

FORE WORD

On behalf of the Association of Catholic Education Institutions and Teachers in Kampala Archdiocese Executive Committee, we are proud to produce the 2nd edition of UACE Marking Guide booklet for ACIETKA Joint Mock Examinations for the year 2017.

The Mock was started in 2015, to unite Catholic Schools and promote academic excellence by sharing knowledge and skills.

The Examination mock activities are organized by the following committee members.

- | | |
|------------------------------|--------------|
| 1. Rev. Fr. Henry Kasasa | 0702 695 818 |
| 2. Mr. Mpagazi Raphael | 0772 907 408 |
| 3. Mr. Ddamulira Joseph | 0705 714 207 |
| 4. Mr. Mutumba Joseph | 0756 786 290 |
| 5. Mr., Akello Robert Abwola | 0772 674 331 |
| 6. Mr. Kayebe Joram | 0776 896 402 |
| 7. Mr. Atibuni Charles | 0781 326 955 |
| 8. Mr. Opolot Michael | 0772 859 850 |
| 9. Mr. Wafana Michael | 0785 877 877 |
| 10. Mr. Ntege Tadeo | 0774 895 162 |

Information to member schools is disseminated through the following Archdiocesan Zonal coordination schools;

- | | | |
|-------------------------------------|---|-------------------|
| 1. St. Joseph's Girls S.S. Nsambya | - | Kampala Zone |
| 2. Kisubi Mapeera S.S | - | Entebbe Zone |
| 3. St. Augustine's College – Wakiso | - | Wakiso Zone |
| 4. St. Maria Gorretti Katende | - | Mitala Maria Zone |

Once again I thank all schools for taking part in this year's Mock Examinations whose major purpose was to check the academic progress of the candidates and give them an extended trial assessment and feedback before the final examinations.

The marking guides are prepared in such a format that enables the school teachers and candidates know the points considered by the examiners while marking the various papers. However, the candidates should be reminded that the guides do not give the detailed form in which answers should be presented and therefore be used in consideration with the class notes, text books or subject teachers.

I wish every reader of this booklet the best understanding of the content there in an application for academic excellence.

Signed:



Mrs Jane Ssebuliba

CHAIRPERSON ACEITEKA EXAMINATIONS COMMITTEE

TABLE OF CONTENTS

1. Geography.....	P250/1,2,3
2. Entrepreneurship.....	P230/1,2,3
3. History	P210/1,2,3,6
4. Fine Art	P615/1,2,3
5. Economics	P220/1,2
6. General paper	S101/1
7. Sub-ICT	S850/1
8. Chemistry.....	P525/1,2,3
9. Biology.....	P530/1,2,3
10. Mathematics	P425/1,2
11. Physics	P510 /1,2,3
12. Sub-Math.....	S475/1
13. French	P330/2,3,4
14. Divinity.....	P245/1,2,3,4
15. Literature.....	P310/1,2,3
16. Agriculture.....	P515/1,2,3
17. Luganda.....	P360/1,2,3

N.B Guides for technical drawing are provided separately to those schools that Registered for the subject.

P250/1 PHYSICAL GEOGRAPHY
U.A.C.E 2017 MOCK MARKING GUIDE
GUIDELINES TO EXAMINERS

Section A marking is basically factual

Section B and C is marked by impression unless otherwise stated.

The impression is based on the following;

22+ - Excellent answer

18-21 - A very good answer

15 - 17 - Good but not outstanding

12 - 14 - Basic "A" level answer

9 - 11 - "O" level answer

1 - 8 - Rudimentary facts

00 - Completely Irrelevant

Read through all the work of the candidate while making comments before the awarding of marks. In case of doubt always consult your T/L. Avoid unnecessary crossing of marks.

Don't write in or cross the work of candidates. Be consistent and accurate in your marking.

NB: Alteration of marks in case of errors can only be done by the T/L.

QUESTION 1

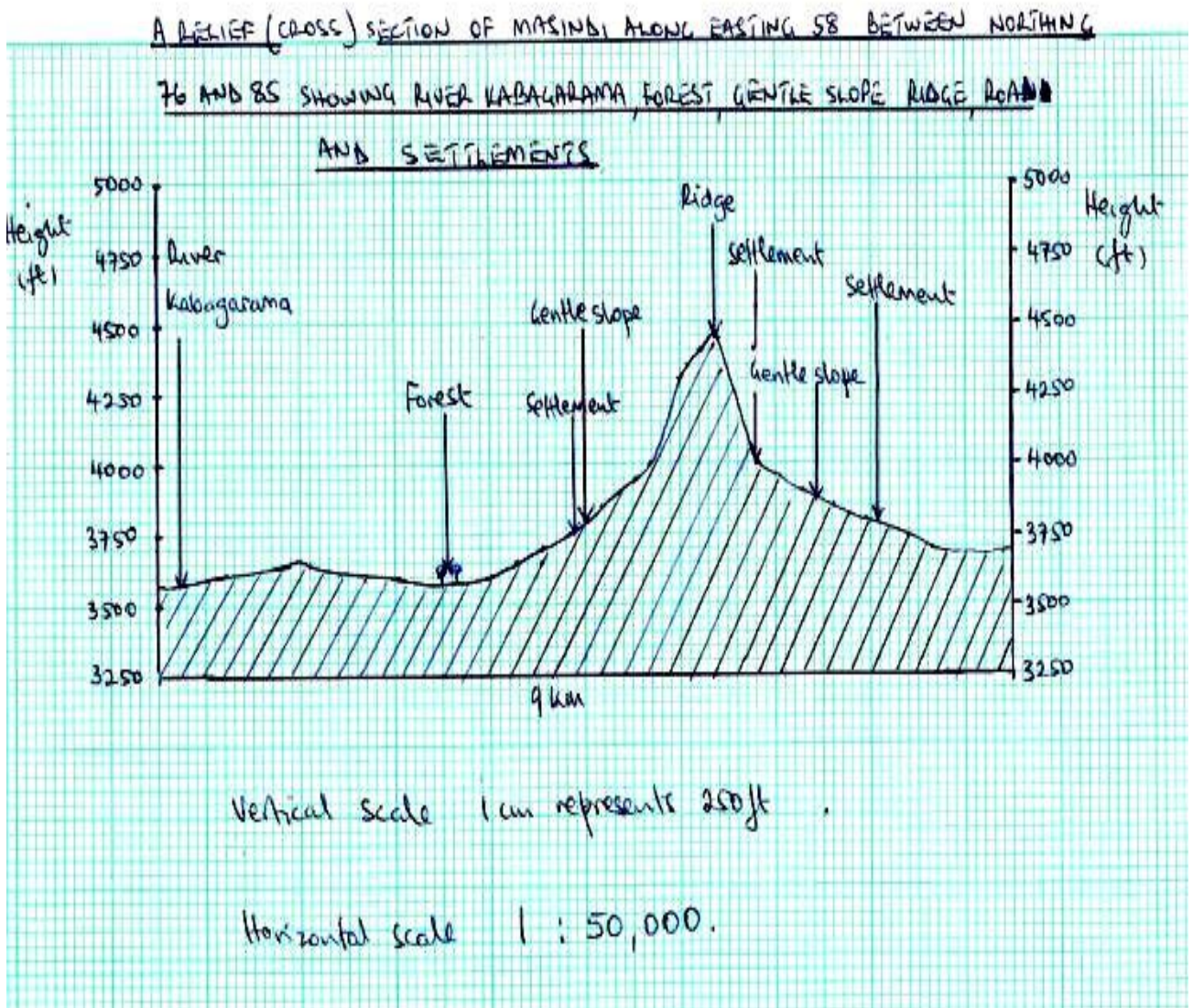
a) i) Physical feature at grid reference 553891 is river/river confluence River confluence

ii) Grid reference of Kibenya trigonometrical station 462782

b) i) 462782

N.B When the candidate is not accurate, loose the marks for the features.

N.B Students need to be specific on Qn (i)



Marginal in 4mm

Key * shading

Titla CVS

Scale correct/ frame/ consistent vertical scale in "O" level ½ s given

Horizontal distance i.e 400mm 76 – 85km (kms)

*Accuracy

*Arrows should touch with grind

* Each feature is a mark.

MI, T, H.D, sh, cvs

(10mrks)

$$\text{ii) Vertical exaggeration} = \frac{\text{vertical Scale (VS)}}{\text{Horizontal Scale (HS)}}$$

H.S - 1 : 50,000

V.S - 1 cm represents 250ft

1cm represents (250 x30) cm

1cm represents 7500cm

1 : 7500

$$\text{V.E} = \frac{\text{VS}}{\text{HS}}$$

$$= \frac{1}{7500} \div \frac{1}{50,000} \quad (2)$$

$$= \frac{1}{7500} \times \frac{50,000}{1}$$

$$= 33.33$$

= 33.3 times N.B A decimal point is needed/must 33.00.....

c) i) Describe settlement patterns in area covered by map extract.

Presented by built up areas e.g towns

- There is linear settlement along the roads like to the North of Rukondwa in South and near Kisanya in the | West.
- There is grid or planned settlement where settlements are planned like in Masindi Town in the | East and Kasokwa Estate in the West.
- There is clustered settlement in grid square 4879
- There is nucleated settlement at Bigando in the East (4)
- There is scattered settlement where settlements are dispersed like around Kayanjo in the West.

c) ii) Explain the factors which have influenced the distribution of settlements in area shown on the map.

1. **Relief:** - Gentle slopes have attracted settlement like there is Masindi Town and at Rukondwa in the South
- Steep slopes have discouraged settlement like on Fumbya ridge in the South.
2. **Transport:** - Roads attracted settlement like in Masindi Town and along Bujenje - Ihungu Road.
- Motorable trucks have attracted settlement like to the South of Kyokwanga in the North
- Areas without roads and Motorable trucks have discouraged settlement like at Kamwese in South East
3. **Drainage:** - Settlements are attracted in well drained areas like Masindi Town in West and Rukondwa in the South
- Swamps have discouraged settlement like at Nyangahyo in East and near Kakwese in South East

(In case a student says poor drained areas award the marks. N.B Students shouldn't do much bring ideas of patterns though we shall reward)

4. Kasokwa Estate in the West has attracted settlement because it offers employment opportunities
5. **Social Facilities:** - Social facilities have attracted settlement like school and Mission to South of Ikoba and dispensary near Bujenje in the South.

6. Budongo forest Reserve has discouraged settlement in the North West.

d.) Explain the factors which have influenced location of Masindi Town

- Economic activities - Social facilities

1. Town was attracted by dense population in the area
2. Attracted by availability of efficient transport and communication because of being a route centre of roads.
3. (Location in gentle sloping area) gentle slopes attracted settlement.
4. Presence of rivers Nyangahyo and Nyamuimule that provide water for domestic and industrial use.
5. Presence of industries like saw mill that attracted people seeking employment attracted people seeking employment
6. Location in rich agricultural area like Estate near the town that attracted people seeking employment
7. Social facilities like Schools, hospitals, Police station to offer security have attracted settlement leading growth of town
8. Commerce and trade has led to growth of Masindi town attracting many people etc.

N.B: if a student gives a wrong direction, you don't mark.

(03 x 1)

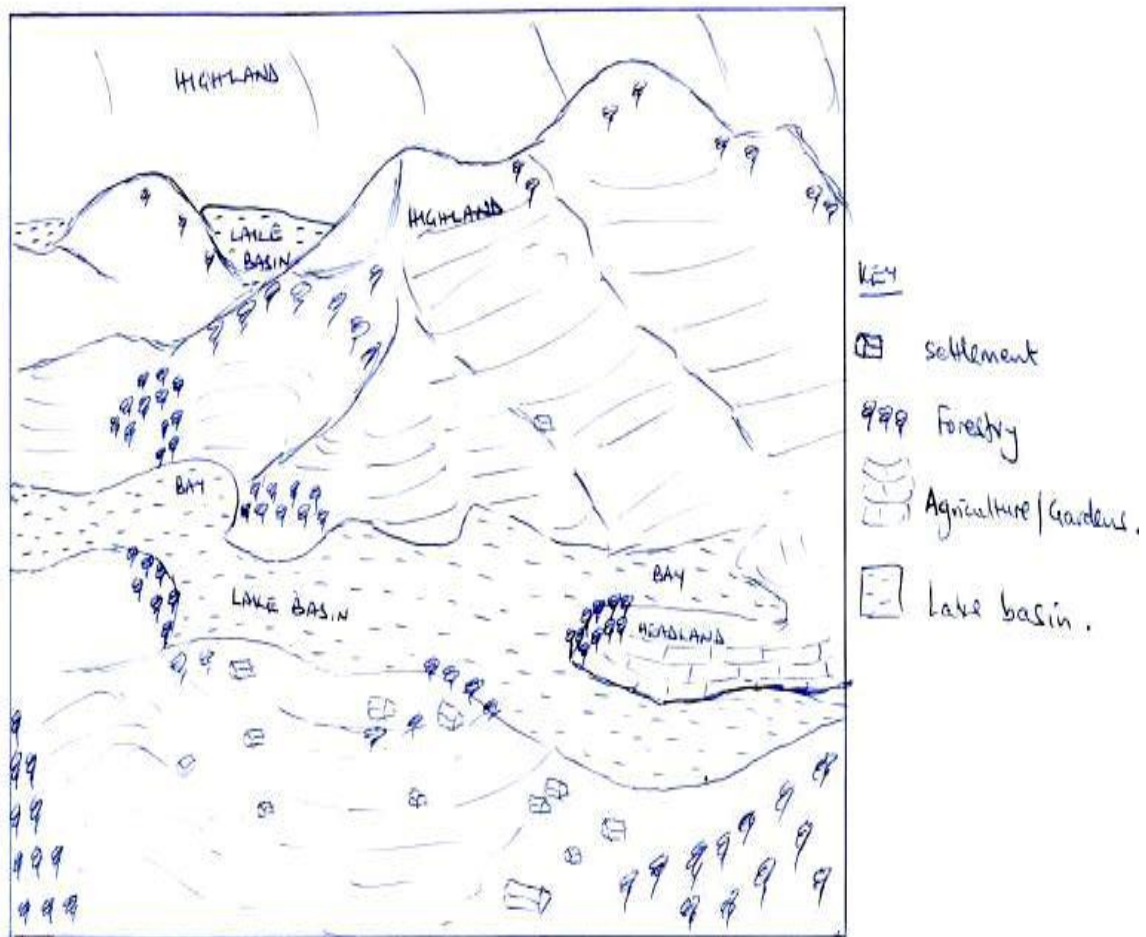
- Dense popn Vs town development e.g When a town is to be don't a demographic survey is 1st carried out.

