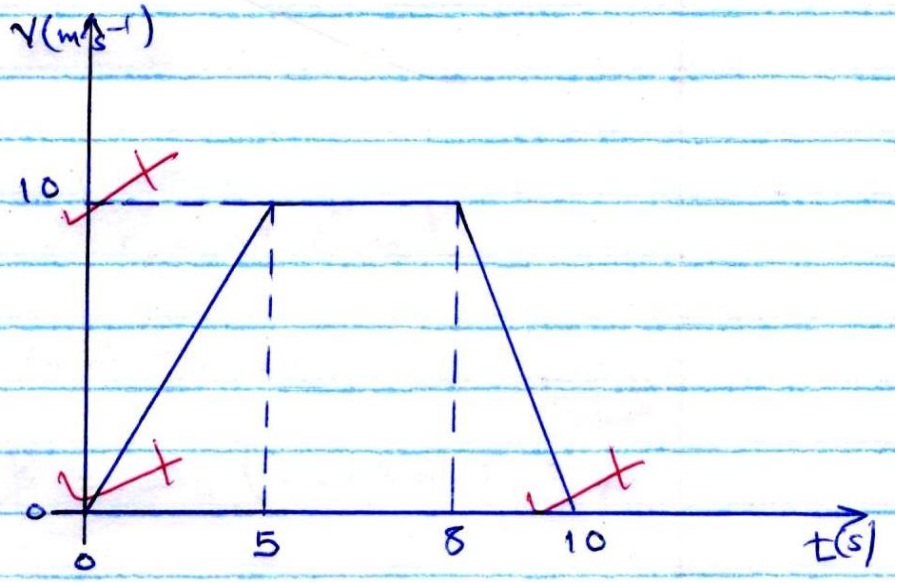
(b) (i) Uniform accelaration is when the rate of change of velocity is constant. (01)

(ii) $v = u + at$ ——— ①

$s = ut + \frac{1}{2}at^2$ ——— ②

$v^2 = u^2 + 2as$ ——— ③ (03)

(iii)



Total distance covered, s = Area under velocity-time graph.

$S = \frac{1}{2}bh + Lw + \frac{1}{2}bh$

$S = \left(\frac{1}{2} \times 5 \times 10\right) + (10 \times 3) + \left(\frac{1}{2} \times 2 \times 10\right)$

$S = 25 + 30 + 10$

05

$\therefore S = 65\ m.$

(c) When a car is suddenly stopped, the passanger inside the car jerk forward. This is due to inertia. A seat belt therefore restrains the passanger inside the car from colliding with the interior parts, thereby reducing / overcoming the possible dangers.

03

TOTAL = 16

2. (a) (i) Refraction is the change in the speed of light as it travels from one medium to another of different optical density. (01)

(ii) – The incident ray, the refracted ray and the normal at the point of incidence all lie in the same plane. (01)

– The ratio of the sine of the angle of incidence to the sine of the angle of refraction is a constant for a given pair of media. (01)

(b)

Using $n \sin i = \text{constant}$,

$$\sin 50 = n_g \sin \alpha$$

$$\sin \alpha = \frac{1}{1.52} \sin 50$$ (03)

$$\therefore \quad \alpha = \sin^{-1}\left(\frac{0.766}{1.52}\right)$$

$$\alpha = 30.3^\circ$$

$$\alpha + r = 60^\circ$$

$$r = 29.7^\circ$$

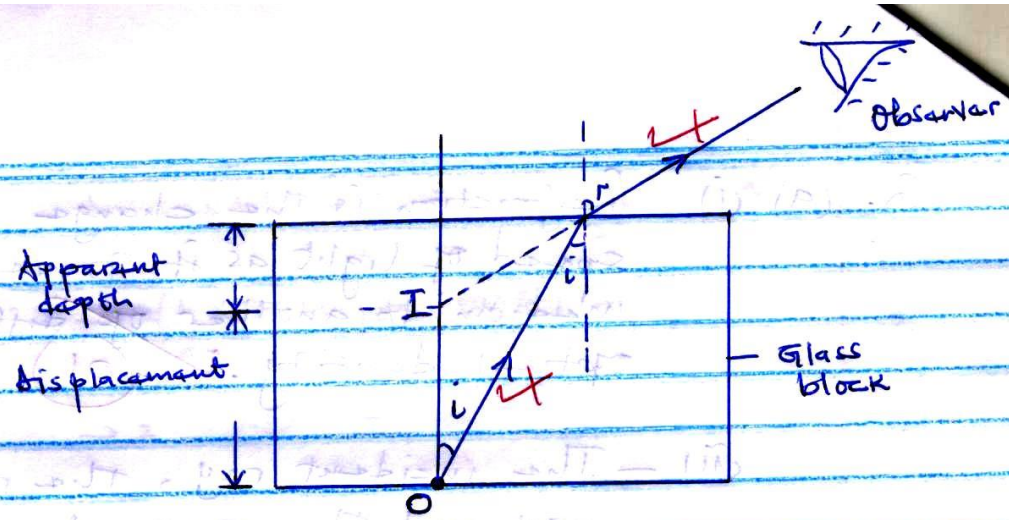
$$\Rightarrow$$

$$n_g \sin r = \sin \beta$$ (03)

$$\beta = \sin^{-1}(1.52 \times \sin 29.7^\circ)$$

$$\beta = 48.9^\circ$$

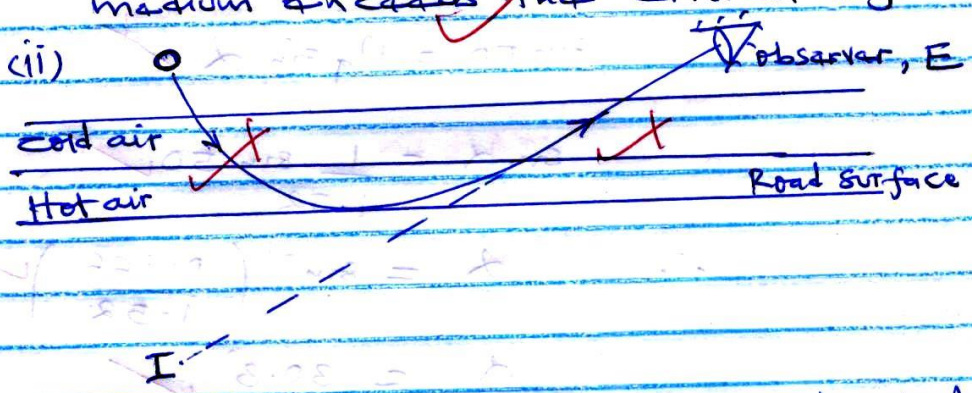
(c)



Consider a writing, O, under a glass block as shown above. The observer will not view O at its real position but rather at point, I. 03
The writing, O appears to be raised due to refraction of light as it travels from glass to air.

(d) (i) Total internal reflection is the bouncing back of light rays into a dense medium when the angle of incidence in a dense medium exceeds the critical angle. 01

(ii)



— On a hot day, the air near a road gets heated and the density of air decreases as the road is approached. A ray of light from the sky is progressively refracted away from the normal until the critical angle is reached when light is totally internally reflected. 03

— An observer, E sees an inverted image of the object, O as though there was a pool of water on the road due to the blue

3. (a) (i) Wavelength is the distance between two successive crests or troughs of a wave. (01)

(ii) Amplitude is the maximum displacement of a wave particle from its rest position. (01)

(b) (i)

$n = 2.5$, $t = 3.5\,s$

$f = \frac{n}{t}$, $f = \frac{2.5}{3.5} = \frac{5}{7}\,Hz$

$v = \frac{x}{t}$, $v = \frac{0.5}{3.5} = \frac{1}{7}\,ms^{-1}$

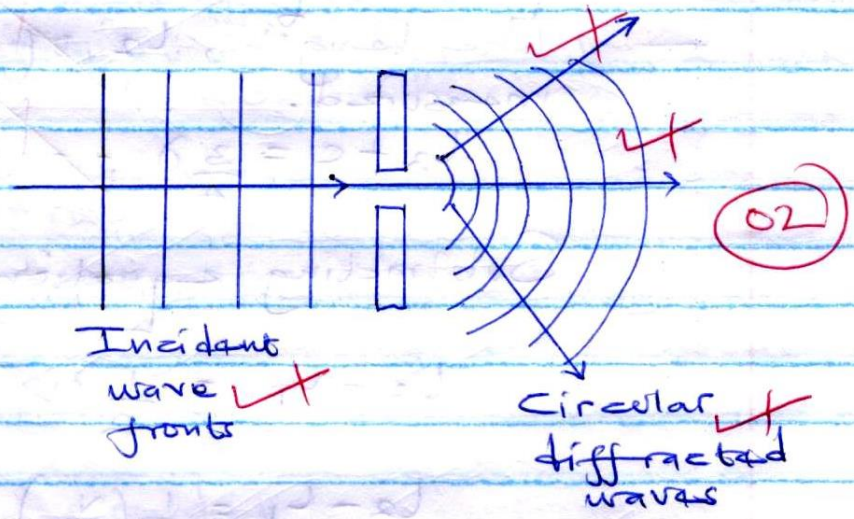
$\lambda = \frac{v}{f} = \frac{1}{7} \cdot \frac{7}{5}$ (03)

$\therefore \lambda = 0.2\,m$

(ii) Period, $T = \frac{1}{f} = \frac{7}{5}$ (02)

$\therefore T = 1.4\,s$

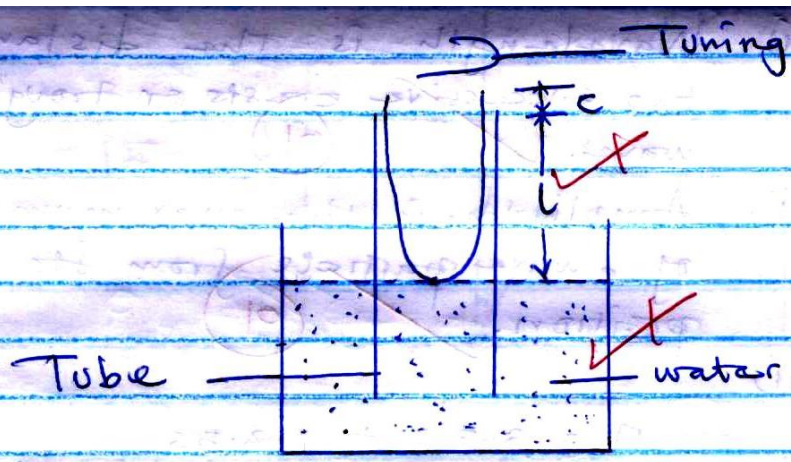
(c) (i)



(02)

(ii) Diffraction. (01)

(d)



— A tuning fork of known frequency, f is held over the mouth of a resonance tube and then sounded.

— The tube is slowly raised until a first loud sound is heard. This is the first position of resonance.

— The length, l_1 of air column is measured.

$$l_1 + c = \frac{1}{4}\lambda \quad \text{... (1)}$$

c – End correction of the tube.

— The tube is again raised until a second loud sound is heard. This is the second position of resonance.

— The length, l_2 of air column is measured.

$$l_2 + c = \frac{3}{4}\lambda \quad \text{... (2)}$$

06

Subtracting equation (1) from (2),

$$l_2 - l_1 = \frac{1}{2}\lambda$$

$$l_2 - l_1 = \frac{1}{2}\left(\frac{v}{f}\right)$$

$$\therefore \quad v = 2f(l_2 - l_1)$$

Hence the speed of sound can be calculated.