(i) 750086 minor mark.

QUESTION:2

T8/12 Major mrk. - Minor mark - Major mark

A LANDSCAPE SKETCH OF THE PHOTOGRAPH SHOWING BAY, HEADLAND, LAKE BASIN, HIGHLAND AND LANDUSES.



- Marginal information (03mrks)

- Title - Frame - Labelling

(NB: If a student says lake its wrong but rather basin).

N.B Fishing is not a land use.

b) Processes for the formation of head land

- Headland is land projection into the water body
- It is formed as a result of wave erosion
- In an area with alternate hard and soft rocks
- Soft rocks are eroded by hydraulic action, Corrasion and solution leaving hard rocks projecting into sea/lake as head land

Illustration may be given

4 marks

c) i) Account for the land use types in the area shown in the photograph

SETTLEMENT IN FOREGROUND

- Because the area is gentle sloping suitable for the construction of settlements
- Because of fertile soil and heavy rainfall that has supported agriculture that attracted settlement in the area.

AGRICULTURE IN FOREGROUND AND MIDDLEGROUND

- Because Fertile soils to support crop cultivation
- Because of gentle slopes making cultivation easy
- Because of heavy rainfall suitable for growth of crops
- Because of settlement in area to provide food

FORESTRY IN RIGHT AND LEFT FOREGROUND AND MIDDLE GROUND

- Heavy rainfall that allows the growth of trees
- Steep slopes so that trees help in controlling soil erosion

3 x 1

- Some trees are around settlements to act as wind breaks and to provide fruits

Any 2x2 = (4 marks)

ii) Giving evidence explain the problems faced by people living in the area shown in the photograph

N.B Prove especially using the ground.

- There is severe soil erosion because of steep slopes in the middle ground and background
- There are destructive landslides because of steep slopes in the background
- There are severe floods when it rains because of the presence of a lake and surrounding lowlands in the middle ground
- There is a problem of harmful wild animals because of forests in left and right foreground and middle ground
- There is remoteness because of absence of roads
- Road construction is difficult because of steep slopes in the background
- There are harmful pests and diseases because of presence of lake in middle ground and forests in right and left fore ground and middle middle ground
- Shortage of land for agriculture because of steep slopes in the background
- Shortage of land for settlement because of steep slopes in the background

Decrease due to candidates' not extreme coldnors)

3 x 2

5 x 1 = 5 marks)

d) The photograph could have been taken from;

Kabale

Mitoma

Kisoro

Bunyaruguru

Kabarole

Area 1 mark

Reasons: - Because of presence of highlands

- Because of presence of the lake

Reason 1 mark

Total (25 marks)

QUESTION: 3

Account for the occurrence of landslides in any One highland area in East Africa

- **Candidates should identify highland area**
- **Define landslides**
- **Explain types of Landslides**
- **Explain the causes of Landslides**

MT. RWENZORI

- Landslides are fast movement of rocks and weathered materials under the influence of gravity. They especially occur under influence of rain water which increases weight increasing cohesion of materials and acting as a lubricant.

- Landslides include the following;

i) Talus creep

- This is fairly fast movement
- of angular waste rock materials of all sizes
- on a moderate slope.
- Talus sheets move enmass as a result of freeze thaw action

ii) Mudflow

- This is fast movement
- of semi liquid mud with gravels and boulders
- on moderate to steep slope.
- Common in arid and semi-arid areas as a result of torrential rains that produce large volumes of unconsolidated materials which is super saturated.

ROCK SLUMP

- This is fast movement
- of large masses of rocks and debris
- on steep slopes, cliffs, road cuttings
- occurs where massive rocks overly weak rocks that get saturated after heavy rains

ROCKSLIDE

- This involves fast movement
- of large masses of rocks and debris
- on steep slopes, cliffs or road cuttings
- Surface rocks slide on steep slopes like fault, road cutting etc. This may be accelerated by earthquakes and tremors or movement of objects e.g lorries, trailers etc.

ROCK FALL

- This involves very fast movement or fall
- of individual rocks and boulders
- on very steep slopes
- where there are jointed rocks affected by freeze thaw action

AVALANCHES

- This is fast movement (rapid descend)
- of mass of snow and ice (glaciers)
- on steep slopes of upper slopes of mountains
- Avalanches may be triggered by their own weight by undercutting at the foot of the slope, by the pressure exerted by water in the pores of snow or by earthquakes

NB: illustrations and diagrams required

Causes of landslides

1. Climate.

- Heavy rainfall saturates the top layers increasing the weight and reducing cohesion of materials of weathering rock leading to landslides like mudflow.
- The pounding effect of rain drops also destabilizes rock surfaces leading to landslides
- Temperature fluctuations lead to alternative freezing and thawing that result into talus creep and rock fall

2. Relief

- Moderate slopes encourage talus creep and mudflow
- Steep slopes encourage rock slump and rockslide
- Very steep slope encourage rock fall

3. Nature of rock/soil

- Massive hard rocks overlying weak rocks encourage rock slump
- Permeable rocks overlying impermeable rocks like in volcanic areas also lead to landslides
- Clay soils become slippery after absorbing water increasing weight leading to mudflow

4. **Earthquakes and Earth tremors** destabilise rocks and weathered materials leading to landslides like rockslide

5. **Heavy moving objects** like Lorries, trains cause vibrations that trigger off movements.

6. **Over loading of slopes/debris** accumulation on steep slopes

7. **Volcanicity**- overhurling of volcanic material which eventually fall down and destabilise the surface

8. **Over steepening** of slopes like due to river erosion

9. **Poor agricultural methods** like up and down ploughing over cultivation, overgrazing etc.

10. **Absence of vegetation** which may be due to causes like deforestation etc.

11. **Other human activities** that create steep slopes like mining and quarrying, construction etc

12. **Effect of living organisms** e.g burrowing animals that loosen the rock and soil, animals trampling the surface causing vibrations destabilising unconsolidated materials.

Impression marking 25 marks

QUESTION 4

a) Explain the causes of limited glacial activity in East Africa

- Glacial activity which is the action of moving ice and snow is limited to high mountains of East Africa namely; Rwenzori, Kilmanjaro and Kenya. This is because of following reasons;
- 1. Latitude: East Africa is located astride the equator leading to hot temperatures not suitable for accumulation of snow and Ice.
- 2. Altitude: East Africa has very few high mountains which are of 4500m the height above which there is accumulation of snow and ice in tropical regions. These are Kilmanjaro, Kenya and Rwenzori.
- 3. Relief: Some of the mountains are conical shaped like Kilmanjaro other with fall scarps like Rwenzori with steep slopes leading to limited accumulation of glaciers
- 4. Limited rainfall particularly on lee ward side of high mountains
- 5. Global warming leading to melting of some of the glaciers
- 6. Nature of rocks: Some of mountains have ancient hard rocks therefore limited boulders for abrasion.

(5 marks)

b) Describe the processes for the formation of the following glacial features in East Africa

i) Corrie

ii) Glacial trough

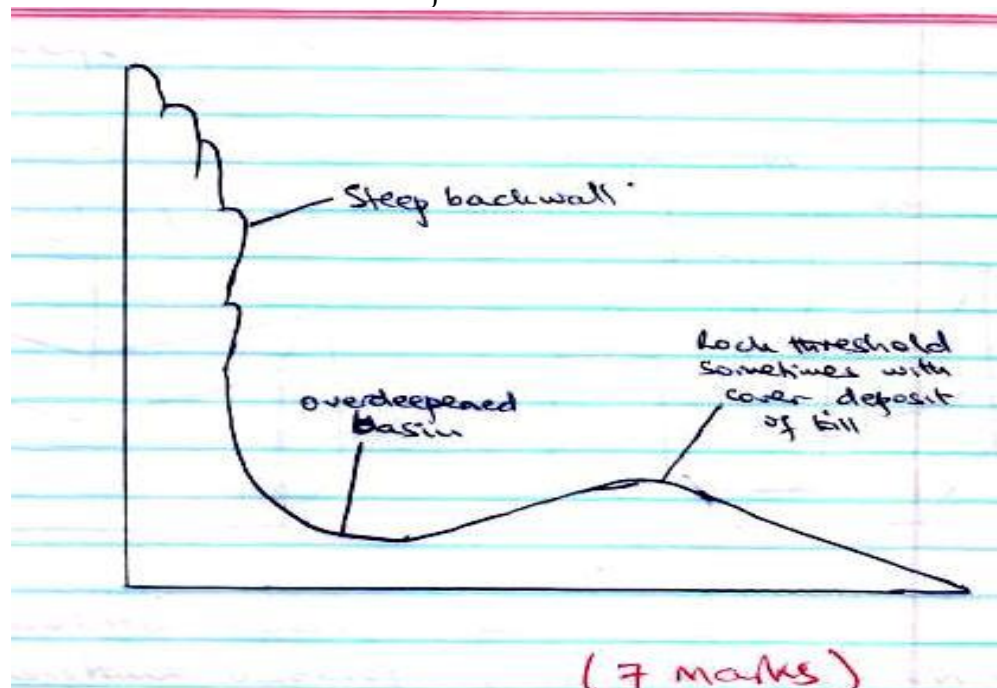
iii) Roche moutonne

N.B Student should identify.

-Shape (describe) - Describe final/process - illustrate e.g

a) CORRIE

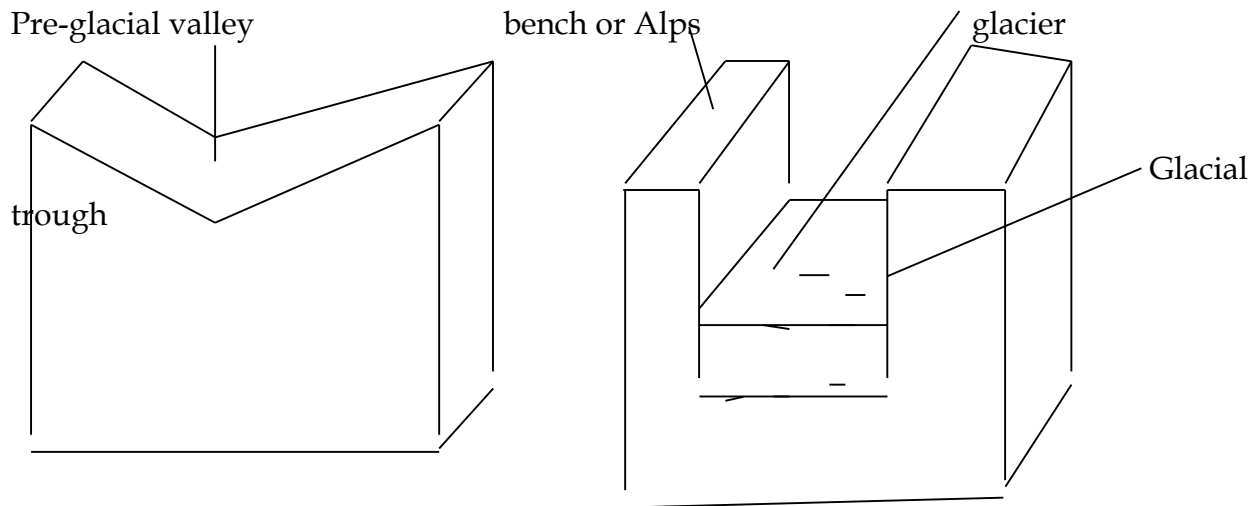
- Semi - circular steep sided basin or arm chair shaped depression formed due to glacial erosion
- Starts as a pre-glacial hollow which is initially affected by erosion and frost weathering that lead to extension of the depression a process known as basal sapping or backwall recession
- Plucking which is process by which frozen rock and any other loose rock fragments tear away from sides and bottom of the depression and
- Abrasion which is the process by which boulders and pebbles carried by glacier help to deepen and widen the depression forming the corrie
- The corrie may contain water from melting of glaciers forming lakes known as tarns.
- e.g Teleki tarn on Mt. Kenya, Lac Catherine, Lac Gris, Lac du Speke on Mt. Rwenzori and Mawenzi tarn on Mt. Kilimanjaro.



- Identify
- describe
- illustrate

b) GLACIAL TROUGH

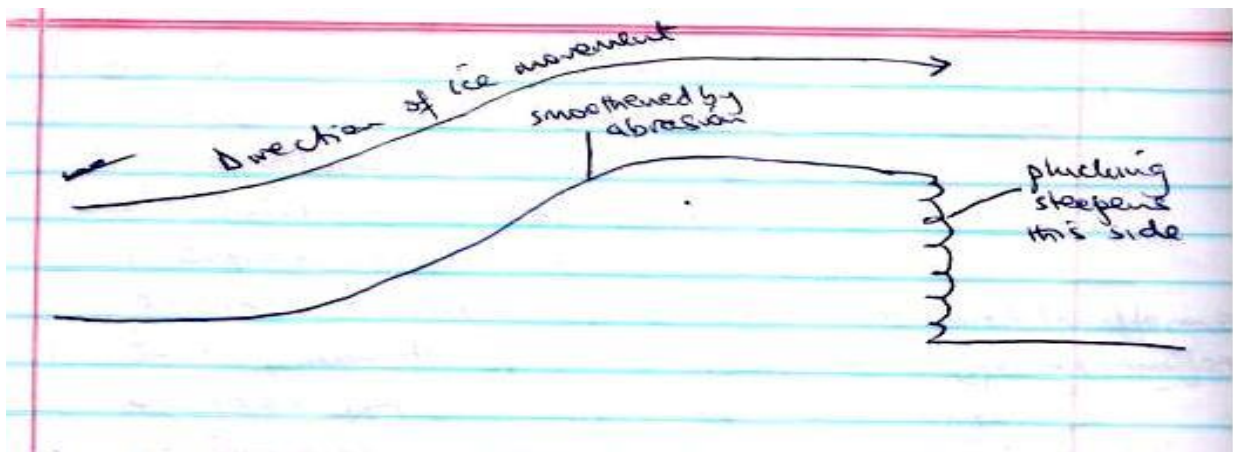
- This is broad steep sided u shaped valley which is flat bottomed formed as a result of glacial erosion
- Plucking which is the process by which frozen rock and any other loose rock fragments tear away from the sides and bottom of valley or depression in which the glacier is moving and
- Abrasion which is the grinding action of materials carried by glacier
- Widen and deepen the valley by vertical and lateral erosion
- Examples include Mobuku and Bujuku valleys on Mt. Rwenzori



(7 MARKS)

c) ROCHE MOUTONNE

- Resistant outcrop of hard rock smooth on the side facing the ice while the lee ward side is rugged
- Formed when the side facing the ice is affected by abrasion while
- Leeward side is affected by Plucking leaving it steep and rugged
- Examples can be seen in Mobuku valley on Mt. Rwenzori, Lenana glacier on Mt. Kenya and South of Mawenzi on Mt. Kilimanjaro.



(6 marks)

Total (25 marks)

QUESTION 5

To what extent does Darwin's theory explain the formation of coral landforms in East Africa?

Candidates should be able to;

1. Define coral reefs
2. State conditions for formation of coral landforms
3. Explain the process for formation of coral landforms
4. Identify the types of coral reefs
5. Show how Darwin's theory explain formation of coral Landforms
6. Explain other theories for formation of coral landforms
7. Give evaluations

- Coral reefs are limestone rocks made of skeletons of marine animals known as coral polyps. These skeletons are composed of calcium carbonate w/c is extracted with the sea H_2O

N.B Without evaluation it become "A" level basic (12-14)

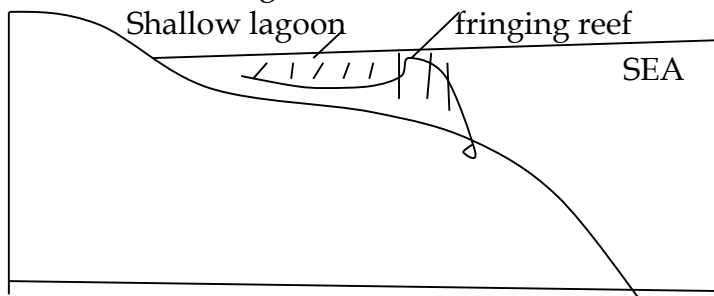
Conditions for formation of coral reefs include;

- Warm water of 20 – 30°C
 - Saline water of salinity of 27 – 40
 - Shallow water of not more than 60m deep to allow light to penetrate leading to a lot of plankton that attract coral polyps.
 - Clear, clean and well oxygenated water to allow light to penetrate leading to a lot of plankton that attract sea animals.
 - Calm water that allows accumulation of skeletons of coral polyps.
 - Variation in water levels
 - Presence of planktons like marine hills/ volcanic peaks on which corals accumulate
- Process oral reefs are formed when marine animals called coral polyps die
- They accumulate on continental shelf
 - They pile
 - They are compressed and compacted
 - They are cemented into hard rocks
- Process

Types of coral reefs friaging

i) Fringing reef/Neighbouring

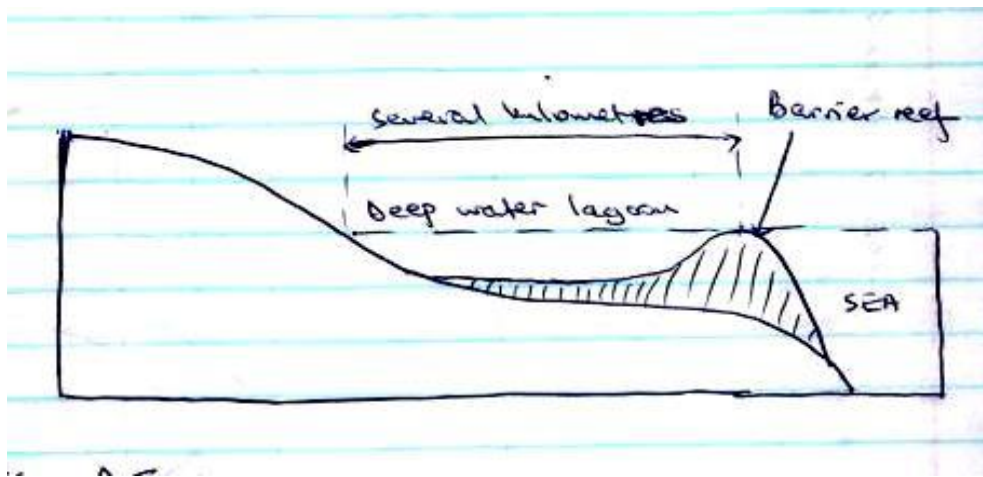
- Coral platforms connected to or near the coast
- Usually flat or slightly concave and its outer edge falls steeply to ocean floor
- Encloses shallow and narrow lagoon
- e.g. near Mombasa, Tanga and Kilifi



ii) Barrier reef

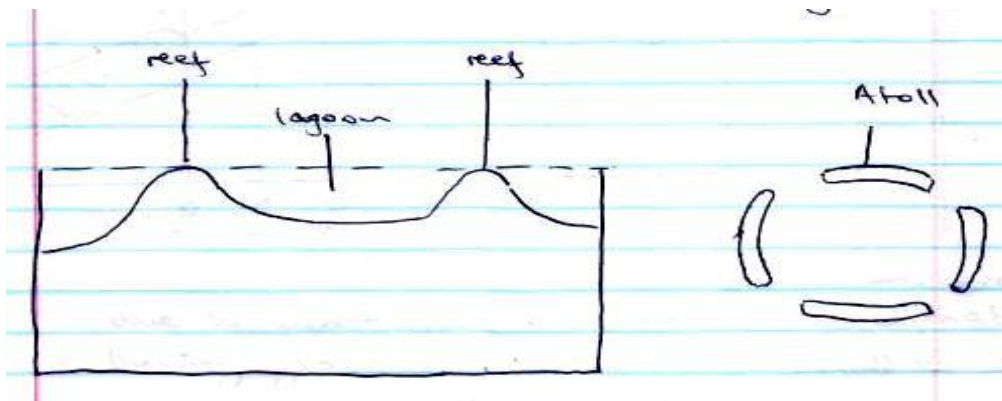
- located several kilometers from the coast
- separated from the coast by deep and wide lagoon
- e.g at Mayotte in Comoro islands

Diagram



iii) ATOLL

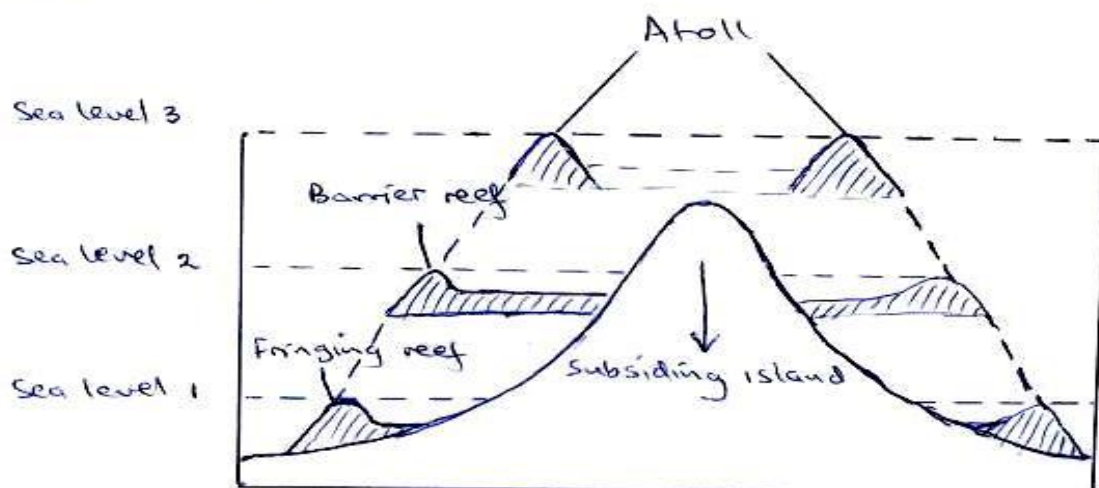
- Circular coral reef broken by narrow channels
- Encloses fairly deep lagoon which is flat or fairly flat
- e.g. Aldabara atoll in Indian Ocean between Zanzibar and Madagscar



DARWIN'S THEORY

- Originally there existed volcanic islands and peaks in the ocean
- Corals started growing on edges of islands as fringing reef
- As corals grew the volcanic island started subsiding
- Coral grew upwards and outwards keeping pace with subsidence
- Fringing reef turned into barrier reef and finally into atoll

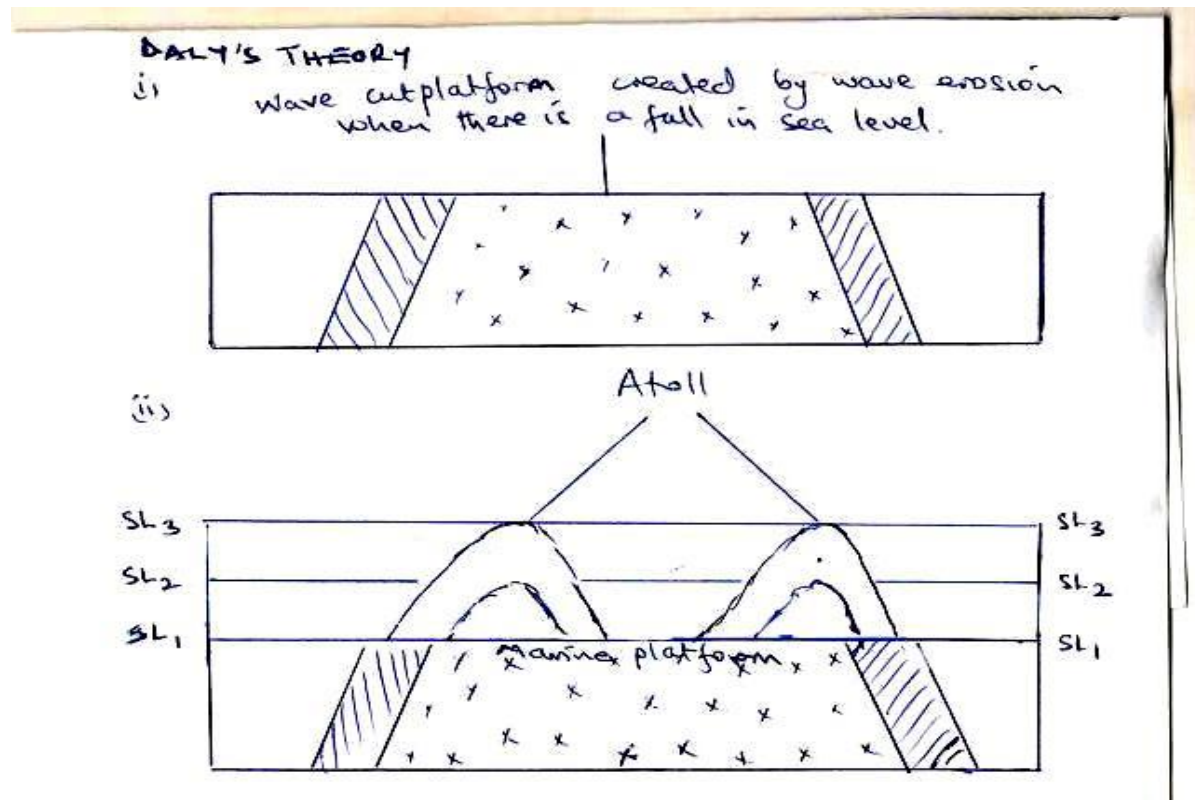
DARWIN'S THEORY



However there are other theories

DALY'S THEORY

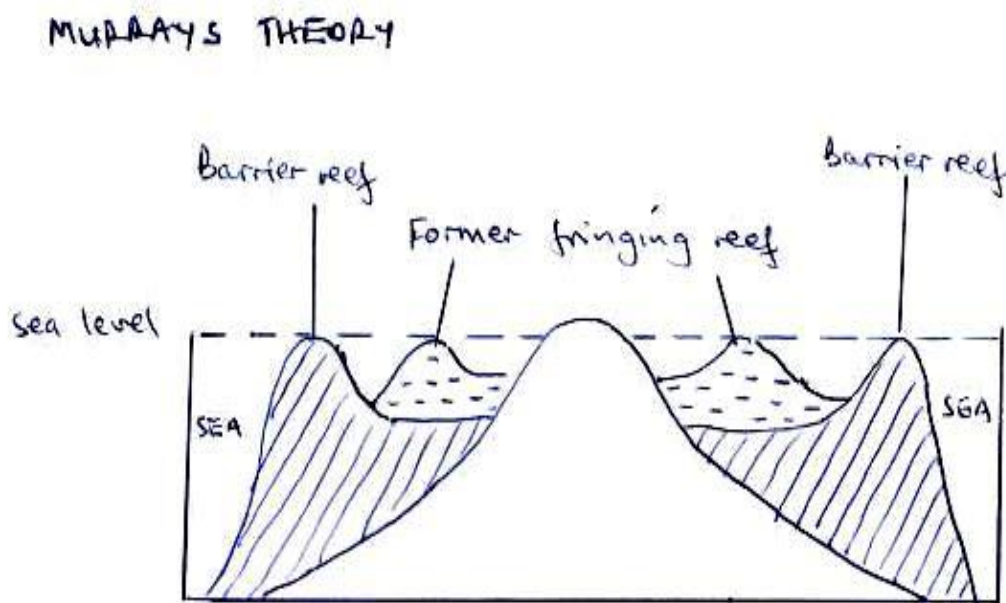
- This theory is based on changes in sea level due to quaternary oscillations of climate
- During glaciation when there was fall in sea level all pre-glacial coral reefs, marine islands and volcanic peaks were eroded by waves to sea level
- This provided flat platform for upward growth of corals
- During deglaciation ice sheets melted releasing water to sea leading to increase in sea level.
- Corals grew upwards and outwards keeping pace with increase in sea level



MURRAY'S THEORY

- According to Murray there existed stable submarine platforms on which corals accumulated at depth of less than 60m
- As the fringing reef grew upwards and outwards the seaward side was pounded by waves so that masses of coral fragments accumulated on the seaward side where they were cemented into hard rocks.
- Corals of inner side died due to lack of food and got dissolved forming a deep lagoon

- In the process the fringing reef was transformed into barrier reef and finally into a toll



Impression marking (25 marks)

QUESTION 6

a) What is an Air Mass?