TOTAL 16

4. (a) (i) The Volt is the potential difference between two points in a circuit when 1 J of work is done to move 1 C of charge from one point to another. 01

(ii) Electrical resistance is the opposition to the flow of current in a conductor. 01

(b) — The accumulator should not be over charged or over discharged.
— The terminals should always be kept clean and greased. 03
— The accumulator should not be left discharged for long periods of time.

(c) Effective circuit resistance, $R = 2 + \left(\frac{3 \times 6}{3 + 6}\right)$

$= (2 + 2)$

$= 4\Omega$

Current through the circuit, $I = E/R = \frac{12}{4} = 3A$.

07

P.d across parallel network, $V' = IR'$

$= 3 \times 2$

$= 6V$.

Ammeter reading when K is closed, $I_2 = \frac{V'}{R_2}$

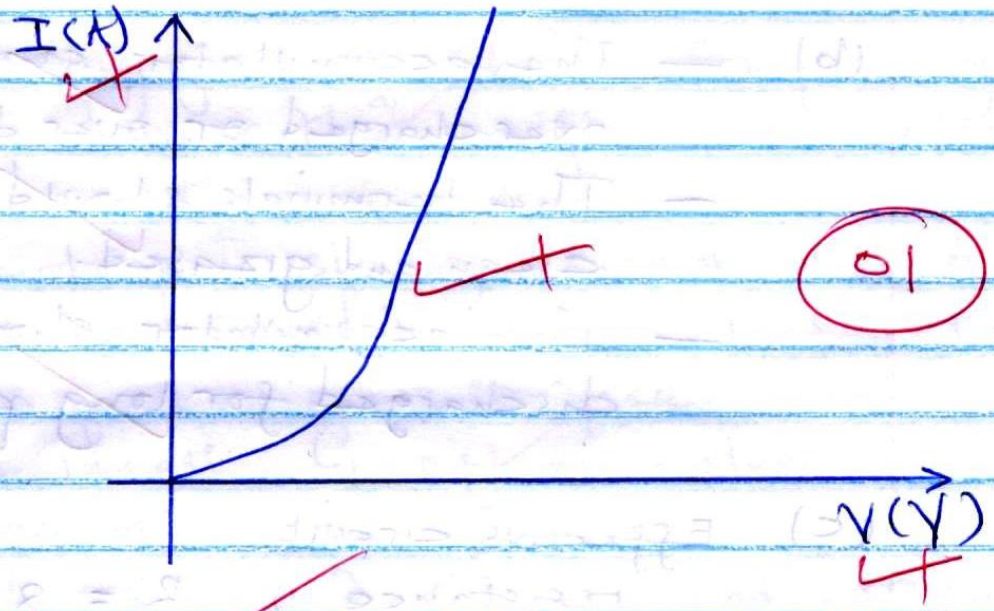
$= \frac{6}{3}$

$= 2A$.

(d) — A.C is easy to ganarate than D.C.
— It is chaapar to ganarata A.C as compared to D.C.
— Loss of anargy during transmission is nagligible for A.C as compared to D.C.

03

(e)

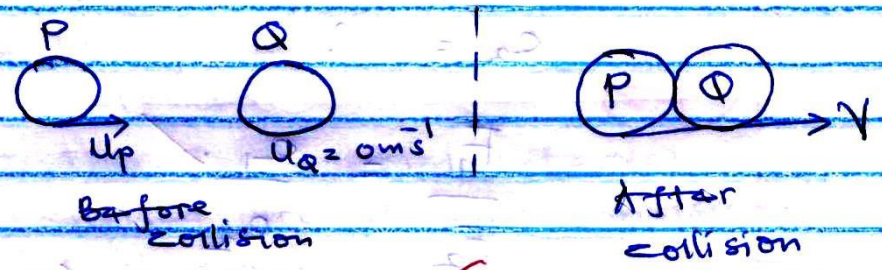


01

Total = 16

5. (a) For a system of colliding bodies, the total linear momentum remains constant provided no external forces are acting. 01

(b) (i)



Momentum of P before collision $= m_P u_P$ 03

$= \left(\frac{15}{100} \times 2\right)$

$= 3 \ kg \ ms^{-1}$.

(ii) $m_P u_P + m_Q u_Q = (m_P + m_Q) V$.

$V = \left(\frac{m_P u_P}{m_P + m_Q}\right)$ 03

$V = \left(\frac{0.15 \times 20}{0.15 + 0.10}\right)$

$V = \frac{3.0}{0.25}$

$\therefore V = 12 ms^{-1}$.

(c) (i) Hooke's law states that the extension produced is directly proportional to the stretching force provided the elastic limit is not exceeded 01

(ii) $l_0 = 5.0 \times 10^{-2}\ m$

$e_1 = 2.0 \times 10^{-3}\ m$

$F_1 = 1.8\ N$

$F_2 = 10\ N$

$e_2 = ?$

$$\frac{F_1}{F_2} = \frac{e_1}{e_2}$$

06

$$e_2 = \left(\frac{F_2}{F_1}\right) e_1$$

$$e_2 = \left(\frac{10}{1.8}\right) \times 2.0 \times 10^{-3}$$

$$e_2 = 1.111 \times 10^{-2}\ m.$$

(d) The weight of a body varies for two reasons;

- the shape of the earth.
- the rotation of the earth.

02

TOTAL = 18

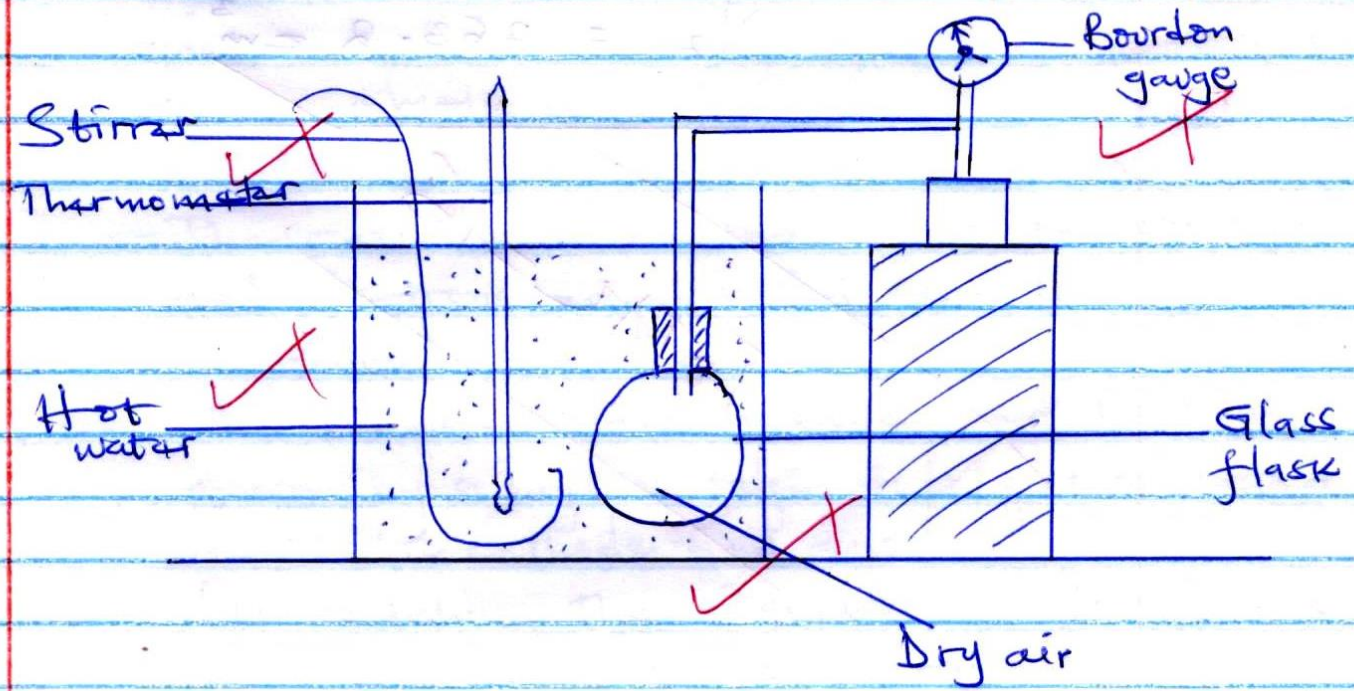
6. (a) (i) Fundamantal intarval is the length batwaan the uppar and lowar fixad points. 01

(ii) — The uppar fixad point is datarminad.
— The lowar fixad point is datarminad.
— The fundamantal intarval is obtainad. 04
— The fundamantal intarval is divided into 100 equal divisions, each division is $1^{o}C$.

(b) — Watar is colourlass, Tharafora not easy to read.
— Watar sticks on glass. 02
— Watar expands abnormally.
— Watar has a high heat capacity.

(c) (i) It states That the pressure of a fixad mass of a gas is diractly proportional to its absolute tamparature provided volume is kept constant. 01

(ii)



— Enclosed gas is placed in a water bath.
— The temperature, T and pressure, P are noted.
— Water is heated.
— The procedure is repeated for different temperatures.
— The results are tabulated.
— A graph of P against T is plotted and its a straight line graph through the origin, Hence varifying the pressure law.

05

(d) $$\frac{P_1 V_1}{T_1} = \frac{P_2 V_2}{T_2}$$

$$V_2 = \frac{P_1 T_2 V_1}{P_2 T_1}$$

03

$$V_2 = \frac{800 \times 273 \times 250}{760 \times 273}$$

$$V_2 = 263.2 \text{ cm}^3.$$

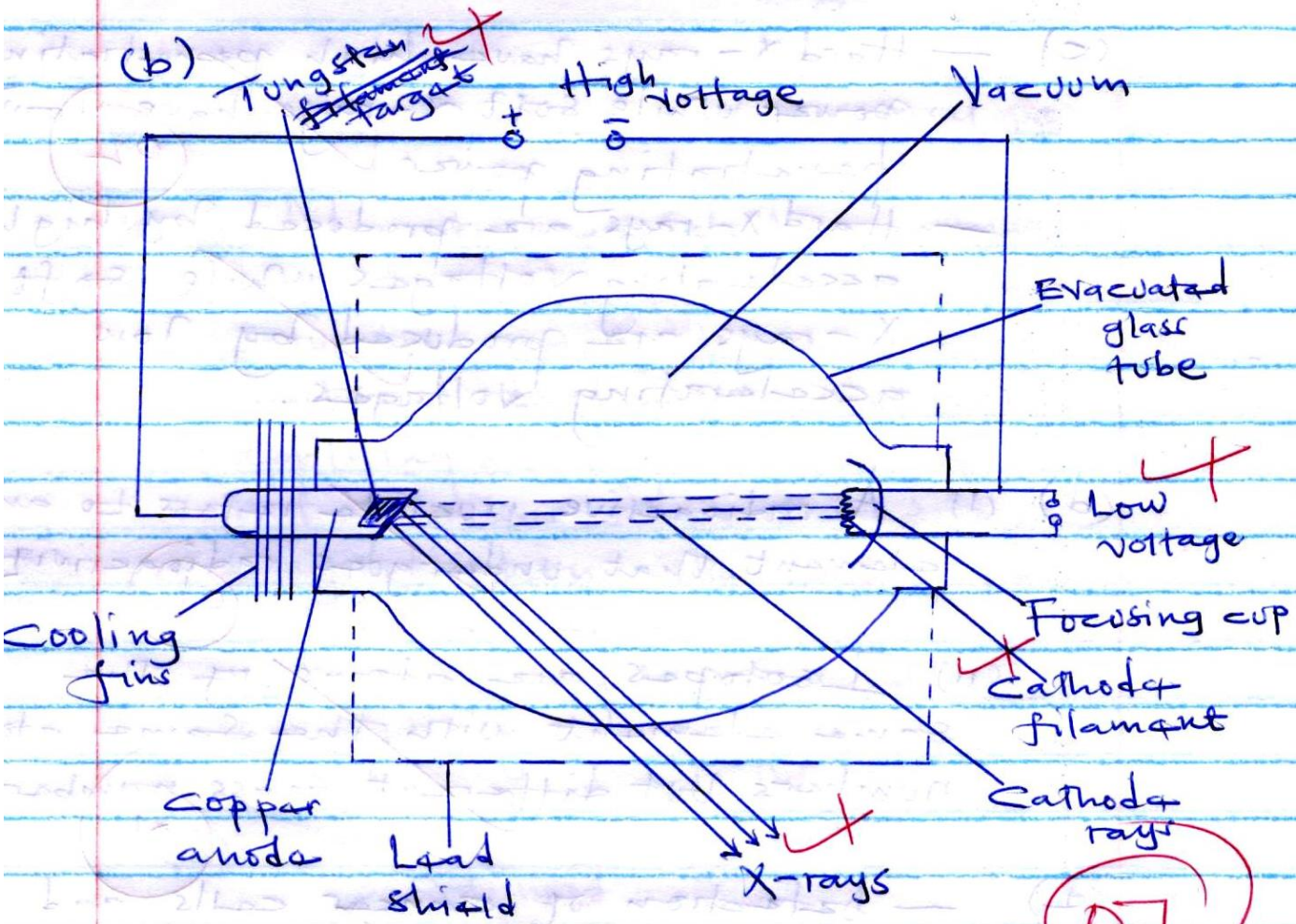
TOTAL = 16

7. (a) — X-rays readily penetrate matter while gamma rays have a greater penetrating power.