- An air mass is a large volume of air whose humidity and temperature conditions are fairly uniform and covers a large surface layer. It develops in an area which has uniform relief and is extensive like desert surface or ocean surface.
 - An air mass has uniform humidity conditions throughout the air mass
 - An air mass has uniform temperature conditions in the entire air mass
 - An air mass moves from region of high pressure to low pressure at relatively slow speed
 - An air mass originates from definite sources known as source regions
- From hot low latitudes is called tropical air mass characterized by hot/warm temperature conditions
 - From high latitudes is called Polar air mass and is characterized by cold temperatures
 - From very very high latitudes areas like Greenland and Antarctica is characterized by very cold temperatures.
- Air masses blowing over land surface are called continental air masses and are usually dry with low humidity while those blowing over water surface are maritime air masses which are moist with high humidity.

(7 marks)

b) Examine the influence of Air masses on the climate of East Africa

Air masses that influence the climate of East Africa include; i) South East trade Winds
ii) North East Trade winds
iii) Westerlies

SOUTH EAST TRADE WINDS

- Climate - Temperature - Rainfall - Humidity - Resource

- Is a tropical maritime air mass from the Indian Ocean and influences climate in the following ways;
 - Picks water vapour from Indian Ocean leading to high humidity on East African Coast
 - Leads to dense cloud cover on East African coast
 - Leads to heavy rainfall on East African coast

- iv) Passes over warm Mozambique current leading to hot temperatures 24 – 35°C on the East African coast
- v) When it traverses across Tanzania it loses moisture leading to hot, dry conditions with clear skies in central Tanzania.
- vi) Picks water vapour from Lake Victoria leading to high humidity, dense cloud cover and heavy rainfall on Northern and Northern Eastern shores of Lake Victoria.

NORTH EAST TRADE WINDS

- Originates from Asian land mass thus has little water vapour
- i) Leads to low humidity in northern parts of East Africa
- ii) Leads to low cloud cover in northern parts of East Africa
- Leads to low and unreliable rainfall in northern parts of East Africa
- iii) When they descend Ethiopian highlands they warm up leading to hot temperatures in Karamoja Turkana land and Northern Kenya.

Note: When the North East trade winds and South East trade winds meet at ITCZ the warmer one rises there is cooling, formation of clouds and heavy rainfall accompanied by lightening and thunderstorms.

WESTERLIES

- Originate from Congo basin with dense forests
- i) They lead to high humidity in Western parts of East Africa because of picking water vapour from Congo forest.
- ii) They lead to dense cloud cover in Western parts of East Africa
- iii) They lead to heavy rainfall in some parts of Western parts of East Africa
- iv) However when they descend some highland areas in western parts of East Africa they lead to low cloud cover, low rainfall and hot temperatures like some parts of Kasese and Lake Albert flats.

Impression marking (18marks)

QUESTION 7

a) Account for the growth of Savanna grasslands in East Africa

- Candidates should identify areas where there is Savanna grassland vegetation
- State the characteristics of savanna grasslands
- Explain the reasons for growth of Savanna grassland vegetation
- This is most dominant vegetation in East Africa
- It is found in Northern Uganda, western Rift valley in Uganda, Nyika Plains in Kenya and around Bukoba in Tanzania
- Savanna grassland is characterized by tall grass of 1m. In some cases grass is 3-4 metres
- Elephant and spear grass are common
- Grass dries up during dry season and turns brown.
- They are scattered relatively short trees
- Trees are umbrella shaped
- Trees are deciduous, shedding off leaves during the dry season
- Trees have small leaves to reduce on evapotranspiration
- Dominant tree species are acacia and Baobab
- Trees and grass are drought and fire resistant.

Factors for growth of Savanna grassland

CLIMATE: - Moderate rainfall of 500 – 750mm

- Hot temperatures of around 27°C
- Moderate humidity of 40 – 50%

ALTITUDE: Grows below 1800 metres above sea level. At this height there are hot temperatures and Moderate rainfall suitable for growth of grasslands

RELIEF: Grows in lowlands areas and gentle sloping areas like Northern Uganda and Rift valley areas

SOILS: Grows where there are fairly fertile soils like those of Northern Uganda, Bukoba area and Nyika plains

Soils. N.B Not fertile but fairly fertile.

DRAINAGE: Savanna grasslands grow in areas which are well drained

BIOTIC FACTORS

- Cutting trees for timber, fuel and other uses have turned forests into Savanna grasslands
- Pests and diseases like termites have eaten trees leading to growth of grasslands e.g Nakasongola
- Wild animals in National Parks/Game reserves like in Queen Elizabeth National Park have turned forests into grasslands.
- Government policy of conservation in form of National Parks and game reserves like Queen Elizabeth N.P, Serengeti N.P and Tsavo N.P has led to growth of savanna grasslands

Impression marking (15 marks)

b) Explain the problems associated with land use in Savanna grassland areas of East Africa

Candidates should identify land use and associated problems

CULTIVATION OF ANNUAL CROPS

- Low rainfall and drought leading to failure of crops
- Pests and diseases
- Wild animals and birds destroying crops particularly near national parks/Game reserves
- Poor transport and communication

LIVESTOCK REARING/NOMADIC PASTORALISM

- Shortage of pasture and water due to drought
- Poor pastures
- Poor transport and communication to transport livestock products
- Diseases and pests due to communal grazing
- Fires
- Inadequate market

NATIONAL PARKS/GAME RESERVES (WILDLIFE CONSERVATION)

- Wild fires/fires started by man
- Poaching
- Encroachment for crop cultivation, grazing
- Poor transport and communication

BEE KEEPING

- Wild fires
- Wild animals
- Inadequate market

TRANSPORT

- These are poor murram roads which are dusty with pot holes during dry season while when it is during the rainy season they are muddy and impassible
- In some cases during the rainy season in Savanna lowlands roads are cut off by floods

SETTLEMENT

- Shortage of water during the dry season
- Long periods of drought lead to failure of crops, shortage of food and famine
- There is a problem of poor transport and communication

ANY 5 X 2 (10 MARKS)

QUESTION 8:

To what extent has topography influenced the formation of soil types in East Africa?

Approach

- Define soil
- Identify soil types in East Africa
- Explain role of topography in soil type formation
- Explain the role of other factors

- **Evaluation**

- Soil is a loose thin surface layer of the top of earth crust. it is made up of mineral rock particles decomposing organic matter or humus, air and water and living organisms like bacteria, fungi and worms

- In East Africa there are numerous soil types

ZONAL SOILS

- These are soils mainly governed by climatic factors working hand in hand with the vegetation types
- There are mature soils with mature soil profiles
- They are well drained soils formed in areas with good drainage
- These are soils found on gentle slopes and low land areas of east Africa
- They are of two types. Pedalfers rich in Iron and Aluminium and pedocals rich in calcium.
- The types depend on climatic regions
- In hot and wet areas there are latosols or laterites
- In areas of seasonal rainfall there is black earth or chernozem with humus because of limited leaching
- In hot and dry areas there is formation of chesnut soils
- In very hot and dry areas like Chalbi desert there are sierozems or desert soils

AZONAL SOILS

- Are young soils with immature soil profiles
- They bear characteristics of the parent rock
- Composed of Unconsolidated materials like aluminum, sand and volcanic ash
- Divided into two; lithosols and regosols
- Examples include scree soils on Mountain slopes, marine clays, till, outwash sandy soils, Loess blown by wind and volcanic soils like ash, lava and cinder.

INTRAZONAL SOILS

- Occur under specific conditions of parent rock or drainage. May be governed by parent rock material and presence of large quantities of salts leading to saline soils or poor drainage in lowlands and broad valleys e.g
- Saline soils: due to accumulation of salts under hot and dry conditions e.g solonchaks and solonetz
- Peat soils formed in areas of poor drainage due to partial decomposition of organic matter
- Meadow soils due to flooding in river valleys and lowlands leading to deposition of silt and mud
- Calcerous (calcimorphic) soils where there is limestone parent rock e.g Rendzina and Terra rosa

ROLE OF TOPOGRAPHY

- Steep slopes encourage soil erosion leading to shallow immature azonal soils
- Gentle slopes encourage leaching, eluviations and illuviation as water percolates. There is also deposition of gentle slopes. This leads to deep mature zonal soils.
- In lowlands and valleys flooding leads to intrazonal soils of meadows soils composed of mud and silt
- In lowlands and valleys the poor drainage lead to partial decomposition of organic matter leading to peat soils
- On hill tops of | Buganda there is accumulation of iron and aluminium which harden leading to formation of lateritic soils.

OTHER FACTORS

1. NATURE OF THE ROCK

i) Permeability

- Permeable rocks allow water to percolate leading to leaching, eluviations and illuviation, forming deep mature zonal soils. The permeable rocks also allow leaching leading to formation of lateritic soils.

- Impermeable rocks like clay lead to poor drainage leading to partial decomposition of organic matter leading to peat soils

ii) Colour of the rock

- Dark coloured rocks like basalt absorb a lot of heat leading to physical weathering and breaking rock into soil particles leading to deep mature zonal soils like volcanic soils
- Sandstone absorbs limited heat leading to limited breaking into soil particles leading to shallow immature azonal sandy soils.

iii) Hardness of the rock

- Hard rocks like granite tend to resist weathering leading to shallow scree azonal soils
- Soft rocks like limestone are easily broken leading to deep mature zonal soils

iv) Jointing of the rock

- Jointed rocks easily break down when heated leading to formation of deep mature zonal soils. Water also takes advantage of joints causing leaching, eluviation and illuviation leading to deep mature zonal soils.

v) Age of rock

- Young rocks like young volcanic rocks when weathered give rise to young azonal soils
- Old rocks when weathered give rise to deep mature zonal soils

vi) Mineral composition

- Volcanic rocks produce soils when affected by weathering
- Limestone rocks produce calcareous (calcimorphic) soils like Rendzina and Terra rossa.

2. CLIMATE

- Climate influences soil formation through the physical and chemical weathering processes that breakdown and decomposes the rock
- Chemical weathering processes that occur in humid areas of East Africa have led to development of deep fertile soils such as clay loam soils like Nitisols found in heightened areas of east Africa.
- Heavy rainfall totals received in some parts of East Africa encourage leaching hence formation of lateritic soils like in Lake Victoria basin
- In dry climatic regions like Northern Kenya, Central Tanzania, North Eastern Uganda physical weathering has produced shallow and infertile azonal soils
- Dry conditions generally lead to development of luvisols as in North Eastern Kenya.

3. BIOTIC FACTORS

- When plants/vegetation die and not they form humus leading to soils rich in humus. As they rot they also produce compounds which may breakdown complex rocks to form soils
- Where there is thick vegetation roots of plants open cracks and joints of the rock breaking the rock into soil particles leading to formation of deep mature zonal soils.
- Burrowing animals like rabbits and moles worms through their passage contribute to soil formation
- Bacteria, fungi and worms contribute to formation of soil rich in humus by decomposing dead organic matter
- Human activities like mining, quarrying, ploughing, construction breakdown the rock to form soil
- Through the addition of manure, fertilizers, insecticides and pesticides man introduce chemicals that help in the weathering of the rock leading to formation of soil.