— X-rays are emitted by the electrons outside the nucleus while gamma rays are emitted by the excited nucleus itself.

02

(b)



07

— The cathode is heated by a low voltage and electrons are emitted from it by thermionic emission.

— The electrons are accelerated to the anode by a high voltage supply connected across the cathode and anode.

— On reaching the target, 99% of the kinetic energy of electrons is converted into heat and 1% is converted into X-rays.

— The heat generated at the target is cooled down by means of the cooling fins and then conducted.
— The X-ray tube is evacuated to prevent cathode rays from colliding with air molecules hence allowing free movement of electrons in the tube.

(c) — Hard X-rays have high penetrating power while soft X-rays have low penetrating power. 02
— Hard X-rays are produced by high accelerating voltages while soft X-rays are produced by low accelerating voltages.

(d) (i) A radioactive nuclide refers to an element that undergoes radioactivity. 01

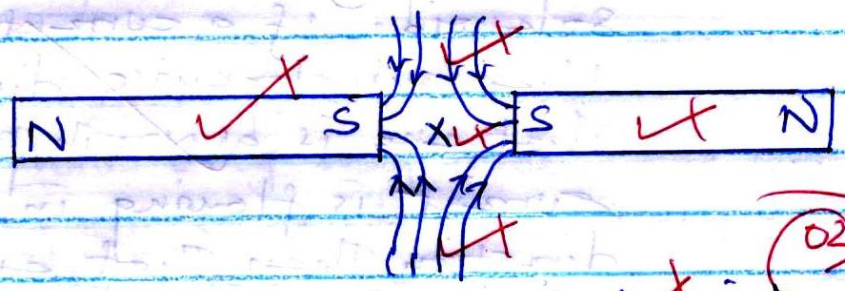
(ii) Isotopes are atoms of the same element with the same atomic numbers but different mass numbers. 01

(e) — Detection of cancer cells and treating them.
— Used for sterilization of medical instruments. 03
— Used in determining the age of fossils (carbon-dating)

TOTAL = 16

5. (a) (i) A magnetic field is a region around a magnet where a magnetic force is experienced. 01

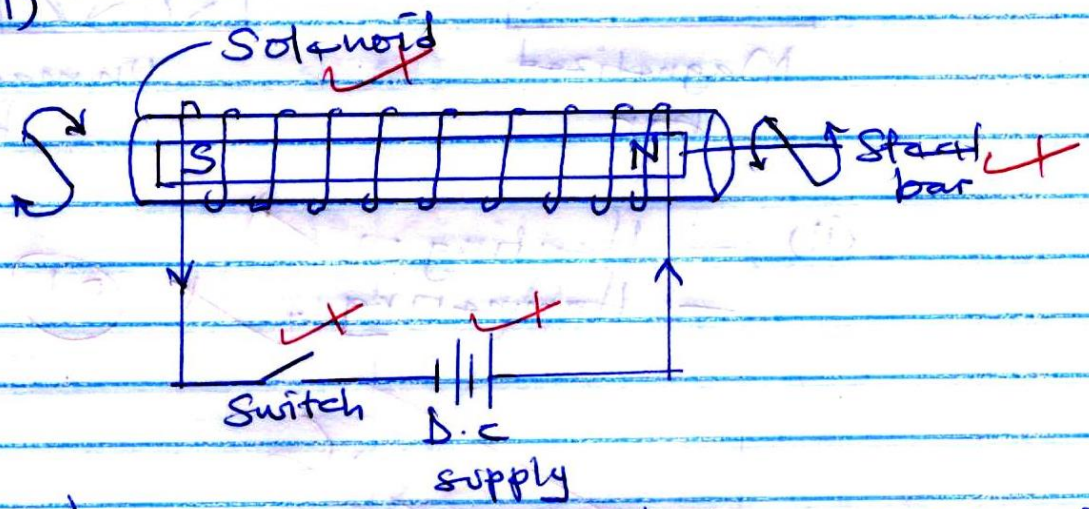
(ii)



X – Neutral point. 03

(b) (i) Magnetic materials have a maximum limit to their magnetisation known as saturation point. When a magnetic material reaches its saturation point, applying a stronger magnetic field will not further increase its magnetisation. The magnetic domains within the material align to their maximum extent, and additional magnetic field strength does not result in more alignment. 02

(ii)



— A steel bar is placed inside a solenoid connected to a direct current supply.

— Current is switched on for a short time

— The steel bar is magnetized and the polarity of the magnet formed depends on the direction of current.

— On looking at one end of the solenoid, if a current is flowing in the anticlockwise direction then that end is a north pole and if current is flowing in the clockwise direction than that end is a south pole.

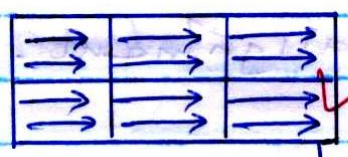
05

(c) (i) The domain theory of magnetism states that all magnetic materials are made up of tiny magnets called dipolas which are divided into regions called domains.

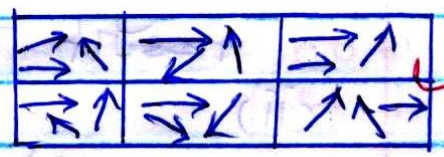
04

In a magnetized magnetic material, the dipolas face in the same direction.

In an unmagnetized magnetic material, the dipolas face in the ~~same~~ different direction.



Magnetized bar



Unmagnetized bar

(ii) — Heating.

— Hammering.

01

TOTAL = 16

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EKITUNDU A

7. a) Okuwandiika emboozi ey'ebigambo 400.

Obubonero 5 (m = 25 s=15 o=10)

i) Nnantabuulirirwa yasaabala bwa bbumba omuyizi awandiike emboozi ng'anyumya ku muntu eyagaana okubuulirirwa ol'wengeri gyeyali yeeyisaamu etali nnungi era okukkakkana ng'afunye ebizibu.

Obubonero 5 (m = 25 s=15 o=10)

ii) Naamutikkwa w'enkuba!

Omuyizi anyumye ku nkuba ennyingi eyatonnya ewaabwe oba ewalala, era alage nti ddala yalin nyingi ng'annyonnyola enkuba eyo bye yakola mu kitundu kye yatonnyamu okugeza okwonoona ebintu okusuula amayumba n'ebirala.

Obubonero 5 (m = 25 s=15 o=10)

Style 3 + 12 = 24

Okuweza ebigambo 400

O = buli nsobi nnya afiirwa akabonero 1

Ensobi zikeberebwe ku muko ogusooka

iii) Abayizi bassiniya bonna basaana kusomera mu bisulo okukubaganya ebirowoozo

Matter (ekinyusi)

Buli ludda aleetereko ensonga 6

Okulaga oludda lw'awagira ng'afundikira akabonero kamu (1)

Oluwagira 2x6 = 12

Olutawagira 2x6=12= 25

Yee bonna basomere mu bisulo kubanga;

- Okubawonya eŋŋendo empanvu
- Okubawonya amalindirizi mu kkubo
- Bafune obudde obumala okusoma ebitabo byabwe
- Abatemu bangi mu kkubo ng'ate bakeera nnyo
- Bayiga okubeera n'abantu abalala
- Bayiga okwemalirira n'okwerwanako nga bafunye ebizibu
- Baggwaamu ekyejo
- Ebisulo bibateekateeka okwaŋŋanga ensi

Nedda …….

- Bayigirayo emize
- Abamu balemererwa okuyiga emirimu gy'eka
- Ebisale byawaggulu abamu tebabisobola
- Bafunirayo endwadde
- Basubwa omukwano gw'abazadde
- Baba tebeenyigira mu mikolo egiba eka
- Amasomero agamu tegayigiriza ddiini

S = 15 O= 1

iv) Obukulu bw'amazzi mu Buganda omuyizi alage omugaso gw'amazzi e Buganda

- Okugafumbisa enva n'emmere
- Okuyenga eddagala
- Okunaaba
- Okwoza engoye n'ebintu
- Okuzimbisa (obudongo n'okuvubiriza ebyayi)
- Okunywa omuntu tammwa mazzi
- Okwalula abaana (obulira mu kibbo ky'amazzi)

- Okunnyikamu enjulu nga baluka ebibbo
- Okunywesa ebisolo
- Okuwagirako (kunnyanja n'emigga)
- Mwebavuba eby'ennyanja
- Kimu kubika by'abaganda (Amazzi g'ekisasi)
- Kuliko ebisoko n'engero
- Entuuma y'amannya Namazzi, mazzi
- Kuliko emizizo gy'abaganda okugeza omukazi eyeekoonye akagere tasena mazzi mu mugga
- Amazzi ddagala

  M = 8x3 = 24
- Ennyanja/okunnyonnyola ku ntandikwa

  Akabonero 1

  S = 3+12

  O = 10

b(i) Okuwandiika ebbaluwa entongole (style,

- Endagiriro yo 1
- Ennaku zomwez 1
- Endagiriro yoyo gw'awandiikira 1
- Ssebo/Nnyabo 1
- Ensonga mu bufuunze 1
- Okulaga essuubi 1
- Omukono 1
- Erinnya 1
- Kyali 1 = 08

Matter = Ebyamulemesa okusasula ssente ze yeewola

- Abaguzi batono
- Ekiseera (season) sinnungi kuby'amaguzi
- Ssente ezimu baazibba
- Walwaza ebbanga ddene obadde mu ddwaliro
- Okufiirwa
- Ssente wa zissa mu byabulimi akatale kaagwa
- Emmotoka yo yafuna obuzibu
- Ebbanga erya kuweebwa ttono

  6X2 = 12

  0 = 05

i. Obuvunaanyizibwa lw'abavubuka mu maka ne mu bitundu gye babeera

   Style : Okwogera

   - Okumenya abaliwo mu biti byabwe
   - Okweyanjula erinnya
   - Okweyanjula kyali
   - Okulaga ensonga gy'agenda okwogerako
   - Okufundukira nga yeebaza okumuwuliriza
   - Okuweza ebigambo
   - Olulimi

Matter (ekinyusi)