4. TIME

- When a rock is exposed to weathering and soil formation processes for long time lead to formation of mature zonal soils when it is short time there is formation of shallow immature azonal soils

Impression marking (25 marks)

ACEITEKA JOINT MOCK
UACE GEOGRAPHY P250/2
MARKING GUIDE / SCHEME

GUIDELIENS FOR AWARDS

0	Irrelevant
1-5	Rudimentary / primary level
6-9	Outline / O level
10-11	Marginal / unbalanced
12-13	Basic / General
14-16	Average
17-19	Good
20-23	Very Good
20+	Excellent

Section A

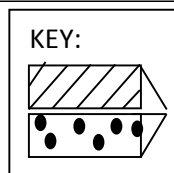
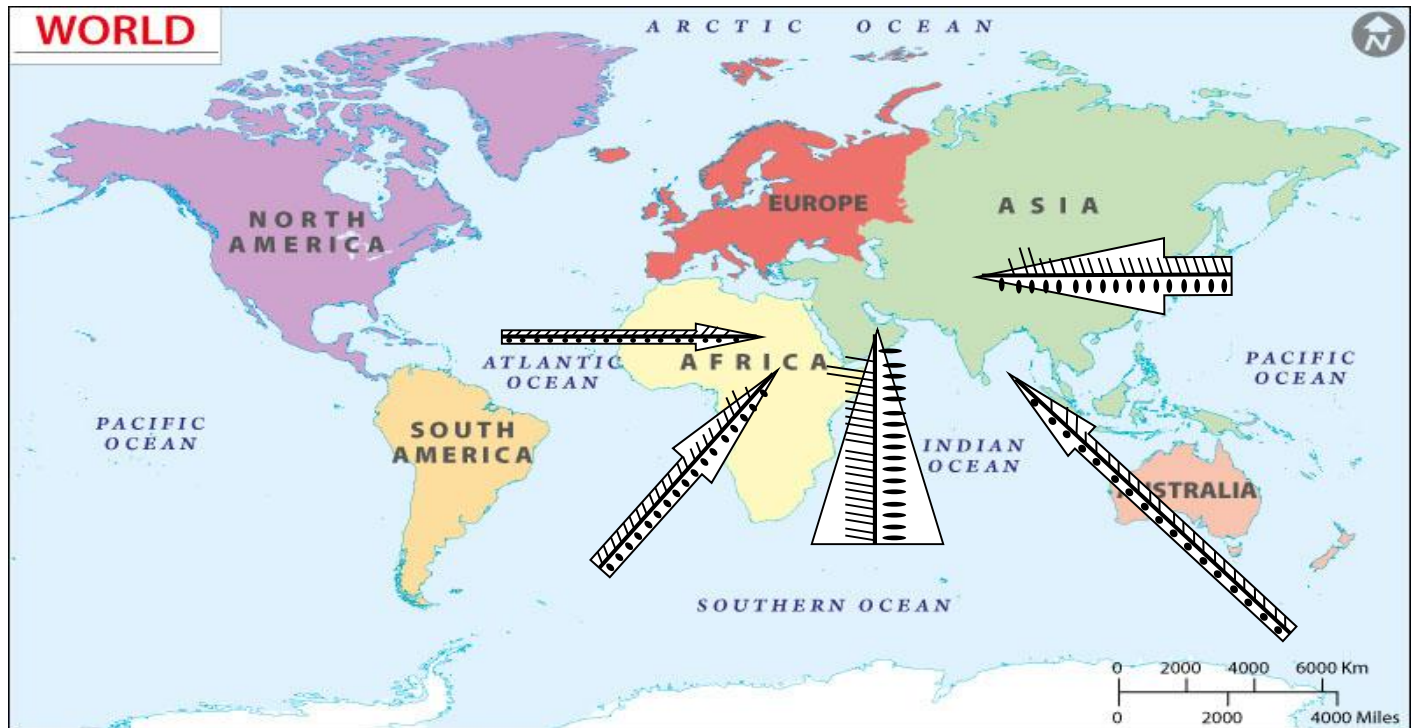
1a.

Continent	1970	2000
North America	$\frac{20,400}{50,000} = 0.5$	$\frac{30,000}{50,000} = 0.6$
Australia	$\frac{30,900}{50,000} = 0.6$	$\frac{50,800}{50,000} = 1.0$
South America	$\frac{47,000}{50,000} = 0.9$	$\frac{48,900}{50,000} = 1.0$
Africa	$\frac{82,000}{50,000} = 1.6$	$\frac{93,400}{50,000} = 1.9$
Asia	$\frac{56,000}{50,000} = 1.1$	$\frac{64,000}{50,000} = 1.3$

2 marks

1cm rep. 50,000 millions

A COMPOUND FLOW MAP SHOWING MIGRATIONS FROM DIFFERENT CONTINENTS TO EUROPE BETWEEN 1970 AND 2000 IN MILLIONS.



NB: Use different colours

1 cm rep. 50,000 millions.

8 marks

Cal 21scale T=1 N=1 K=1 A=5

- b) Demerits
- Occupy big space
 - Hard for accuracy
 - Has many tedious calculations
 - Tiresome with many items
 - Difficult to read individual items
 - Hard to get scale for big range
 - Congested with many items
 - Time consuming with many calculations

3 marks

$$\begin{aligned} \text{c) Total 1970} &= 20,400 + 30,900 + 47,000 + 82,000 + 56,000 = 236,300 \\ \text{Total 2000} &= 30,000 + 50,800 + 48,900 + 93,400 + 64,000 = 287,100 \end{aligned}$$

Percentage change:

$$\frac{\text{New} - \text{Old}}{\text{Old}} \times 100 = \frac{287,100 - 236,300}{236,300} \times 100 = \frac{50,800}{236,300} \times 100 = 21.5\%$$

2 marks

d) Causes (source / destination)

- Name a country as case study

- Unemployment for greener pastures.
- Poor social services for high SOL.
- Political instabilities for security

- Cultural influence like extended family
- Bandwagon for high life
- Low investment for economic activities
- Poor infrastructure for good life
- Limited resources and economic activities
- Limited land for agriculture/resources

5 marks

e) Effects (positive and negative)

- Spread of diseases
- Change of cultures
- Financing rebels
- Economic benefits / wealth
- Copying technology
- Employment for high SOL
- Wealth for investments
- Poor exploitation of resources
- Brain drain few professionals
- Reduce pressure on resources
- Reduce on criminals
- International relations

5 marks

SECTION B

2. Examine the importance of irrigation farming in either Sudan or California.

Approach

- Choose case study
- Define irrigation farming
- Location / areas
- Identifying the crops grown
- Give advantages and disadvantages of irrigation farming

Irrigation farming refers to the artificial application of water in growing crops using canals and dams in dry areas,

SUDAN:

Irrigation schemes include Gezira, Manangil located between Blue and White Nile or R. Nile.

Crops grown include cotton, rice, maize, sorghum, millet, eucalyptus trees.

CALIFORNIA

The irrigation schemes include around R. Sacramental, Corolado, Sanjoquin, Imperial Valley, Sharta dam, Frient, Delta mondantal, sierra-Nevada valley, etc.

Crops grown include cotton, rice, vegetables, fruits e.g mangoes, carrots, flowers, etc.

Advantages

- Earn foreign exchange through exporting crops like cotton, rice, etc to foreign countries.
- Support the development of infrastructures like roads, railways, industries, accommodation facilities, etc.
- Provide adult education to the local people especially aged and helps them to improve on their welfare.

- Provision of employment opportunities to the local population for example casual works, mechanical engineers, etc which helps them to improve on their standards of living.
- Afforestation programs on the schemes have been encouraged for example eucalyptus forests and this helps to conserve the environment.
- Animal keeping in form of dairying has been started to improve on the outputs for the schemes and welfare of the people.
- Boosts development of industries like the processing industries which help to provide more jobs to the people and more income to the government through taxes.
- The schemes are used as demonstration projects where people are taken to copy irrigation methods and use them elsewhere to earn a living.
- Acts as a tourism attraction by receiving students from schools, visitors from outside countries who want to borrow a life or copy from the schemes new ideals.
- Stimulate development of urban centers based on handling and processing products e.g. Koffi, Hassa, Heussa, etc.
- Land reclamation/alter nature land use
- Exploitation of resources
- Earns revenue to the government in form of taxes levied from the people engaged in irrigation and from the products obtained from the irrigation.
- Stimulated hydroelectric development through providing market for the power which may be generated.
- Improves on international relations through exporting the produces to other countries around the world e.g. cotton.
- Encourage diversification of the economy through introducing more economic activities like industrialization, urbanization cause trade, etc.

Disadvantages

- It encourages deterioration of the soil because of constant use of water and lagging for a long time.
- Environmental degradation
- Accidents by power and water bodies
- High expenses
- Regional imbalance
- Diversion labor capital
- Leads to urban problems
- Loss of water by evaporation
- Loss of fertile soils as silt sediments deposits
- It is very expensive to start a scheme since it involves a lot of capital, land and other inputs.
- It facilitates the occurrence of water bone diseases e.g. Bilharzia, Malaria.
- Leads to displacement of people to create enough land where irrigation can take place.
- Pollution of water and soils from fertilizer application is common and so dangerous to environment.
- Excessive rains once they occur increases the volume of water in the canal causing flooding and destruction of property.

3. With reference to a specific country in either North America or Tropical Africa, discuss the problems which are involved in the exploitation of the forestry.

Approach

- Choose a case study
- Define forestry
- Locate the area
- Give types of forest species and their characteristics
- Give physical and human problems

- Conclude

(British Columbia) (North America)

- Country may be Canada or USA however, a candidate may choose any state in the above countries.

Forestry refers to the exploitation and conservation of forest resources. Forest in
Concentration of trees and vegetation

British Columbia is a province of Canada covered by coniferous forest with species like
pod, cedar, pine, Cyprus, podocarpus, douglas fir, spruce, western hemlock, etc.

Characterized by;

- Having soft wood species
- Leaves are needle shaped
- Take short time to mature
- Pure stand trees
- Trees are conical shaped
- They have wax on their stems
- No creepers making them less dense
- They have few species
- Have no under growth
- Rough and thick bark to reduce transpiration
- Ever green because of wet conditions
- Very useful for providing timber to make furniture and building materials.

Problems involved

- Fire outbreak leading to destruction
- Over exploitation of forests leading to their depletion
- Severe winter period affecting transportation
- Shortage of labour due to sparse population
- Rugged terrain restrict the development of transport routes
- High costs of transport reducing profitability
- Pests and diseases which destroy trees
- Severe competition from producers outside British Columbia
- They are remotely located and therefore difficult to export
- Accidents occur when felling trees leading to death of workers
- Restriction by environmentalists
- Wild animals, reptiles
- Poor species of tree that are of low economic value
- Pollution by sewage and wastes
- Log jams in rivers because of congestion
- Presence of substitutes (artificial fibres)

GABON (TROPICAL AFRICA)

Other the countries include; Guinea, Sierra Leone, Uganda, etc.

Forested areas are along the coast of Atlantic Ocean, Port Gentile, R. Rivindo, Quendo, R. Ogoowe, areas masathu, belinga, mahambako, matookou and mountain ibudgi etc.

Characteristics include;

- Limited trees of good economic value
- Trees have broad leaves
- Do not grow in pure stands
- Have hard wood
- Take long gestation period

- Trees have buttress roots on the stems
- The trees fall of over 30-50 metres
- Thick forests and dense concentrated.
- They are ever green because they do not shade off their leaves at the same time.
- The forests have climbers
- They are of mixed up species

Problems faced include;

- limited capital affecting exploitation
- Limited market especially external and internal affecting profits
- Tropical diseases affecting labour supply and trees
- Poor transport and communication affecting marketing
- Limited government support
- Fire outbreak causing destruction of savanna forests
- Rugged relief affecting transport and exploitation
- Competition from other producing countries like Sweden
- Buttress roots affecting lumbering
- Long gestation period for reliable tree species affecting supply
- Wild animals and insects affecting labour
- Heavy rainfall affecting lumbering and transport
- Political stability affecting labour supply and investors
- Profit repatriation causing capital over flow
- Population encroachment on forest areas
- Impure stands of trees affecting selection
- Over exploitation of forests causing exhaustion
- Jungle conditions of the forests
- Accidents during felling causing deaths
- Bulky / heavy nature affecting transport
- Limited power supply for lumbering and factories
- Hostile tribes (pygmies) scaring investors and workers

4a. Account for the development of fishing in either Japan or Norway.

Approach

- Identify the case study
- Define fishing
- Locate the major fishing grounds
- Mention the types of fishing methods used
- Mention the fishing species common in the areas
- Show the factors that have led to the development of fishing in areas identified

Japan

Fishing refers to the extraction of aquatic animals from water bodies for commercial and subsistence purposes. Japan is located in the East part of Asia made up of 3 major islands of Hokkaido, Honshu and kyunslm sea japan chunks sea east sea okt sapora holcodate.

- The major fishing zones include the sea of Okhurtsia, the Beref sea, sea of Japan, Yellow sea, main Pacific and Eastern part.
- Major fishing villages and landing sites include, Sapora, Hokadafe, Hakadia islands, Yokahama, Osaka, Kobe, Nagasaki, Nagoya Hyoto, etc.
- Major fish species caught are Tuna, coid, mackerel and halibut
- Major fishing methods include Drifting, tranling, seining, long line.

North East Atlantic / Norway

Countries include Morocco, Norway, Finland, Britain, Algeria.

- Major fishing grounds include Atlantic ocean, Mediterranean sea
- Major ports include, Casablanca, Rabat, Wandira.
- Major fish species include sardine, tangier, cod, tuna, herring, halibut, etc.
- Norway Norwegian sea osio

Physical factors

- Japan's islands have indented coastlines that provide ideal sites for location of ports and landing sites.
- Strategic location near markets industries transport routes coastal areas.
- Fjords forming head lands and inlets (bay) for sheltered waters making the water stable and ideal for suspension of fishing gears.
- Numerous islands provide a wide ocean water shortage hence a broad/extensive fishing zone of Japan.
- Presence of planktons which serve as food for the fish.
- Wide continental shelf providing shallow waters of not more than 200m deep thus providing ideal condition for growth of planktons.
- Fishing zones of Japan have a diversity of fish species both pelagic and demersal leading to the wide catch and stock in the market.
- Japan has steep slopes and mountains terrains which is unfavourable for agriculture hence allowing the people to take fishing as the major economic alternative.
- The slopes of Japan are covered by temperate forests that facilitate ship building in fishing industry.
- Japan has cool climate with temperatures less than 20°C which provide natural freezing conditions hence high levels of fish preservation
- Japan has numerous rivers which carry a lot of food in form of worms, plants, snails, etc and mineral salts which help in the growth of fish and plantations.
- Japan has both deep and shallow waters hence providing both demersal and pelagic fish.
- Occurrence of ocean currents warm currents and cold currents that mix up the waters
- Smooth sea bed.