- Okuyamba ku bazadde baabwe mu maka (emirimu)
- Okwenyigira mu mirimu egikulaakulanya ekitundu
- Okuwa bazadde baabwe ekitiibwa
- Okuyambako ku bato baabwe

- Okukwata eddiini
- Okulonda abakulembeze baabwe

6X2 = 12
0 = 05

ii. Omuko

Style (omusono)

- Omutwe
- Omuwandiisi
- Ebikwata ku muwandiisi mu bufunze
- Okuweza ebigambo
- Olulimi

Matters (Ekinyusi)

- Okussa amataala ku nguudo
- Ebidduka okubissamu obuuma obupima emisinde
- Okussa abasirikale ku nguudo
- Okuwera ebimotoka biganyegenya ku nguudo
- Okussa ebifo ebisalirwamu abebigere ku nguudo
- Okuteeka obugulumu ku nguudo
- Okussawo amateeka amakakali ku bavuzi be'bidduka
- Okukola amakubo
- Obutavuga ng'omuntu atamidde
- Okusiba abavuga nga tebalina lukusa

Ensonga 6X2 = 12
= 05

iii. Alipoota

Style (omusono)

- Omutwe
- Ennyanjula
- Obutwetwetwe
- Okuwumbawumba
- Omukono
- Erinnya
- Ekiti
- Ennaku z'omwezi

Mater (ekinyusi)

Engeri omuggalo gye gwakosa bannayuganda

- Abamu baafa
- Endwadde endala zeeyongera
- Abamu baagobwa ku mirimu
- Amasomero gaayimirira
- Entambula yakaluba
- Obubbi bweyongera
- Ettemu lyeyongera
- Obutale bwaggalwa
- Amasinzizo gaggalwa
- Teri kukyalira ku banno
- Ebifo ebisanyukirwamu bya werebwa
- Emirimu egimu gyayimirizibwa

6X2 = 12
0 = 05

EKITUNDU B

2.(a) Omuyizi afunze mu bigambo nga 100 ng'akoona ku bino;

- Abaganda kuva dda nga batwala ensonga y'oku zaala abaana nga kikulu
- Baawasanga abakyala bangi basobole okuzaala abaan bangi
- Eyalemererwanga okuzaala bazadde be baasalanga amagezi
- Beekenneenyanga ekikula ky'omwana gw'asoose okuzaala
- Eyasookera nga ku muwala ogwo nga mukisa ate omulenzi nga batyamu okufuna obuzibu
- Eyabanga nabawala abangi ng'abalibwa okuba omugagga
- Omuntu eyazaalanga abalongo nga bamuwa erinnya lya Nnaalongo oba Ssaalongo okumwawula ku balala
- Abalongo bassibwangako emizizo mingi ekyatiisanga abantu
- Omuntu eyalemererwanga okutuukiriza emikolo gy'abalongo ne'afuna obuzibu
- Eyatuukirizanga emikolo gy'abalongo nga funa emikisa gy'okugaggawala

Any 10X2 = 20

(b) Mu Uganda omusujja gw'ensiri gutta omuntu omu buli luvannyuma lw'eddakiika ssatu. N'olwekyo mu buli ssawa abantu nga kkuminamusanvu abava mu bulamu bwe'ensi eno, olwo mu lunaaku omusujja gw'ensiri gutta abantu abawerera ddala ebikumi bisatu mu asatu. Omusujja gw'ensiri gwe gukyasinze okutugumbula abantu mu Uganda

Akulira enteekateeka y'okulwanyisa omusujja gw'ensiri mu kitongole ky'obulamu agamba nti omussujja gw'ensiri

Gumalawo ebitundu wakati w'asatu nataano ku buli kikumi eby'abantu abatawaanyizibwa endwadde mu malwaliro. N'omuwendo gw'abantu abaweebwa ebitanda mu malwaliro nga balwadde omusujja gw'ensiri guli waggulu nnyo

Buli muntu asobola okulwala omusujja gw'ensiri, wabula abakyala abali embuto, abaana abali wansi w'emyaka n'abantu abalina akawuka akaleeta mukenenya be basinga okutawaanyizibwa omusujja gw'ensiri. Omusujja gwe guusinga okuviirako abaana okuyosaayosa mu masomero, okukola obubi, n'ebyenfuna okugwa olw'obudde obu malibwa ewaka mu kulabirira abalwadde mu kifo ky'okukola, okusoma, n'okusaasaanya ennyo okugula ebintu by'awaka n'okusaasaanya kubujjanjabi

Omusujja gwensiri gwe gusinga okutta abaan abali wansi w'emyaka etaano okunoonyereza kulaga nti enkulaakulana ekyali mabega lwa musujja gwa nsiri Ekimu ku bisoomooza ebisinga Africa byerina kwe kuba nti terina ddagala kisobola kuvumula musujja gwa nsiri. Abantu ku mutendera ogwa ssekinnomu, baweebwa obutimba bw'ensiri kyokka era abantu abamu tebabweyambisa

(akatundu kasimbudwwa okusa mu New vision Nagawonye kafuumuulampawu nga abiri mu ttano omwaka enkumibbiri mu kkumineena)

3(a)

i. Bikutuka
ii. Mbwa
iii. Kavu
iv. Buseenene
v. Jjo
vi. Amangota
vii. Bukofu
viii. Ennwe
ix. Nteeko
x. Ennume

Any 10X2 Agudde empandiika afune 1

(b) (i)

- Saawa Saayira

- Lya Liira
- Kaaba Kaabira
- Zaala Zaalira
- Lima Limira

ANY 5X1

ii)

i. Abaana abatayise bigezo tebadda
ii. Omusannyo guzannyibwa abayizi ne mulago
iii. Olwali okuyingira bwati omugenyi n'atula ku ntebe ye
iv. Ekyuma ekikwata ensolo kibuze
v. Empewo etukankanya ebyenda era wa?

ANY 5X1

BIKOMYE

CRE 224/1

UCE MARKING GUIDE

1. a) Of what importance was the Sabbath to the Jews? (12 marks)
    - It was a day God rested
    - It marked the end of creation work by God
    - It was used to thank God
    - It was a day of rest and relaxing
    - Jesus prayed and worshipped God on Sabbath
    - They fellowshipped with others
    - Helped others
    - Celebrated and enjoyed the fruits of their sweats
    - It reminded them of God's covenant
    - Interacted and met with others

b) How can Christians use the sabbath meaningfully? (13 marks)

- To rest and relax
- Pray and worship God
- To thank God for his goodness
- Fellowship with others
- To serve others
- Do charity work
- Visit the sick
- Carry out community work
- Guide and counsel others
- Enjoy fruits of their sweats

2. a) Give and account of Zechariah's encounter with angel Gabriel. (12 marks)
    - Zechariah was doing his work as a priest in temple
    - As he was burning the incense on the alter, the crowd was outside praying
    - An angel of the lord appeared to him on the right side of the alter
    - Zechariah was alarmed and afraid
    - The angel told him not to be afraid
    - The angel told him that the lord has heard his prayer
    - That him and his wife Elizabeth would bore a son
    - And the child's name would be John
    - The child will bring joy and happiness to his parents and other people
    - He will be great in the lord's sight
    - He will be filled with the holy spirit
    - He will be strong and might like Prophet Elijah
    - He will bring Israelites back to God
    - He will bring fathers and children together
    - He will bring disobedient people to the way of righteousness
    - He will prepare the Lord's people ready for him
    - Zechariah wondered how the angel's message would come to pass since him and his wife were old
    - Zechariah was unable to speak after the encounter

    b) Why did Elizabeth say "the lord has taken away my disgrace?" (13 marks)
    - God had answered her prayer
    - God had fulfilled her duty as wife
    - She would bear her husband a heir
    - Elizabeth and her husband were both very old

- They had no hope of producing
- Her child would be great in Lord's sight
- She was to earn respect from the public
- God had been proved to be fertile
- She had been confirmed to be sinless

3. a) Explain Simeon's reaction when he saw baby Jesus in the temple (12 marks)
   - He was delighted that God had kept his promise
   - He was happy to see God's salvation
   - He took the child in his arms
   - He gave thanks to God
   - Simeon blessed Jesus' parents
   - He prayed for the child and declared him to God
   - He said that Jesus is the light to reveal God's will to the gentiles
   - Simeon also said that Jesus will bring Glory to the people of Israel
   - That Jesus would be accused and that will bring pain to many
   - He said that Jesus would be the cause of the fall and rise of many in Israel
   - That the rejection of Jesus would bring sorrow to the mother

   b) In what ways were the prophecies of Simeon about Jesus fulfilled (13 marks)
   - Jesus was chosen by God to bring salvation to the humble
   - Jesus was a savior for all both Jews and gentiles
   - Jesus' miracles brought glory to the people
   - Jesus' coming caused many to fall and others to rise
   - Through Jesus' God's salvation was brought to all people
   - Jesus revealed God's will to the Gentiles
   - Through secret thoughts of people were brought to light

4. a) In what ways did Jesus deliver his message to his followers (12 marks)
   - Through parables
   - Through miracles
   - Through demonstration
   - He used Old testament scriptures
   - Use of examples
   - Delegation i.e. he sent 12 apostles and later 72 apostles
   - Lecture method i.e. sermon on the plain
   - Friendship with people i.e. at Simeon's house
   - He attended to people's agent needs

   b) What are the challenges encountered by Jesus during his ministry (13 marks)
   - He was tempted by Stan
   - He was rejected by his own people
   - He was accused of using evil powers
   - He was often tricked by the Pharisees and the teachers of the law
   - He was falsely accused
   - He was deserted by the pharisees and the teachers of the law
   - He was humiliated and mocked
   - He was denied by his own disciples
   - He was crowned with thorns
   - He was nailed on the cross
   - He was innocently killed
   - He was trapped by the Pharisees

5. Jesus healed the paralyzed man in Luke 5:17-26 (07 marks)
   a) Describe the whole miracle (13 marks)

b) Point out what Christians learn from this miracle (12 marks)

Solutions

a)

- One day Jesus was teaching and some pharisees and the teachers of the law were sitting there
- These had come from Galilee, Judea and Jerusalem
- The power of the Lord was present in Jesus to heal the sick Luke 5:17
- Some men came carrying a paralyzed man on a bed and tried to make reach where Jesus was
- They tried to take him into the house infront of Jesus
- Because of the crowd, they could not find away to take him in
- So they carried him up to the roof and made an open o the tiles

b)

- They should always meet suffering and resistance
- Modern Christians learn to obey like disciples who accepted to serve
- Modern Christians learn to carry out missionary work.
- Modern Christians should bless those who welcome them in their journeys
- Modern Christians learn to appreciate spiritual gains than material
- Modern Christians learn to trust in the name of Jesus
- Modern Christians learn to extend the good news to everyone
- Modern Christians learn to sacrifice for the sake of the Kingdom
- Modern Christians should have faith in Jesus like the disciples who accepted to dip the net
- Modern Christians learn to pull others into the Kingdom they were to catch people instead of fish
- Modern Christians learn to find comfort in the Kingdom. Jesus told Simeon not to be afraid
- Modern Christians learn to follow Jesus like the disciples who left their vocation

6. a) Explain the ways in which John the Baptist prepared the way for the coming of the Messiah (12 marks)

- He announced that the messiah was about to come
- He urged the Jews to repent and prepare themselves and live according to God’s law
- He baptized those who repented by immersing them in River Jordan
- He warned Jews of the coming judgement
- He encouraged the rich to share their wealth with the poor
- He advised sellers not to rob anyone
- He advised people not to bear false accusation/witness against their fellow humans
- He held the tax collection not to take more than what was required
- He rebuked Herod for his immoral ways/acts
- He told he Jews that he was not the Messiah but his fore
- He told the Jews that the messiah would baptize them with water and the holy spirit
- He introduced Jesus as the lamb of God who takes away the sins of the world

b) What ways does John the baptized appear to be like Elijah (13 marks)