Human factors

- High population which provides market and need to exploit all valuable resources including fish.
- Presence of cooperatives
- Political stability and security
- Adequate capital provided by the government and foreign investors and local fishermen.
- Availability of intensive research in fishing activities.
- Efficient and well developed transport and communication network system
- The well trained and educated labour force in the fishing industry leading to qualitative and quantitative output plus good international relations.
- Favorable government policies towards fishing by intensifying advertising the industry.
- Nature of the population
- Modern methods of fishing
- Labor supply skilled and unskilled
- Fishermen are more organized into co-operatives which enables them to secure soft loans from government, fish inputs and favorable marketing grounds both internally and externally.
- Use of modern preservation methods like refrigeration, using chemical packing, canning, etc.
- Cultural consideration Japanese are sea-farming people thus have developed skills in fishing.

4b. Describe the commercial methods of marine fishing.

- Drifting: drift nets are hung vertically in the sea like a tennis with open end and lock floaters and sinkers tied with ropes and pulling by boat. It is used for getting pelagiz fish like Surdines, markerel, Hemings.
- Trawing: Traw nets are shaped like bag used at bottom of the sea for getting demersal fish. It has open end lockers tied with ropes pulled by the boat or sinkers and it is used on smooth sea bed i.e cod Tuna Haddock.
- Purse seing: Purse sein nets are hung in the sea with open end lockers. It is tied with ropes pulled by small boats. It is used for getting pelagic fish like surdines, mackerel, Hemings.
- Long lining: This is the use of many hooks on a line with a belt to attract fish tied and pulled by a boat. It is used for getting big fish like Tuna cod in sea bed with rough.

5. To what extent have natural resources contributed to industrial development in either Ruhr conurbation in Germany or Egypt.

Approach

- Choose a case study
- Explain the meaning of natural resources
- State the types of industries found in the case study
- Areas of industrial concentration
- Give factors for industrial development starting with natural resources

Ruhr conurbation in Germany

Natural resources refers to the God made or naturally existing e.g. minerals, water, land, forests, etc.

In Ruhr conurbation major types of industries include;

Engineering, electrical, pharmaceutical, metal works, shipping, automobiles, food processing, textile, mineral processing.

Major industrial areas include;

Ruhr, around R. Rhine and Wippertal industrial towns e.g. Essen, Wessel, Wuppertal, Bochum, Cologne, Dortmund.

Egypt

Industrial areas include Cairo, Suez Canal, Zagzig, Port Faid, Alexandria, Aswen region, Red sea, Sinai Peninsula.

Types engineering fertile chemical fertilizers

Physical of natural resources for industrial development include;

- Availability of large deposits of minerals which are valuable e.g. Coral, iron ore, natural gas, etc.
- Presence of cheap energy sources for example H.E.P, coal, oil, natural gas.
- Presence of larger water sources e.g. River Rhine for Germany and Nile for Egypt. (domestic and industrial use)
- Extensive land for industrial establishment and expansion.
- Strategic location in terms of water transport that ease raw material and ready commodities to be transported.
- Gently sloping and flat relief that enables construction of infrastructures needed for industrial development.
- Limited other resources thus discouraging other activities like agriculture, forestry, fishing, etc.
- Presence of raw materials

Other factors

- Presence of labour (skilled and unskilled)
- Ready market both domestic and international
- Capital provided by natives and foreigners
- Improved transport networks making distribution of products easy
- Political stability encouraging investors
- Good international relationships leading to import and export trade
- Improved social services e.g. banking, warehousing, insurance
- Presence of entrepreneurs providing capital and managerial skills
- Existence of industrial inertia
- Nature of the population
- Intensive research
- Improved science and technology
- Government policies

6. Discuss the effects of urbanization in environment with reference either on South Africa or Netherlands.

Approach

- Choose a case study
- Define urbanization and environment
- Examples of urban areas
- Give effects (positive and negative)

Urbanization refers to growth of towns and ports with increasing proportion of population living in towns and cities. Characterizes dense population, many economic activities improve social services such as infrastructure gazette by the government. Environment refers to man's surrounding both physical and human.

Either;

South Africa

or Netherlands

Examples of towns;

Examples of towns

- | | |
|--------------------|-------------|
| - Durban | - Rotterdam |
| - Port Elizabeth | - Hague |
| - Pretoria | - Amsterdam |
| - Vereeniging | |
| - Krugersdorp | |
| - Springs | |
| - East London, etc | |

Positive effects

- Provision of employment opportunities hence improving standards of living.
- Government revenue through taxing all businesses in the cities.
- Aid education and research on economic activities, settlement patterns.
- Provision of social services and infrastructure
- Development of towns in industry.
- Development of trade both internal and external.
- Development of industries because of labour and large market.
- International relationships e.g. foreign investors allowed in.
- Exploitation of resources due to cultural sites, entertainment centres.
- Alternative land use because of limited land and resources.

- Economic diversification because of many activities reducing on dependence burden.
- Proper utilization of resources and social services, utilities e.g. power supply.
- Improving in science and technology due to easy flow of information.
- Provide areas for settlement
- National and international unity

Negative effects

- Pollution of air, water and land by sewerage and wastes.
- Displacement of people and activities by occupying big areas.
- Rural urban migration for south Africa
- High crime rate and social problems
- Development of slums like Soweto in S. Africa.
- Over exploitation of resources
- Poor planning due to limited resources
- Enchroament causing climatic changes
- Unemployment and under employment
- Congestion in terms of diseases that are contagious
- High government expenditures on social services.
- Destruction of ozone layer by industrial gases / Global warming.
- Poor social services e.g. water supply not enough
- Regional imbalance causing economic problems.
- Change of cultures by mixing different people
- Over exploitation of resources e.g minerals, fish, etc
- Environmental degradation because of deforestation, swamp reclamation, destruction of landscapes.

7a. Examine the problems facing the tourism industry in either Tanzania or USA.

Approach

- Choose a case study
- Define tourism
- Identifying the tourism attractions and centres
- Give problems (physical and human)

Tanzania

Tourism refers to the movement of people to different places just to enjoy leisure time, curiosity and fees is paid for a service.

Tourist attractions include;

- Historical sites/old vai george
- Game parks and national parks
- Masai cultural way of life
- Mountains like Kilimanjaro
- Coral reefs e.g. at Dar-es-Salam, Dodoma
- Mining e.g. at Mwadui
- Town industries Dar-es-salaam aura mwanza

Problems of tourism

- Competition with other countries
- Political instabilities like terrorists
- Poor advertisement and publicity by using local media affecting marketing
- Limited government support in terms of loans, infrastructure and training.
- Pollution around industrial and urban areas affecting animal habitants like national parks.
- The seasonal nature of tourists mostly comes during December when there is winter in Europe.
- Limited skilled labour to work in the tourism service sector.

- Over grazing in gazette areas because of over stocking leading to deforestation and environmental degradation like Serengeti
- Presence of pests and insects affecting animals and plants, spreading diseases like anthrax.
- Specialization on wild life as in gazetted area not exploiting other potentials reducing on the number of visitors.
- Limited number of tourist attractions
- Poor economic integration affecting joint investment and marketing
- Tropical diseases like Malaria, Ebola etc.
- Limited capital Tanzania is less developed country leading to under developed tourist infrastructure.
- Poor management of the public sector leading to corruption, embezzlement, nepotism have led to poor sources.
- Poaching of wild animals in national parks like elephants for tusks, Rhinos for ivory, Leopards for skins and hides.
- Encroachment of gazetted areas due to population increase for settlement, agriculture and industrialization.
- Unfavourable climate changes leading to drought affecting animal pastures and drying of water bodies, destroying animal habitats.

USA

Tourism centres are found around Great lakes region, e.g. Michigan, Superior, Ontario, Erie.

Mountains like Rockies, Appalachian, Sierra-Nevada.

South around R. Mississippi, Tennessee.

Industrial areas like New York, Chicago, Pittsburgh, Cleveland, Detroit, Buffalo, etc.

Problems

- Pollution due to dumping of wastes and sewerage in water affecting plants and animals.
- Population increase leading to shortage of land encroachment on the tourist areas.
- Environmental degradation leading to reduction in the tourists attraction.
- Terrorism which scare and cause tension to the tourists.
- Natural calamities and hazards affecting the transportation and leading to fear.
- Wild fires affecting the tourists and tourist attractions.
- ***High cost for research to better understanding the expectation of travelers.***
- ***High costs for marketing and promotional campaigns while reflecting territorial realities and diversity.***
- ***High costs for maintaining human resources strategies to attract and retain employees in the industry.*** It is the same point
- Government policies gazetted tourism areas for sustainability and best practices.
- Unaccessibility of aboriginal people living in very cold areas like high mountains of Rockies
- Specialization in limited activities which can attract tourists e.g. film
- High expenses for accommodation and other utilities.
- Competition with other countries like Switzerland
- High transport costs like are, due to dam and congestion
- Discrimination from Arabic and terrorist related countries
- Winter affecting labour supply and transport costs
- Restrictions like giving visas, disarranging immigrants, deportation of people, intelligence system like FBI, CIA, etc.

7b. Outline the steps taken to solve the problems of tourism in the country chosen.

- Ensuring political stability through regional co-operation, good governance and strengthening defense.
- Getting loans from financial institutions for putting up modern hotels.
- Development of infrastructure, transport routes like roads, railway lines and modern ports making areas accessible.
- Gazetting areas with tourism attractions like national parks, game reserves, forest reserves, wetlands.
- Training skilled labour e.g introducing courses on tourism studies, leisure and hospitality management leading to better services.
- Improvement on marketing and advertisement like using the internet, magazines, trade shows helping in creating awareness.
- Population control using modern methods of family planning like pills, condoms to control the rate of environmental degradation through the population policy.
- Government policy of giving loans, attracting investors, training skilled labour.
- Formation of government agencies helping in monitoring and supervision.
- Formation of non-governmental organizations supplementing efforts.
- Good international relations with neighboring countries and foreign countries helping in marketing and getting more tourists.
- Strengthening laws and fines scaring the encroachers and poachers.
- Promotion of mass education and mobilization using the mass media, formal education, informal education creating awareness and helping in conservation.
- Building modern hotels, beaches with excellent accommodation facilities
- Establishment of tour packages, concessions for big institutions, schools encouraging tourists to come in big numbers.
- Privatization and liberalization of the tourism sector e.g. operation of hotels.
- Attracting local and foreign investors with entrepreneurship skills helping management to get capital and skilled man power.
- Separating the gazette areas from agricultural, settlement, industrial areas and putting buffer zones like games reserves reducing on animal interference.
- Treatment of wastes before discharge and recycling them to reduce on pollution.
- Getting ways of fire control like control towers, water bombers to control bush burning.
- Promotion of research helping in conservation, marketing and environmental sustainability.
- Diversification in the tourism sector by exploiting other potentials
- Controlling pests and diseases in the gazetted areas through animal treatment, spraying and using veterinary doctors.

8. Assess the cases of rapid environmental degradation in either the Sahel region or the Kalahari region of Africa.

Approach

- Choose a case study
- Define environmental degradation
- Forms of environmental degradation
- Characteristics of environmental degradation
- Cause of rapid environmental degradation

Environmental degradation is the deterioration of the available renewable and non-renewable resources.

This leads to loss of non-renewable resources and reflection of loss of quality and quantity of the resources e.g. water pollution, soil degradation, swamp reclamation, drought, earthquakes, frost, volcanicity, floods, etc.

SAHEL REGION

Southern fringes of Sahara desert in the countries like Mauritania, Mali, Niger, Chad, Southern Sudan, Djibouti, Somalia, etc.

KALAHARI REGION

Occupied by the Kalahari desert i.e. Namibia, Botswana, parts of south Africa, Angola, etc.

Characteristics of environmental degradation

- Thin cloud covers cause temperature increase (absence)
- Slanty vegetation cover

Causes

- Poor agricultural practices such as over grazing, monoculture, strip cultivation, use of bush fires.
- Long distance from the sea causing dry winds to cross through the areas
- Limited water bodies in deserts affecting the volumes of humidity in the atmosphere
- Occurrence of cold ocean currents limiting rainfall formation.
- Infertile poor sandy soils affecting vegetation growth leading to low humidity
- Climatic changes caused by external factors like global warming.
- Illegal activities like poaching in the game parks
- Construction/sinking of boreholes valley dams into the ground affecting the water table.
- Poor waste management / disposal of wastes e.g. polythene bags, plastic bottles, sewerage, etc.
- Forest encroachment leading to reduction in the sources of humidity
- Weak government policies like fail to punish poachers, protecting forests, etc
- Over use of land in areas of high population pressure such as Nigeria, leading to soil deterioration.
- Use of some dangerous pesticides such as fertilizers in Botswana, tobacco field in Zimbabwe and South Africa.
- Reclamation of swamps and wetland to create land for agriculture, settlement and industrialization.
- Industrialization causing accumulation of dangerous gases into the atmosphere e.g carbon dioxide, methane, etc.
- Mining and quarrying by man has left holes and breeding grounds for mosquitoes.
- Road construction such as Trans-African highway which involves excavating the landscape
- Political instabilities characterized by wars like in Liberia, Sierra Leone, Angola.
- Floods, natural catastrophe/disasters /hazards or calamities
- Biological factors such as weeds, pests e.g. locusts.
- Weird systems NE trade hamattan winds
- Relief high lands, mountains, rain shadow effect
- Over fishing causing fish exhaustion
- Bush burning by physical and natural
- Ignorance boundaries leading to illegal activities

*****THE END*****

ACEITEKA MARKING GUIDES 2017
MOCK
GEOGRAPHY PAPER 3

Standards:

Marking should be guided by the following principles:

1. The whole paper is to be marked by impression unless otherwise stated for a particular question/part of a question.
2. Candidate should exhibit ability to explain, discuss and illustrate the points raised.
3. A mere outline/list of points should not attract more than half ($\frac{1}{2}$) the marks allocated to question/section.