- He was great in the sight of the lord just like Elijah
- He was filled with the holy spirit from birth just like Elijah
- He brought many people back to the lord just like Elijah brought Israelites back to God
- He went ahead of the lord strong and mighty like Elijah
- He turned disobedient people back to the way of righteousness like Elijah
- He got the lord’s people ready for the messiah like Elijah
- He was a prophet like Elijah
- He was open and out spoken like Elijah
- He was courageous and fearless in his work like Elijah
- He lived a lonely life not solitary
- He was unnamed like Elijah

- He was a convincing preacher of his time like Elijah

7. a) describe the transfiguration of Jesus as recorded in Luke's gospel (12 marks)
    - The mandate took place a week after Jesus had spoken about his death
    - He took Peter, James and John with him uphill to pray
    - While he was praying, his face changed its appearance and his clothes became dazzling white
    - Suddenly two men were there talking to / with him
    - They were Moses and Elijah who appeared in heavenly glory
    - And talked to Jesus about the way in which he would soon fulfill God's purpose by dying in Jerusalem
    - Peter and his companion were sound asleep
    - But they woke up and saw Jesus' glory and two men who were standing with him
    - As the men were leaving Jesus, Peter said to him, master how good is it that we are here
    - We will make three tents, one for you, one for Moses and one for Elijah
    - While he was still speaking, a cloud came over to them with its shadow
    - And the disciples were afraid as the cloud came over to them
    - A voice said from the cloud "this is my son whom I have chosen listen to him
    - When the voice stopped, there was Jesus all done
    - The disciples kept quiet about all this and told no one at that time anything they had seen

    b) What did Moses and Elijah stand for during transfiguration? (13 marks)
    - They showed relationship between Old Testament and New Testament
    - Jesus was a confirmation of the Old Testament
    - They gave encouragement to Jesus
    - The presence malicated that there is life after death
    - The two were handing over the old testament to Jesus to bring together will the New Testament
    - The two were present to bear witness to God's plan to serve mankind
    - To show that their work had been taken over by Jesus
    - Moses stood for the prophets of old testament
    - Elijah stood for the prophets of Old Testament
    - Elijah appeared to teach the romans that he was the messiah

8. a) Relate the story of the forgiveness of the sinful women who washed Jesus' feet
    - Simon the Pharisees invited Jesus to have dinner with him and Jesus went to his house and sat down to eat
    - In that town was a sinful woman who had lived a sinful life
    - She heard that Jesus was eating in the pharisee's house, so she brought an alabaster far full of perfume
    - She stood behind Jesus by his feet crying and wetting his feet with her tears
    - Then she dried his feet with her hair, kissed them and poured the perfume on them
    - When the Pharisee saw this, he said to himself "If this man really were prophet, he would know who this woman is touching him he would know what kind of full life she lives
    - Jesus spoke up and said "Simon, I have something to tell you
    - Simon said "yes tell me"
    - There were two men who owned money to a money lender, one owed 500 silver coins and the other 50 silver I an
    - Neither of them could pay him back so he cancelled the debt of both
    - So tell me which of them loved him move' the one forgiven more
    - You are right and then he turned the woman said to Simon do you see this woman?
    - I came to your home and you gave me no water, for my feet but she washed my feet with her tears and dried them with her hair

- You did not welcome me with a kiss but she has not stopped kissing my feet since I came
- You provided no olive oil for my head but she has covered my feet with perfumes
- I tell you then the great love has showed proves that her many sins have been forgiven
- But to whoever has been forgiven little shows only a little love
- Then others siting at the table began to say to themselves who is this who forgives sins
- But Jesus said to the woman “Your faith saved you, go in peace

b) With reference to the above story, explain Jesus teaching on forgiveness

- God is merciful towards sinners, he gives sinners a chance to repent and go back to him
- God forgives all types of sins, there is no sin too big to forgive
- Jesus does not condemn sinners but hates sin
- We should not judge or condemn others we are all sinners and have no right to judge others
- We should do right things after being forgiven
- We should pray for sinners for eternal life, life is sacred and no one should take it away
- We should be tolerant towards sinners, counsel them with love and pray for them
- No one is righteous, we are all sinners

9. a) Describe the healing of a man with a withered hand (12 mark)
    - On sabbath, Jesus went to the synagogue and taught
    - A man was there whose right hand was paralyzed
    - Some Pharisees and teachers of the law wanted a reason to accuse Jesus of doing wrong
    - So they watched him closely to see if he could heal on Sabbath
    - But Jesus knew their thought and said to man
    - Stand up and come here to the front and the man got up and stood there
    - Then Jesus asked; What does our law allows us to do on Sabbath?
    - To help or to harm, to save someone’s life or to destroy it
    - He looked at them all and told the man to stretch out the hand
    - He did so and his hand became well again
    - The Pharisees and teachers law were filled with rage (anger) and began to discuss among themselves what they could do to Jesus

b) Identify lessons that Christians draw from the above healing (13 marks)

- Christians should always attend church, Jesus went to the synagogues
- Christians should entrust Jesus with their problems because he is merciful to those who suffer
- Christians should seek God’s healing just as the sick man did
- Christians should always rejoice when God manifests his work of mercy will be the Pharisees and teachers of the law who got angry with Jesus act of mercy
- Christians should serve God regardless of who is against them Jesus did not mind about the Pharisees
- Christians should challenge those who oppose God. Jesus did
- Christians should value life and presence it like the way Jesus did
- Christians should always do good to people and evil just as Jesus healed the paralyzed man

10. a) Relate the parable of the great feast

- When one of the guests sitting at the table heard this he said to Jesus
- How happy are those will sit down at the feast in the kingdom of God
- Jesus said to him “there was once a man who was having a great feast which he invited many people
- But when it was time for the feast, he sent his servant to tell his guests, “come everything is ready”

- But they all began one after another to make excuses
- The first one told the servant, “I have brought a freed and must go and look at it”
- Please accept my apologies
- Another one said, I have just married and for that reason I cannot came”
- The servant went back and told all this to his master
- The master was furious and said to his servant
- Hurry out to the streets and alleys the town and bring back the poor the crippled the blind and the lame
- The servant soon said your order has been carried our sir but there is still more room
- So the master said to the servant, go to the country road and lanes and make more people to come in so that my house will be full
- I tell you that none of those who were invited will taste my dinner

11. b) Explain Jesus’ teaching about the Kingdom of God according to the story
    - The master represents God
    - The invited guests represent the Jews who were too busy in their lives to respond to God’s call
    - The people who were called from the streets and alleys represent those who God desire in the society
    - Those who were first invited may never enter the kingdom of God because they declined the invitation
    - To enter the kingdom of God, one must give up everything including possession
    - He showed concern for the poor and the under privileged
    - The kingdom of God is like a great feast
    - The kingdom of God is real and joyful where people will enjoy the company of God forever
    - There is no discrimination in the kingdom everyone is treated equally
    - Those who respond to the invitation will share the feast with host who is God
    - There is need for personal commitment to God

12. a) Explain the acts of Jesus that revealed his death to his disciples (12 marks)
    - He told his disciples three times that he was going to die
    - The presence of Elijah and Moses during transfiguration symbolized how Jesus was going to fulfill the law by dying on the cross
    - He promised his disciples that he will die and rise again
    - He told his disciples to celebrate the last supper in his memory
    - He said many things about the kingdom of God which assured them that he was soon dying
    - He broke bread giving it to them and a cup of wine to share to symbolize his body and blood that was shed on the cross
    - He foretold his betrayal of Judas and the denial of Peter
    - He prayed at Mt. Olives
    - He submitted himself to God’s will
    - He stopped the disciples from those who have came to arrest him

    b) What role did the Jewish leader play in the death of Jesus (13 marks)
        - They conflicted with Jesus for healing on Sabbath
        - They conspired with Judas to betray Jesus
        - They organized guarantee to arrest Jesus
        - They falsely accused Jesus before the chief priest
        - They accused Jesus of blasphemy

- They took Jesus to Pilate for trial
- They meted people to demand for the crucifixion of Jesus
- They were jealousy of Jesus because of his popularity
- They accused him of using the power of demon
- They accused him of allowing his disciples to eat food without washing hands
- They conflicted Jesus with the use of testing
- They arrested Jesus at night

13. a) What was the spiritual significance of sacrifice in the traditional African society? (12 marks)
    - Helped to communicate between the living and the dead
    - Helped to overcome problems in society
    - Helped to promote African culture
    - Helped to seek forgiveness from divine beings
    - Promoted holiness among Africans
    - Helped healings of diseases
    - Promoted unity in the community
    - Promoted peace and harmony
    - Helped in carnation of leaders
    - Helped in cleaning sacred places of worship
    - Then lead God to his providence and protection

12 b) How important is tithing to Christians today (13 marks)

- External sign of obedience to God
- Sign of thanks giving to God
- Sign of commitment and faithfulness
- Way of seeking for God’s blessings
- A way of continuous communication with God
- Helps in supporting God’s work
- Helps to promote and preserve Christians beliefs
- Helps to recognize God’s position
- Helps to seek and considerate success
- Helps to feed the servants of God

CRE 224/5

UCE MARKING GUIDE

1. a) Africans had various reasons for sacrificing and offering their gods. Mention some of these reasons (12 marks)

- Sacrifices promoted moral uprightness
- It promoted holiness
- Through sacrifices and offerings places and people were cleaned
- Sacrifices promoted unity
- Promoted good relation between the living and the dead
- Sacrifices were offered to seek for forgiveness
- It was part of African worship
- It was a way of preserving African culture
- People sought success through African sacrifices
- To overcome with craft
- To get blessings
- It was a means of communication between the living and the dead

b) Describe the moments when Africans sacrificed to God. (13 marks)

- They were offered during times of natural calamities
- They were offered after harvest
- Before planting
- During initiation rituals e.g. among the Bagisu ceremony of Imbalu
- After reviewing rain
- Before and after birth of a child
- During marriage ceremony
- During repentance moment
- When making/carrying out blood poets
- They were offered after a successful hunt or raid
- Entering a new house
- During leisure
- During naming rites
- During burying the dead

2. a) Show the ways Africans expressed their belief in God (12 marks)

- Praying to God
- Building shrines
- Sacrificing to God
- Having worship places such as caves, rocks
- Visiting sacred places
- They believed in life after death
- They carried out initiation rituals
- African believed in ancestral spirits whom they believed to be assistants to God
- Africans had religious leaders who presided over religious functions
- They had tough punishments to those who did not clearly fellow religious obligations
- They emphasized morality among people in order to be in good terms with God
- Africans encouraged love for one another in order to create peace and harmony in society
- They had celebrations in rites of passage aimed at showing gratitude to God for step taken
- Marriage was compulsory to Africans meaning they were co-creators with God

b) Why is it important to show gratitude to God? (13 marks)

- It is because God is the creator
- It is because God is the provider

- It is because God is the protector
- It is because God is loving
- It is because God is patient
- It is because God is patient
- It is because God is Holy
- It is because God is forgiving and man is a sinner
- It is because God is mighty
- It is because God is real
- It is because God is perfect
- It is because God is all seeing
- It is because God is supreme i.e. above everyone and everything
- It is because God is all-knowing – wise
- It is because God is never changes

3. a) Explain the role of parents towards their children in an African setting (12 marks)
   - To provide children with basics needs of life
   - To provide them with guidance and counselling
   - Imparting discipline among their children
   - To train them cultural values
   - To introduce children to their relatives and clan members
   - To search marriage partners for their relatives and clan members
   - To search marriage partners for their children
   - To guide their children on matters conceiving marriage
   - To make some children went through initiation rites
   - To show love and care to their children
   - To train them on how to carry out work activities
   - To nurse their children especially the mothers beginning with breast feeding
   - To provide enough security to them from external aggression

   b) Explain the values attached to children in society today? (13 marks)
   - Children acted as a seal of marriages
   - Children are a glory and a source of status to parents
   - They carry out family name
   - They provide protection and maximum support to parents
   - Children are still source of income through bride price
   - Children are a source of social growth
   - Children are a sign that parents are in good health and normal
   - They are a source of happiness and joy
   - They are motivators for working hard and investments
   - They are source of diplomacy and stability
   - They help parents in various fields of work
   - Children are a source of security
4. a) Give what happens when a baby is born in an African traditional society (12 marks)
   - The actual birth took place in the house of the pregnant woman or a special house designed for that purpose
   - Elderly / experienced woman helped the mother to deliver
   - A special alarm was made by the birth attendant to signify the occurrences of birth
   - When the alarm was sounded once among the Banyoro it meant a baby girl and twice for a boy
   - There is rejoicing with family members e.g. by organizing a special meal
   - The mother and the baby are separated from the rest for some days

- This is done for the mother and the baby to heal and recover from the pains
- The mother's hair is shaved
- There is cleansing of the house
- Special herbs are administered on the baby to protect it from the charms of the enemies
- The mother is expected to breast feed the baby as means of foods provision
- Incase of death of a mother, a relatives is identified as a foster mother to take care of the baby
- Careful disposal of the placenta
- The mother would be visited officially by the family members and friends
- Gifts are also brought
- The mother is helped by the family members with domestic work

b) Why are people today against giving birth? (13 marks)

- They fear responsibilities
- They need to enjoy life
- Absence of clear and proper spouses
- Because of busy schedules

b)

- Need to pursue their academics
- Decline in religion
- Poverty
- Bad examples from the elders in the community
- Decline in love towards humanity
- Peer influence
- Unruly / undisciplined children
- They fear diseases (sexually transmitted diseases – AIDS)

5. State the Nature of African traditional family (12 marks)

- African family was extended in nature
- It involved uncles, aunties and other relatives
- It was the role of the family members to work together
- Morality was highly emphasized
- The father was the head of the family
- The mother was the assistant
- Elders in the family were all responsible for the disciplinary of children
- Incest in family was highly condemned and was an abomination
- Boy children had an upper hand in taking up decisions compared to the girls
- An African family was polygamous in nature
- It involved many children/members in general
- It was the roe of the father to punish any wrong doers on a family
- Love was highly emphasized
- Family meetings were always held and the elders i.e. father, mother grandfather/mother would come in and advise accordingly

b) What are the changing patterns of traditional African family (31 marks)

- Today there are child headed families
- Families are majorly nuclear
- Women today head families
- Families are monogamous in nature
- Education of children is now left to only biological parents
- People are employed to look after the young ones
- High increasing levels of family instabilities
- High levels of divorce

- There is individualism in families today
- Some people have decided to live as single parents
- Production of a few children
- Intermarriages are common today
- Generation gap is wide
- Children have equal rights in a family
- Providing family needs is for both sexes

6. a) State the African traditional understanding of justice (12 marks)
- Justice is fair treatment
- Sharing of property or fruits of works
- Settling disputes as a community
- Punishing wrong doers
- Rewarding those that would abide by the society norms
- Abiding by the society norms
- Loving one another
- Community came first before individual interests
- Natural resources like and, water bodies were communally owned
- Local courts were headed by respected elders of the community
- There was respect for elders
- People were encouraged to compensate for any wrong
- People were required to confess their mistakes is public

b) Outline the ways justice is administered today (13 marks)
- Full support to women by the government and other N.G.Os
- Constitutional government is encouraged
- Free mass media
- Provision of education to both sexes
- Traditional leaders are free to discuss and put in action their decisions
- Maintaining security in all parts of the country
- Courts of a law also operate in order to create peace and harmony
- Imprisoning / sentencing the offenders
- Some people have decided to carry out mob justice
- Liberation of economy i.e. people are free to participate in business
- People get jobs on the basis of one's capability
- Carrying out peace talks with the long-term enemies

7. a) Prove that work was a social activity in traditional Africa (12 marks)
- There was no supervision in work
- There was limited competition in work
- There were no sudden changes or decisions made concerning the patterns work
- Everyone was a worker
- There was freedom regarding the time of work
- Leisure was promoted after work
- The younger were taught how to work by the elders
- Work was divided according to sex, age and rank
- Work was free of charge
- Work was a personal activity
- Work was done communally
- Work was related to provision of basic needs

b) Why do some people abandon their work today? (13 marks)

- High levels of corruption inform of tribalism, nepotism, bribery etc.
- Some workers are paid little or nothing at all
- Delay in payments of workers
- There is boredom at work
- Too much specialization
- Workers are faced with a problem of retrenchment
- Neglect of faith in God
- Sexual harassment at places of work
- There is a lot of unemployment
- High taxes
- Unhealthy competition
- High levels of job insecurity
- Long hours of work

8. a) How was sex education passed onto the younger in A.T.S (12 marks)
    - Sex education was an affair of the whole community
    - It was done by the elderly e.g. aunties, uncles
    - It was aimed at preparing children as future adults
    - Boys were taught by their uncles on the roles of a man in society
    - Girls were also taught motherly roles by their aunties
    - The education was conducted at puberty and adolescent stages
    - It was deeply rooted in the roles to be performed by a particular sex
    - Girls were taught domestic duties such as peeling
    - Sex was taught to be sacred (holy)
    - The privacy of sex was highly upheld
    - The values of virginity were emphasized particularly among girls
    - In some cultures, were exposed to sedual taboos
    - Boys and girls were taught to play separately
    - The aunt was a witness to the first sexual intercourse between the newly married couple

   b) The unfairness between male and female sexes still existing show how this statement is true (13 marks)

- Roles in same families are still assigned according to sex
- Some women think that men are the sole providers of their needs
- Polygamy still exists in some families
- Men are still dominant in politics
- Men are still dominant in politics
- Some parents still force their daughters into marriage
- The government is putting a lot of emphasis on the girl – child
- In some religious, sex differences still exists
- There are some particular professions that are still taken to be for a given sex
- Women are still denied chance to became heirs to their fathers
- Sexual abuses are still common
- Continued existence of bride price
- Men still own children
- In some places, the cultural activities still favors men
- Battering of women is still common today

9. a) Explain why people searched for God in traditional Africa? (12 marks)
    - God was real according to them and that is why they continuously searched for him
    - God was seen as a creator and sustainer of life
    - Africans believed that God was unique i.e. He created everything out of nothing

- Africans believed that God was the only supreme one
- God was taken to be sole provider hence people searched for him
- Specialists like medicine men, attributed their healing to God
- Justice and freedom in traditional Africa was believed to stem from God
- Africans believed that wealth and success in life were from God hence searching for him
- To Africans authority and leadership were also attributed to God/super natural power
- Suffering and other calamities were believed to appear in case of annoying God or the supreme being
- The belief in the existence of God had a serious moral influence to the Africans
- Failure to answers some questions about nature made Africans search for God e.g. how water bodies, lakes, rivers and seas were separated from land

b) Describe the ways in which Africans express their belief in God (13 marks)

- They gave names to their children which symbolized God e.g. Byakatonda, Asiimwe, Buyinza etc.
- They offered sacrifices to God for this goodness and kindness
- They made and respected promises as they were expected to be witnessed by God
- They built spiritual huts in which special religious activities were conducted
- They offered prayers to their God both in times of grief and happiness
- Specialists and medicine men attributed their healing to God
- They shared with one another and promoted reconciliation
- They believed in divinities, whom were expected to be assistants to the supreme creator e.g. Kiwanuka, Mukasa, Kibuuka etc. among the Baganda
- Some whispered to the dead for their information to be taken to God
- They made objects that would create God's presence amidst them e.g. status, sculptures, wood curving
- What they saw around themselves symbolized the existence of God whom they believed was the creator
- They tried to live an apologetic life whenever they felt were in wrong
- They respect nature e.g. sun, moon, stars

10. a) Give the African understanding of the hierarchy of beings (12 marks)

- All beings are arranged in a hierarchical order i.e. from the most supreme to the least
- God was on top – the creator of all other beings
- God was followed by the divinities/natural spirits
- Divinities were associated with the sky and earthly phenomena e.g. sun, moon
- The divinities were also known as gods, semi gods or deities
- Human spirits came next and these were not created as spirits but were at one tome human spirits
- The oldest human spirits are referred to as ancestral spirits
- The youngest human spirits are called the living dead or ancestors
- Next in kin order are the living being arranged in order of seniority i.e. specialists said to be having super natural powers
- Ordinary living benefits elders, warriors, married men and women, youth children, the urban
- The urban connect the spiritual world and the living
- Animals and plants came next- sacred animals and plants
- Lastly are the inanimate (nonliving things)

b) How do people today overcome diseases? (13 marks)

- Taking medicine
- Praying for them
- Maintaining hygiene
- Some are being taken to witch doctors

- Others heal through fasting
- Through guidance and counselling
- Having balanced diet
- Making exercises e.g. through aerobics
- Having enough sleep
- Abstinence from sex
- Getting immunized
- Limiting their movements

11. a) Why did people in A.T.S take Marriage as serious affair (12 marks)
    - Marriages fulfilled the obligation and duty in the traditional custom that everyone should get married and produce
    - Custom that everyone should get married and produce
    - It acted as a uniting factor
    - Marriage extended kinship
    - Marriage is important for remembrance of parents after death
    - Marriage was a source of status
    - It was a basis of choosing leaders
    - It was a necessary step to became an adult
    - Marriage was a source of labour
    - Source of security
    - Sign of responsibility
    - Showed love and togetherness source of respect

    b) Under what circumstances was divorce allowed in African tradition? (31 marks)
    - In case he parents thought that their son got a wrong marriage partner
    - Incase the woman was considered to be of a bad omen to the man and family at large
    - Incase adultery on the side of the woman
    - In case of an incestuous marriage
    - If a newly married girl was found to have lost her virginity before
    - Failure to pay bride price
    - Incase of quarrels, grudges and nagging on the side of a woman
    - Incase of sterility, bareness and childlessness
    - Incase of metal illness
    - Weird behaviuor e.g. witch craft, murdering of people
    - Incase one found out that the partner was from a different tribe and did not disclose

12. a) Today, there is an increasing number of deaths in society. Why is this so? (12 marks)
    - It is because of diseases e.g. AIDS, Malaria, cancer, Diabetes
    - Due to accidents e.g. motor accidents, industrial accidents
    - Existence of material mortality rate
    - Due to drug abuse e.g. alcoholism, taking and smoking marijuana
    - It is because mob justice as a result of being caught in cr9ime
    - Presence of sorcery, witchcraft and magic
    - It is because of murder as a result of hatred
    - Due to old age
    - Due to abortion
    - Due to poisoning
    - Presence of fighting among individuals
    - It is because of committing suicide
    - Due to natural disasters or catastrophes

b) Outline the ways people react towards increasing death rates today?