Awards:

An Excellent answer scores	21 – 25 marks.
A very good answer scores	18 – 20 marks.
A good answer scores	15 – 17 marks
A fairly good answer scores	13 – 14 marks.
An average answer scores	10 – 12 marks.
A below average answer scores	08 – 09 marks
A fail answer scores	01 – 07 marks.
An irrelevant answer scores	00 mark.

SECTION A: FIELD WORK

Qn 1.

(a) (i) **Candidates is expected to state the topic of the study pointing out: -**

- WHAT was studied,
- WHERE the study was carried out,
- The geographical relationship investigated during the study = 02mrks.

(ii) **Candidate is expected to come up with the objectives of the study which should be:-**

- Closely related/relevant to the topic,
- Specific and clear,
- Measurable and achievable

N.B No objective should be a mere repetition of the topic of the study.

- Accept only that objective stated with phrases like:-

- To find out
- To identify
- To examine
- To assess
- To investigate
- To discover, e.t.c

- **Do not accept objectives stated with phrases like:**

- To see
- To know
- To suggest
- To understand, e.t.c any 3 x 1 = 03mrks.

05mrks

(b) **Candidate is expected to choose any three techniques and clearly describe how each was used during the study.**

- Every technique should be:-

- Defined, (01mrk)

- Described how it was used; pointing out the procedure followed and tools used, (01mrk)
 - Illustrated with data/information collected (01mrk)
- = 03mrks

E.g

(i) Interviewing

- This technique / method of data collection involves a face-to-face conversation/dialogue between the researcher and respondent in the field; whereby the researcher asks **Oral questions** and gets oral answers/responses. 01

- During the field work study I/we asked John oral questions about factors which favoured the development of the farm and he gave use oral answers. 01

- For example he told us that the nearby trading centre enabled the farm to develop because it provides a ready market for milk and other products. 01
- = 03mrks

(ii) Map Orientation:

- This technique / method involves laying down the **base map** of the area being studied and then turn it until the features on it match these on the ground. 01

- During the field work study I/we used the topographical **basemap of Jinja**, scale 1:50,000, lay it down and turned it until the features on it matched those on the ground. 01

- We read the orientated map and found out that Mr. Johns Mixed Farm is located east of Mutai Swamp and north of Lake Victoria. 01
- = 03mrks

Any 3 techniques, each well described and illustrated, 3 x 3 Max= 09mrks

(c) Candidate is expected to identify and explain the impact of human activities on the physical environment of the area studied.

- The physical environment should be varied and should include: Relief/landforms; drainage, vegetation types, soils, the atmosphere and climate.
- The human activities may include agriculture, settlement, forestry activities, quarrying/mining, recreation/tourism, nature conservation, construction of roads, fishing, et.c.

E.g

- Heavy grazing of livestock at the margins of Mutai swamp has led to the destruction of the wetland as much of the natural grasses have been destroyed.
- The draining of the swamp on the eastern side of the farm has led to drying up and acidification of soil.
- The excavation of Kagoyi hill on the northern side of the farm has accelerated soil erosion as land has been left bare.
- The planting of trees and wood lots on the western slope of Kagoyi hill has modified the local climate of the area. E.t.c.

NB – Accept both positive and negative impact.

- **Do not accept more that 2 points on one category /type of the physical environment.**
- Any 6 points, well explained an illustrated, 6 x 1 = 06 mrks.**

(d) Candidate is expected to identify the geographical and methodological challenges faced during the study.

- They should include the following:-
- Samples selected were not representative enough of the whole, so wrong data was obtained.
- Some respondents withheld important information.
- Use of faulty/obsolete measuring tools
- Harassment /rudeness/hostility of some responds.
- Obstruction by physical features like hill backs, thick vegetation, or man-made features like high rising buildings.
- Poor atmospheric visibility due to presence of mist, smoke, too much dust, e.t.c.
- Sudden rain shower which prevented further movement in the field.
- Language barrier due to lack of a common language with some respondents.
- Presence of boggy ground/fast-moving streams which hindered movement.
- Loss/mortality of questionnaires after distribution.

N.B

- Every challenge should be explained and illustrated with data/information missed.

- **No information missed, no marks.**

Any 5 valid points, 5 x 1 = 05mrks, max = 05mrks.

Total

25mrks

Qn 2.

- (a) (i) Candidate is expected to state the topic of the study which should be on a **market**. The topic should clearly point out:

- WHAT was studied i.e name of the market.
- WHERE the study was conducted.
- The geographical relationship investigated during the study. = **02mrks**

(ii) Candidate should state the objectives of the study which are:-

- Closely related/relevant to the topic,
- Specific and clear,
- Measurable and achievable.

N.B

- No objective should a mere/direct repetition of the topic.

- To be measurable and achievable, they should be stated using phrases/verbs like:

- To find out
- To identity
- To investigate
- To discover
- To examine e.t.c

Do not accept objectives with phrases like:-

- To know, to understand, to see,
- To suggest, to appreciate e.t.c

Any 3 valid objectives x 1 = 03mrks

Max = 05mrks

- (b) Candidate is expected to come up with a map showing the location/situation of the market studied which should bear a:

- Suitable title - 01
- Compass rose/ direction - 01
- Key/label - 01
- Frame

M.I = 03mrks

Details

- A good/favourable political climate.
- Initiative of innovative traders which saw the creation of the market e.t.c

Any 4 well explain and illustrated 4 mrks Max = 06mrks

(d) Candidate is expected to identify and briefly describe the geographical skills which were acquired during the study.

⇒ They should include:-

- Skill of observing geographical features
- Interviewing skill
- Skill of preparing and administering a questionnaire.
- Recording/mapping/sketching skill
- A skill of reading and using a map/skill of orientating a map.
- Measuring skill.
- Sampling skills
- Skills of editing and coding data
- Skill of analyzing field data
- Skill of interpreting data
- Skill of writing a research/field report.

Any 5 skills identified and explained = 05mrks

NB

- A mere list of skills without explanation of how they were acquired earns not more than half the total marks.
- Description of methods used to collected data without identifying skills earns . No marks

Total = 25mrks

SECTION B: UGANDA

Qn 3.

Candidate should come up with the definition of climate which should point out:

- The **average weather conditions** of a place studied and recorded over a **long period of time**, usually 30 – 45 years= **02mrks**.
- Should brief describe Uganda's latitudinal location = 01mrk
- Should identify and briefly describe the major climatic regions/zones of Uganda which should include: -
 - Lake Victoria/modified equatorial climate zone in districts like Mukono, Buikwe, Jinja, Mayuge, Iganga, Mpigi, Kampala, e.t.c.
-It is characterized by heavy and evenly distributed rainfall, hot-warm temperatures and double maximal/bimodal rain fall distribution.
 - Dry savanna/semi-desert climate zone in Kaabong, Katido, Moroto, Amudat; and Ankole-Masaka dry corridor.
Receives light/low rainfall amounts (100-650mm per annum), hot temperatures (23-30°C), one rain season and a long dry season.
 - Savanna/Acholi- Kyoga zone in Soroti, Serere, Katakwi, Kaberamaido, Lira, Dokolo, Amolatar, Gulu, Nakasongola, Kiboga, e.t.c.
- Receives moderate rainfall (about 1250mm), hot temperatures and along dry season.

- Western Uganda climate region/zone in Yumbe, Koboko, Arua, Nebbi, Buliisa, Hoima up to Ntungamo in the Southwest.
- Receives moderate rainfall (875 -1000mmp.a) while temperatures are not uniform.
- Montane Climate in the Elgon region like Sironko, Bududa, Kapchorwa and Manafwa; In Kabale, Kisoro and in the Rwenzori area.
- Receives heavy rainfall of up to 200mmp.a while temperature range from cool to cold.

NB

- Every region/zone identified should briefly described and located using scales/place names.
- Mere identification without places, no mark.
- Identification and description of any 3 zones / regions without a map, $3 \times 1 = 03\text{mrks.}$
- Identification of any 3 climate zones/regions with a map, = 05mrks
i.e

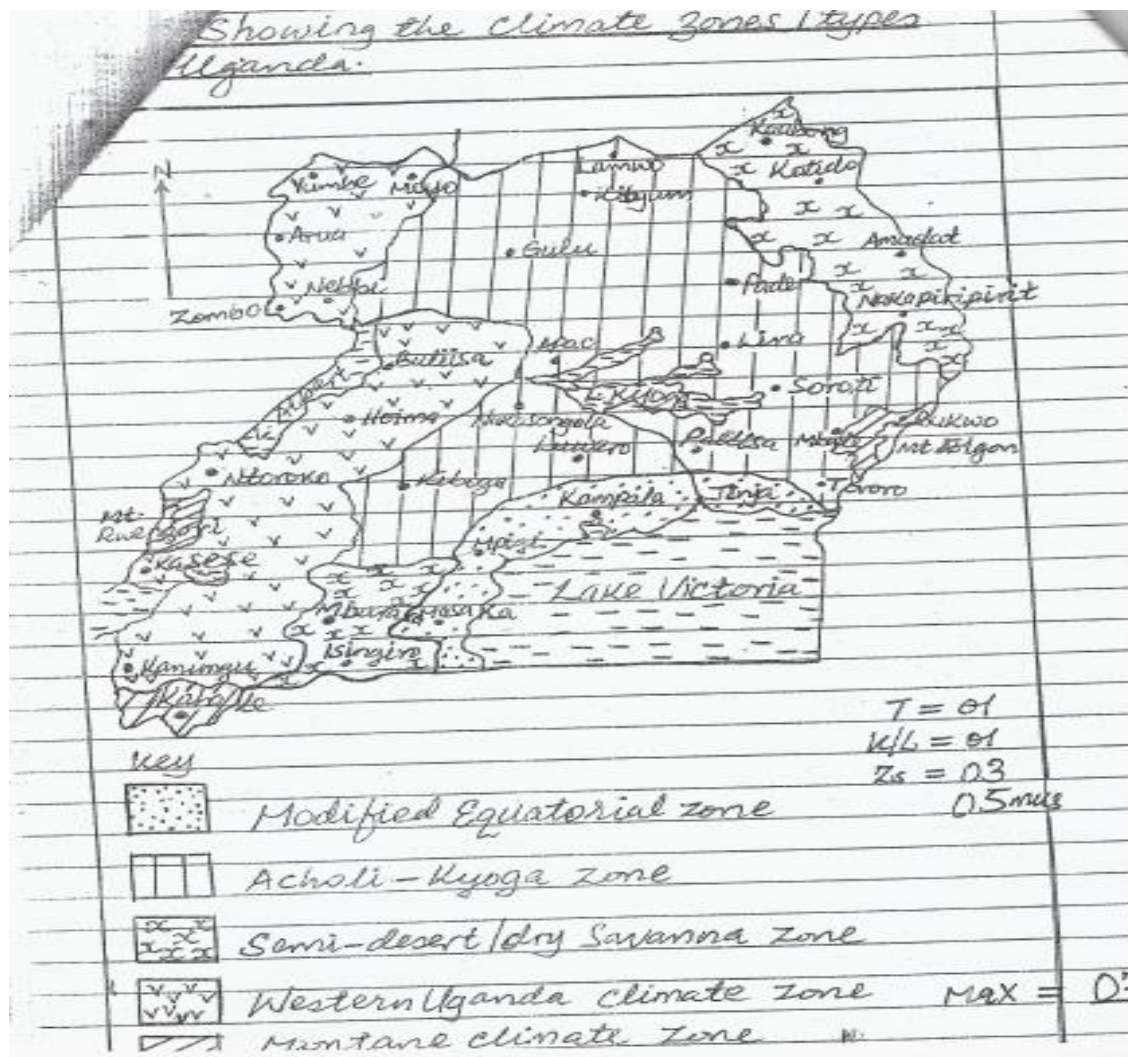
- Title - 01mrk
- Zones/regions - 03mrks
- Key/label - 01mrk

05mrks

Max = 08mrks

NB

- Uganda's latitudinal location should point out:
- The country lies between 4°N and 1.5°S
- It is thus crossed by the Equator



Candidate is expected to identify and explain the different ways Uganda's position astride the equator/latitude influences the country's climate.

- Being astride the equator Uganda lies in the passage of the intertropical convergence zone; and this brings about two rainfall seasons in most parts of the country.
- The equator creates a heat cell along the northern shores of Lake Victoria leading to high rates of evaporation and frequent convectional rainfall.
- Much of Uganda experiences hot temperature above 21°C because the sun is overhead at the Equator every mid-day.
- Most places crossed by and close to the equator usually have a large cloud cover and high relative humidity due to the heat created by the overhead sun.

Any 3 points well explained and illustrated with place names 3 x 3 = 09mrks

Candidate should identify and explain other factors influencing the climate of Uganda which should include:-

- Distribution of water bodies/drainage.
- Relief and topography
- Wind movements/wind regime especially the N.E and S.E trade winds; and the moist congo air.
- Altitude /height of land above sea level.
- Human activities such as deforestation overgrazing/swamp reclamation and planting of trees, woodlots and forests.
- Vegetation cover especially dense forest create heavy convectional rainfall.

Any 4 points well explained and illustrated each 2mrks. 4 x 2 = 08mrks.

Total = 25

Qn 4.