- Some people think death is a curse
- Some have reacted by repenting their sins
- Some anticipated the end of the world
- Some have decided to enjoy life maximally
- Some have evaded God by giving excuses
- Some have gone for medical check ups
- Others have abandoned work
- Some have resorted to composing songs and writing books
- Some have tried to check on their sexual practices
- Prayers have been organized by some people
- Others have decided to write their wills
- Some have increased on their levels of investment for their children in case of death

MATHEMATICS PAPER ONE 456/1
UCE MARKING GUIDE 2023

1. $p \Delta q = p^2 + \sqrt{3pq}$

$3 \Delta 4 = 3^2 + \sqrt{3 \times 3 \times 4}$ M1

$= 9 + \sqrt{36}$

$= 9 + 6 = \underline{15}$ A1

$5 \Delta (3 \Delta 4) = 5 \Delta 15$

$= 5^2 + \sqrt{3 \times 5 \times 15}$ M1 ✓

$= 25 + \sqrt{225}$

$= 25 + 15 = \underline{40}$ A1 c.a.o.

2. $\dfrac{(a^{1/3} \cdot b^{-1/2})^3}{a^{-2/3} \cdot b^{1/2}} = \dfrac{(a^{1/3})^{\times 3} \cdot b^{-1/2 \times 3}}{a^{-2/3} \cdot b^{1/2}}$ M1

$= a^{1 - -2/3} \cdot b^{-3/2 - 1/2}$ M1

$= a^{5/3} \cdot b^{-2}$ M1

$\therefore \underline{x = 5/3}, \underline{y = -2}$ A1 for both correct

3. $p^2 + q^2 + 2pq - 2p - 2q$

$(p+q)^2 - 2(p+q)$ B1 B1

$(p+q)(p+q) - 2(p+q)$ B1

$\underline{(p+q)(p+q-2)}$ B1

4. $(3a+1) - (9+2a) \leq 5$ M1

$3a + 1 - 9 - 2a \leq 5$ M1

$a - 8 \leq 5$

$a \leq 5 + 8$ M1

$\underline{a \leq 13}$ A1 /04

5. $A = \dfrac{1}{\det A^{-1}} \text{adj } A^{-1}$

$\det A^{-1} = (3 \times 4) - (2 \times 5)$ M1

$= 12 - 10$

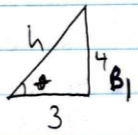
$= 2$ A1

$A = \frac{1}{2}\begin{pmatrix} 4 & -5 \\ -2 & 3 \end{pmatrix}$ M1✓ for c's 2

$= \underline{\begin{pmatrix} 2 & -5/2 \\ -1 & 3/2 \end{pmatrix}}$ A1

7. $3 \tan\theta = 4$

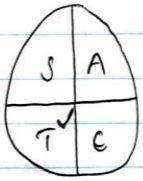
$\tan\theta = 4/3$



$h^2 = 4^2 + 3^2$ M1

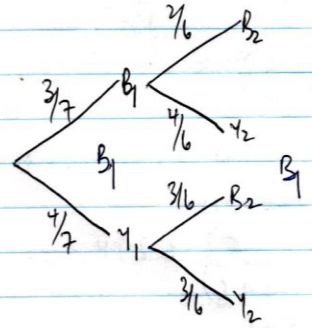
$h^2 = 16 + 9$

$h = \sqrt{25} = 5$ A1



$\cos\theta = \underline{-3/5}$ A1

8.



$P(B_1 \cap B_2) = 3/7 \times 2/6$ M1 $= \underline{1/7}$ A1

9. $\angle PQR = 90^\circ$ B_1

$90^\circ + 38^\circ + \angle RPS + 29^\circ = 180^\circ$ M_1

$\angle RPS = 180 - 157$ M_1

$= 23^\circ$ A_1 /04

10. total for 4 nos. $= 4 \times 20 = 80$ B_1

$\frac{80 + (x+2) + (x+3)}{6} = 30$ M_1

$80 + 2x + 5 = 180$

$2x + 5 = 180 - 80$

$2x + 5 = 100$

$2x = 95$ M_1

$x = 47.5$ A_1 /04

11.

MARKS	F	f	x	fx	class boundaries
20-29	6	6	24.5	147	19.5-29.5
30-39	13	7	34.5	241.5	29.5-39.5
40-49	21	8	44.5	356	39.5-49.5
50-59	31	10	54.5	545	49.5-59.5
60-69	40	9	64.5	580.5	59.5-69.5
70-79	46	6 B	74.5	447 M	69.5-79.5
80-89	49	3	84.5	253.5	79.5-89.5
90-99	50	1	94.5	94.5	89.5-99.5
		$\Sigma f =$ B		$\Sigma fx = 2645$	A

$\text{mean} = \frac{\Sigma fx}{\Sigma f} = \frac{2645}{50}$ M_1

$= 52.9$ A_1

$\text{mode} = L_m + \left(\frac{d_1}{d_1 + d_2}\right) w$

$49.5 + \left(\frac{2}{2+1}\right) \times 10$ M_1

$49.5 + 6.667$

$= 56.17$ A_1

a) Object $= (M.O.T.)^{-1} \times$ Image

$M^{-1} = \frac{1}{\det.M} \text{adj}.M$

$\det.M = (4 \times -2) - (-2 \times 3) = -8 + 6$

$= -2.$ M_1 for -2

$M^{-1} = \frac{1}{-2}\begin{pmatrix} -2 & 2 \\ -3 & 4 \end{pmatrix}$ A_1 for M^{-1}

Object $= \frac{1}{-2}\begin{pmatrix} -2 & 2 \\ -3 & 4 \end{pmatrix}\begin{pmatrix} 2 & 14 & 6 \\ 1 & 10 & 2 \end{pmatrix}$ M_1 ✓ for c's M^{-1}

$= \frac{1}{-2}\begin{pmatrix} -2 & -8 & -8 \\ +10 & -2 & -10 \end{pmatrix}$

$= \begin{pmatrix} 1 & 4 & 4 \\ 1 & 1 & 5 \end{pmatrix}$ A_1

$P(1,1)$ $Q(4,1)$ $R(4,5)$. A_1 for all correct

b) Image $= M.O.T. \times$ object

$= \begin{pmatrix} 1 & 0 \\ 0 & 7 \end{pmatrix}\begin{pmatrix} 2 & 14 & 6 \\ 1 & 10 & 2 \end{pmatrix}$ M_1

$= \begin{pmatrix} 2 & 14 & 6 \\ 7 & 70 & 14 \end{pmatrix}$ A_1

$P''(2,7)$ $Q''(14,70)$ $R''(6,14)$ A_1 for all correct

c) $NM = \begin{pmatrix} 1 & 0 \\ 0 & 7 \end{pmatrix}\begin{pmatrix} 4 & -2 \\ 3 & -2 \end{pmatrix}$

$= \begin{pmatrix} 4 & -2 \\ 21 & -14 \end{pmatrix}$ M_1 for $\begin{pmatrix} 4 & -2 \\ 21 & -14 \end{pmatrix}$

$(NM)^{-1} = \frac{1}{\det(NM)} \times \text{adj}.(NM)$

$\det(NM) = (4 \times -14) - (21 \times -2)$

$= -56 + 42$

$= -14$ M_1 for -14

$(NM)^{-1} = -\frac{1}{14}\begin{pmatrix} -14 & 2 \\ -21 & 4 \end{pmatrix}$ M_1

$= \begin{pmatrix} 1 & -\frac{1}{7} \\ \frac{3}{2} & -\frac{2}{7} \end{pmatrix}$ A_1

/12

15 a) (i) $C = BA = \begin{pmatrix} 8 & 4 \\ 0 & 2 \end{pmatrix}\begin{pmatrix} 2 & -7 \\ 1 & -4 \end{pmatrix}$

$= \begin{pmatrix} 20 & -72 \\ 2 & -8 \end{pmatrix}$ B1

$C^{-1} = \frac{1}{\det C} \times \text{adj}\cdot C$

$\det C = (20\times -8) - (2\times -72)$ M1

$= -160 + 144$

$= -16.$ A1

$C^{-1} = \frac{1}{-16}\begin{pmatrix} -8 & 72 \\ -2 & 20 \end{pmatrix}$ M1

$= \begin{pmatrix} 1/2 & -9/2 \\ 1/8 & 5/4 \end{pmatrix}$ A1

(ii) $C + \frac{1}{2}B = \begin{pmatrix} 20 & -72 \\ 2 & -8 \end{pmatrix} + \frac{1}{2}\begin{pmatrix} 8 & 4 \\ 0 & 2 \end{pmatrix}$

$= \begin{pmatrix} 20 & -72 \\ 2 & -8 \end{pmatrix} + \begin{pmatrix} 4 & 2 \\ 0 & 1 \end{pmatrix}$ M1

$= \begin{pmatrix} 24 & -70 \\ 2 & -7 \end{pmatrix}$ A1

b) $5x + 3y = 7$

$2x - 4y = 3$

$\begin{pmatrix} 5 & 3 \\ 2 & -4 \end{pmatrix}\begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} 7 \\ 3 \end{pmatrix}$ B1

$\begin{pmatrix} -4 & -3 \\ -2 & 5 \end{pmatrix}\begin{pmatrix} 5 & 3 \\ 2 & -4 \end{pmatrix}\begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -4 & -3 \\ -2 & 5 \end{pmatrix}\begin{pmatrix} 7 \\ 3 \end{pmatrix}$ M1

$\begin{pmatrix} -26 & 0 \\ 0 & -26 \end{pmatrix}\begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -37 \\ 1 \end{pmatrix}$ M1

$-26x = -37$, $-26y = 1$

$x = \frac{37}{26}$ A1 $y = -\frac{1}{26}$ A1

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16 a) $7c + 1g = 40{,}000$ M1

$6c + 4g = 39{,}000$ M1 M1

$\Rightarrow 6(7c + g = 40{,}000)$

$7(6c + 4g = 39{,}000)$

$42c + 6g = 240{,}000$

$42c + 28g = 273{,}000$ $\ominus$ M1

$-22g = -33{,}000$ M1

$g = 1{,}500.$ A1

But $7c + g = 40{,}000$

$7c = 40{,}000 - 1500$ M1

$\frac{7c}{7} = \frac{38500}{7}$ M1

$c = 5{,}500$ A1

b) $4c + 4g = 4(5500) + 4(1{,}500)$ M1

$= 22{,}000 + 6000$ M1

$= \text{shs } 28{,}000$ A1

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MATHEMATICS PAPER TWO 456/2
UCE MARKING GUIDE 2023

1. Let the no. be x

$\therefore 144 \times 12 = 48x$ M1 M1

$\frac{48x}{48} = \frac{1728}{48}$ M1

$x = 36$ A1/04

2. $\overrightarrow{PQ} = \overrightarrow{OQ} - \overrightarrow{OP}$

$\begin{pmatrix}-3\\5\end{pmatrix} = \overrightarrow{OQ} - \begin{pmatrix}2\\9\end{pmatrix}$ M1

$\overrightarrow{OQ} = \begin{pmatrix}-3\\5\end{pmatrix} + \begin{pmatrix}2\\9\end{pmatrix} = \begin{pmatrix}-1\\14\end{pmatrix}$ A1

$|\overrightarrow{OQ}| = \sqrt{-1^2 + 14^2}$ M1

$= \sqrt{1+196}$

$= \sqrt{197}$

$= 14.036$

$= 14.04$ units A1/04

3. a) let $y = 3x^2 - 2$

$y + 2 = 3x^2$

$x^2 = \frac{y+2}{3}$

$x = \sqrt{\frac{y+2}{3}}$

$\therefore g(x) = \sqrt{\frac{x+2}{3}}$. B2

b) $g(25) = \sqrt{\frac{25+2}{3}} = \sqrt{\frac{27}{3}}$ M1

$= \sqrt{9}$

$= \pm 3$ A1/04

4. $\frac{\log\left(\frac{125 \times 49}{25 \times 7}\right)}{\log 35}$ M1

$\frac{\log\left(\frac{6125}{175}\right)}{\log 35}$ M1

$= \frac{1}{1}$ A1/04

5. 1 cm on map rep. 250,000 cm

1 cm on map rep. $\frac{250,000}{100,000}$ km

1 cm on map rep. 2.5 km M1

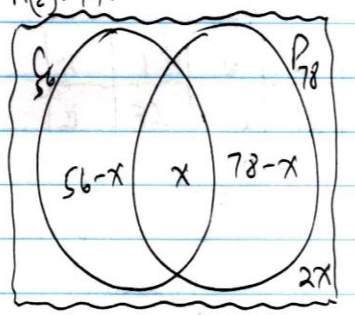
$(1\text{cm})^2$ on map rep. $(2.5\text{km})^2$

1cm^2 on map rep. 6.25km^2 M1

4.8cm^2 on map rep. 4.8×6.25 M1

$= 30\text{km}^2$ A1/04

6. $n(\xi) = 140$



B2 for all correct

B1 for 2-3 regions.

B0 for less than 2.

$56 - x + x + 78 - x + 2x = 140$ M1

$x = 140 - 134$

$x = 6$ A1/04

7. $100 - 8 = 92\%$ B1

$\frac{92}{100} \text{ of } y = 6,900,000$ M1

$y = \frac{6,900,000 \times 100}{92}$ M1

$y =$ shs. 7,500,000 A1/04

8. Volume $= \frac{1}{3}\pi r^2 h$; $r = \frac{d}{2} = \frac{21}{2} = 10.5\,cm$ B1

$\therefore \frac{1}{3} \times \frac{22}{7} \times (10.5)^2 \times h = 5544$ M1 M1

$2425.5h = 116{,}424$

$h = 48\,cm$ A1 / 04

9. $y \propto \frac{1}{x}$ B1 $\Rightarrow y = \frac{k}{x}$

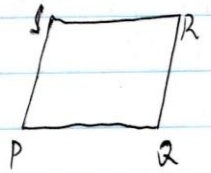
$12 = \frac{k}{6}$

$\Rightarrow k = 72$ B1

$\therefore yx = 72$

x	1 B1	6	4
y	72	12	18 B1

10.



$\overrightarrow{PS} = \overrightarrow{QR}$

$\overrightarrow{OS} - \overrightarrow{OP} = \overrightarrow{OR} - \overrightarrow{OQ}$

$\begin{pmatrix} x \\ y \end{pmatrix} - \begin{pmatrix} 0 \\ -1 \end{pmatrix} = \begin{pmatrix} 2 \\ 3 \end{pmatrix} - \begin{pmatrix} 2 \\ -5 \end{pmatrix}$ M1

$\begin{pmatrix} x \\ y+1 \end{pmatrix} = \begin{pmatrix} 0 \\ 8 \end{pmatrix}$ M1

$x = 0$, $y + 1 = 8$ M1

$y = 7$

$\therefore S(0, 7)$ A1

$\overrightarrow{PQ} = \overrightarrow{SR}$

$\overrightarrow{OQ} - \overrightarrow{OP} = \overrightarrow{OR} - \overrightarrow{OS}$

$\begin{pmatrix} 2 \\ -5 \end{pmatrix} - \begin{pmatrix} 0 \\ -1 \end{pmatrix} = \begin{pmatrix} 2 \\ 3 \end{pmatrix} - \begin{pmatrix} x \\ y \end{pmatrix}$

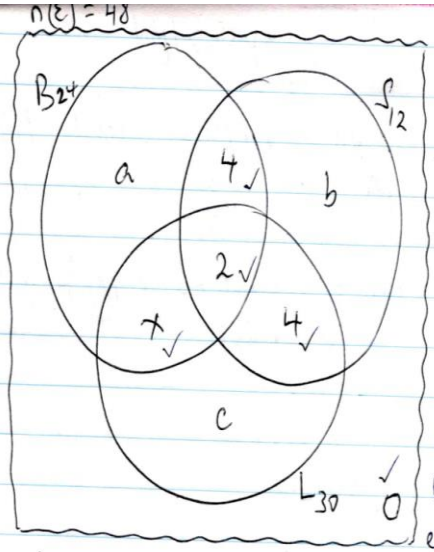
$\begin{pmatrix} 2 \\ -4 \end{pmatrix} = \begin{pmatrix} 2-x \\ 3-y \end{pmatrix}$

$2 = 2 - x$; $-4 = 3 - y$

$x = 0$ $y = 7$

$S(0, 7)$

11. $n(\varepsilon) = 48$



B-black
S-short tails
L-long hair

B8 i.e. B1 for each correct region.

$b + 4 + 2 + 4 = 12$

$b = 2$

$a + 4 + 2 + x = 24$; $b + x + 2 + 4 = 30$

$a = 18 - x$ $c = 24 - x$

b) $\therefore 24 + 2 + 4 + 24 - x = 48$ M1

$54 - x = 48$

$-x = -6$

$x = 6$ A1

$\therefore$ 6 dogs have long hair, are black with ~~short~~ long tails.

c) $P(E) = \frac{6}{48} = \frac{1}{8}$ M1 A1

12. a) (i). $g(y) = 3y + 2$

$gh(y) = 6y + 11$

let $h(y) = a$. B1

$g[h(y)] = g(a) = 3a + 2 = 6y + 11$ M1 M1

$3a = 6y + 9$

$a = 2y + 3$ A1

$\therefore h(y) = 2y+3$

(ii) $h(0) = 2(0)+3$ M1

$= 3$ A1

b) (i) $f(x) = 2 + \log x = 4$ M1

$\log x = 2$

$10^2 = x$

$x = 100$ A1

(ii) $gf(100) = g[f(100)]$

$= g(2+\log 100)$ M1

$= g(2+2) = g(4)$ A1

$= 2(10^4)+3$ M1

$= 20000+3$

$= 20003$ A1

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13. a) $C \propto K+n$.

$C = K_1 + K_2 n$ B1

$\Rightarrow 600,000 = K_1 + 50K_2$ M1

$1,080,000 = K_1 + 100K_2$ ⊖ M1

$-480,000 = -50K_2$ M1

$\frac{-480,000}{-50} = \frac{-50K_2}{-50}$

$K_2 = 9600$. A1

But $600,000 = K_1 + (50 \times 9600)$

$K_1 = 120,000$ A1

$\therefore C = 120,000 + 9600n$ A1

b) $C = 120,000 + (9600 \times 200)$

$= \text{shs. } 2,040,000$. M1

$S.P. = 200 \times 18,000$

$= \text{shs. } 3,600,000$ M1

$\text{Tax} = \frac{10}{100} \times 3,600,000 = \text{shs. } 360,000$ M1

$\therefore \text{Profit} = 3,600,000 - 2,040,000 - 360,000$ M1

$= \text{shs. } 1,200,000$ A1

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14. a) (i) $|\overrightarrow{AB}| = \sqrt{(-8)^2 + (15)^2}$ M1

$= \sqrt{64+225}$

$= \sqrt{289}$

$= 17 \text{ units}$ A1

(ii) $\overrightarrow{AB} = \overrightarrow{OB} - \overrightarrow{OA}$

$\begin{pmatrix}-8\\15\end{pmatrix} = \overrightarrow{OB} - \begin{pmatrix}10\\1\end{pmatrix}$ M1

$\overrightarrow{OB} = \begin{pmatrix}-8\\15\end{pmatrix} + \begin{pmatrix}10\\1\end{pmatrix} = \begin{pmatrix}2\\16\end{pmatrix}$

$B(2,16)$ A1

b) (i) $\overrightarrow{CD} = 3\overrightarrow{AB}$

$\overrightarrow{CD} = 3\begin{pmatrix}-8\\15\end{pmatrix} = \begin{pmatrix}-24\\45\end{pmatrix}$

$\overrightarrow{OD} - \overrightarrow{OC} = \begin{pmatrix}-24\\45\end{pmatrix}$

$\overrightarrow{OD} = \begin{pmatrix}-24\\45\end{pmatrix} + \begin{pmatrix}42\\16\end{pmatrix} = \begin{pmatrix}18\\61\end{pmatrix}$ M1

$D(18,61)$ A1

(ii) $\overrightarrow{AD} = \overrightarrow{OD} - \overrightarrow{OA}$

$= \begin{pmatrix} 18 \\ 61 \end{pmatrix} - \begin{pmatrix} 10 \\ 1 \end{pmatrix}$ = M1

$= \begin{pmatrix} 8 \\ 60 \end{pmatrix}$ A1

c) (i) $\overrightarrow{AE} = \overrightarrow{OE} - \overrightarrow{OA}$

$= \begin{pmatrix} k \\ 16 \end{pmatrix} - \begin{pmatrix} 10 \\ 1 \end{pmatrix}$ M1

$= \begin{pmatrix} k-1 \\ 15 \end{pmatrix}$ A1

(ii) $\lambda\overrightarrow{AE} = \overrightarrow{AD}$

$\lambda \begin{pmatrix} k-1 \\ 15 \end{pmatrix} = \begin{pmatrix} 8 \\ 60 \end{pmatrix}$ M1

$15\lambda = 60$

$\lambda = 4$.

$\lambda(k-1) = 8$

~~$\lambda(k-1) = 8$~~

$4(k-1) = 8$

$4k - 4 = 8$

$4k = 12$

$k = 3$ A1 /12

16. a) Allowances:

Marriage $= \frac{1}{20} \times 720{,}000 = 36{,}000$ B1

Housing $= \qquad = 30{,}000$

Medical $= \frac{180{,}000}{12} = 15{,}000$ B1

Lunch $= 1500 \times 30 = 45{,}000$ B1

Children $= 1 \times 20{,}000 = 20{,}000$

$1 \times 15{,}000 = 15{,}000$

Total allowances = 161,000 M1A1

Taxable income = Gross income − Allowances

$= 720{,}000 - 161{,}000$ M1

$=$ Shs. 559,000 A1

Amount	Tax
$120{,}000 - 0 = 120{,}000$	$\frac{0}{100} \times 120{,}000 = 0$
$250{,}000 - 120{,}000 = 130{,}000$	$\frac{13}{100} \times 130{,}000 = 16{,}900$ ✓
$430{,}000 - 250{,}000 = 180{,}000$	$\frac{24}{100} \times 180{,}000 = 43{,}200$ ✓ M1
$559{,}000 - 430{,}000 = 129{,}000$	$\frac{30}{100} \times 129{,}000 = 38{,}700$ M1

Total tax = Shs. 98,800 A1

b) $\frac{98{,}800}{720{,}000} \times 100$ M1

$= 13.72\%$ A1 /12

17. a) Area of base $= \pi r^2$.

$= 3.142 \times 6 \times 6$ B1 for 6m

$= 113.112\ m^2$ M1

Area of curved part $= 2\pi rh$

$= 2 \times 3.142 \times 6 \times 10$

$= 377.04\ m^2$ M1

Curved area of cone $= \pi rl$

$= 3.142 \times 6 \times 7.5$

$= 141.39$ M1

T.S.A. $= 113.112 + 377.04 + 141.39$ M1

T.S.A. = $631.542\ m^2$ A1

b) vol. of cylinder = $\pi r^2 h \times 10$

$= 3.142 \times 6 \times 6 \times 10$

$= 1131.12\ m^3$ M1

vol. of cone = $\frac{1}{3}\pi r^2 h$

$= \frac{1}{3} \times 3.142 \times 6^2 \times h$ M1

But $h^2 = 7.5^2 - 6^2$

$h^2 = 20.25$

$h = 4.5m.$ M1

vol. of cone = $169.668\ m^3$ M1

Total vol. = $1131.12 + 169.668$ M1

$= 1300.788\ m^3$ A1

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