- (a) Candidate is expected to come up with the current status of Uganda's forest cover and the forestry sector which should include: -

- Most of the country's forests are natural.
- Savanna woodland forests are the most wide spread in the country.
- Most of Uganda's forest exist outside protected areas i.e on private land.
- Most deforested areas coincide with heavily settled and cultivated districts.

Any 2 valid points. = 02mrks

Candidate should identify the major types of forests in Uganda with relevant examples:

- Tropical High forests e.g Mabira, Bwindi, Bugoma, Budongo, Kasohya-Kitomi, e.t.c.
- Savanna woodland forests e.g Agoro-Agu, kadaro, Molongore, Napak, Rwoho, Alele, e.t.c
- Montane forests e.g Mount Elgon forest, Mt. Rwenzori forest and Mgahinga forest.
- Riverine forests e.g Aswa forest, Sango bay - Minziro, Nsowe, et.c
- Planted/man-made forests e.g Rwoho softwood plantation, Katuugo, Kagoma, Maguga, Kapkwai, Kirima.e.t.c

⇒ Mere identification of any 3 type correct without a map but with examples
= 03mrks.

⇒ Identification of any 3 correct types with a map = 05mrks.

- The government and NGOs are encourage afforestation and private tree farming.
- Re-afforestation programs are carried to e.g in South Busoga forest, Kasala and Mabira.
- National Forestry Authority is evicting encroachers on forest land e.dZoka forest in Aduman.
- Agro-forestry practices are encouraged the research stations at Karengyere, Namulonge and Kachekano.
- Ugandas are being encouraged to use energy saving cooking stoves.
- Introduction and development of other sources of energy to reduce overdependence on wood fuel e.g biogas.
- Use of biological control of pest which destroys both young and mature forest trees e.g in Muko and Kirima forests.
- Educating the masses about the need to conserve forests using daily Newspapers, radios and seminars.
- Nature conservation clubs are being encouraged in schools to create awareness of the need to conserve forests.
- Controlled logging by granting lumbering firms specified concessions e.gAmpaly in Budongo.

Any 8 points, well explained and illustrated with examples, 8 x 1 = 08mrks

Max = 08mrks

Total 25 mrks

5. Candidate is expected to come up with a definition of rapid population growth which should point out **a sharp rise in the population** of an area over a certain period of time due to **increased births or / and migrations** across boundaries.

= 02mrks

- Should point out the trend of Uganda's population growth as a basis for judging rapid growth.
- Since the first scientific census was conducted in 1949 Uganda's population has been growing at a high rate of between 2.5% and 3.3% per year.
- Today the growth rate stands at 3.0% per year.
- The country's population is now 34.6 million (about 35 million people having grown from 24.4 million in 2002 at a rate of 3.0% per year.
- It grew from 16.7 million between 1991 and 2002 at a rate of 2.5% per year.

Any 2 correct aspects of the trend = 02mrks.

Or:

Candidate may use actual population increase in the intercensal periods e.g

Census year	Population(in millions)
1948	2.5
1959	6.5
1969	9.5
1981	12.6
1991	16.7
2002	24.4
2014	34.6

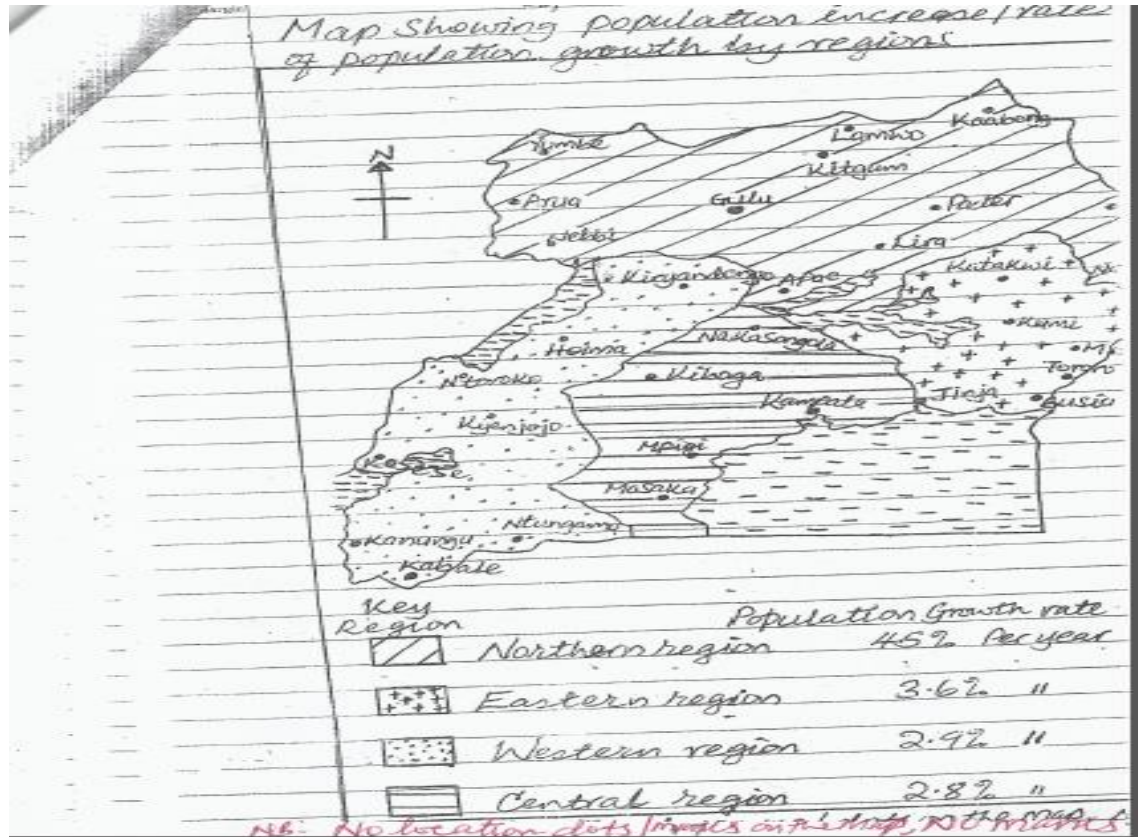
Any 2 correct answers and

= 02mrks.

- Candidates should go ahead and give a brief description of population increase per region/district/areas e.g.
- The population growth rate is highest in Norhtern Uganda in the districts of Gulu, Lamwo, Kitgum, Arua, Apac, Oyam, Lira, e.t.c. (4.5% per year)
- The eastern region has the 2ndhighest population growth rate of 3.6% per year; in districts like Mbale, Manafwa, Sironko, Bududa, Bukwo, Kapchorwa, Kwen, Soroti ,Kamulie.t.c.

- Western region has the 3rd highest growth rate of 2.9% per year, in districts like Masindi, Hoima, Bushenyi, Mitoma, etc.
- The central region has the lowest rate of population increase/growth of 2.8% per year, in the districts of Kampala, Wakiso, Mukono, Buikwe, Mpigi, Gomba, Masaka, e.t.c.
- Identification of any 3 regions/districts with their respective rates of population increase without a map, 3 x 1 = 03 mrks.
- Identification of any 3 regions/ districts and their rates of population increase with a map. = 05mrks

Max = 09mrks



- Candidate is expected to identify and explain the benefits Uganda gets from the rapidly growing population i.e population as an asset:
 - It has encouraged the exploitation idle resources.
 - The growing population has created a large labour force needed for a wide range of economic activities.
 - It has stimulated provision of social services and infrastructure e.g schools in Apac and Moroto.
 - It has widened the country's tax base and increased government revenue.
 - Rapid population increase has made Ugandans more creative and innovative in order to get food and income to support the young population.

Any 4 point, well explained and illustrated with examples, 4 x 2 = 08mrks
- Candidate should go ahead and identify and explain the problems/drawbacks associated with Uganda's rapidly growing population, which should include:-
 - It has increased the dependence burden as most of the young people are not working.
 - It has led to a decline in food production and supply as the larger part of the population is unproductive.
 - It has raised the level of unemployment since more than 380,000 people join the labour force every year.
 - It has strained the existing social services and infrastructure such as schools and medical facilities.
 - Has reduced levels of household savings as much of the income is spent on consumer goods and services.

- It has led to a rise in poverty levels as the unproductive population lowers income percapita.
- Has accelerated poor housing conditions in both rural and urban areas as most families cannot afford permanent shelter.
- It has created an imbalance between natural resources and human e.g soil erosion and severe landslides in Elgon region.
- Has led to degradation of land as farm land is not given ample time to lie fallow; this has reduced land productivity.
- It is associated with degradation and unregulated swamp reclamation e.g in Bugiri, Butaleja, Pallisa and Bushenyie.t.c.

Any 8 points, well explained and illustrated, 8 x 1 = 08mrks.

Total = 25mrks

Qn 6.

- (a) Candidate is expected to draw proportion divided semi-circles to represent the data.
- Candidate is expected to convert the values/data into degrees as a basis for drawing semi-circles. Should use the formula.

$$V = \frac{x}{N} \times 180^\circ.$$

National Park Visitors:

	2008	2011
Murchison Falls	35,300 x 180°	60,300 x 180°
	123,500	197,400
	= 51.449	= 54.984
	51.54°	54.98°
Queen Elizabeth:	53,900 x 180°	87,900 x 180°
	123,500	197,400
	= 78.56°	= 80.15°
Lake Mburo:	16,500 x 180°	21,500 x 180°
	123,500	197,400
	= 24.048	= 19.604
	24.05°	19.60°
Bwindi Impenetrable	10,400 x 180°	17,300 x 180°
	123,500	197,400

$$= 15.157$$

$$15.16^\circ$$

$$= 15.775$$

$$15.78^\circ$$

$$\text{Kibaale: } 7,400 \times 180^\circ$$

$$123,500$$

$$= 10.785$$

$$10.78^\circ$$

$$10,400 \times 180^\circ$$

$$197,400$$

$$= 9.483$$

$$9.50^\circ$$

- Candidate is expected to determine the radius of each semi-circle using the number of visitors for each year.

2008

$$r = \sqrt{123,500}$$

$$r = 351.43$$

$$r = \frac{351.43}{10}$$

$$r = 35.1$$

$$r = \frac{35}{5}$$

$$r = 7\text{cm} \quad 01$$

2011

$$r = \sqrt{197,400}$$

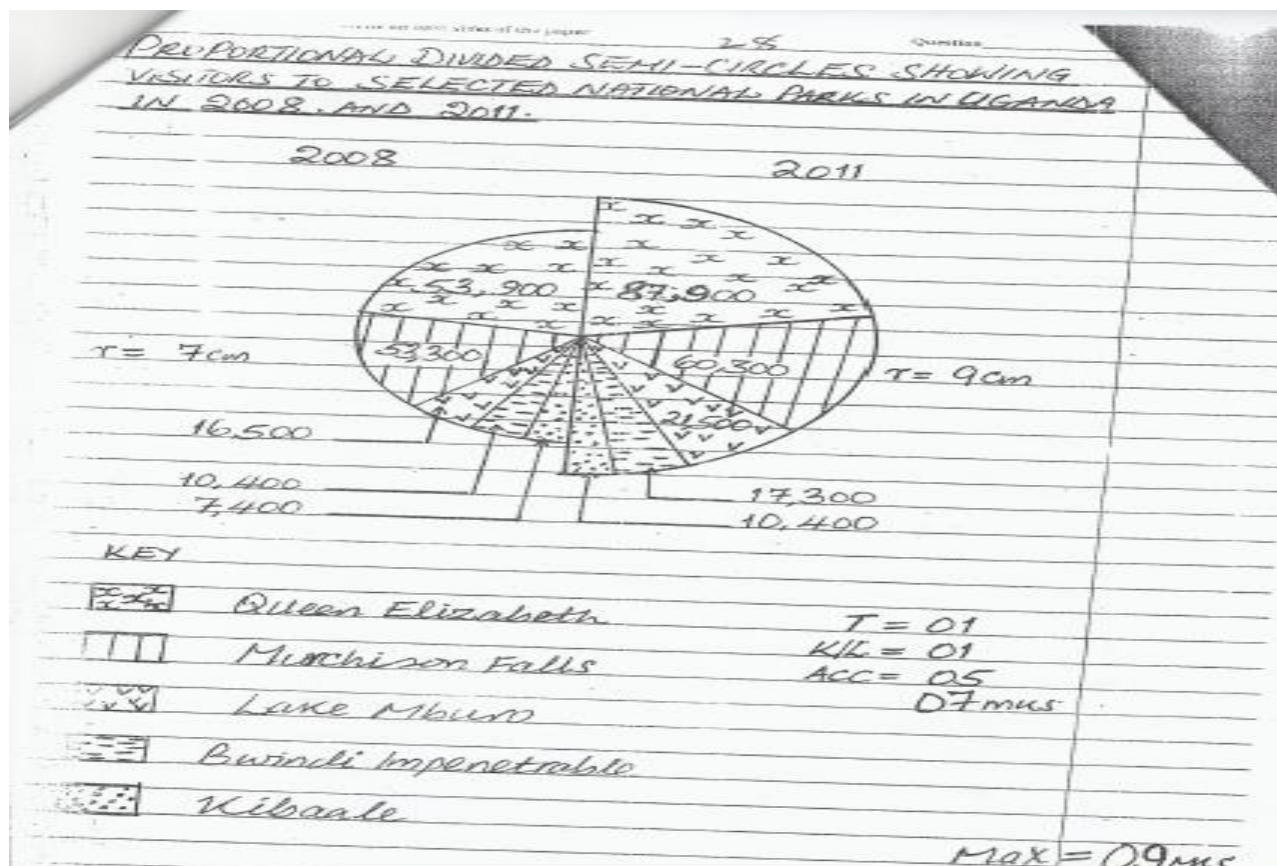
$$r = 444.30$$

$$r = \frac{444.30}{10}$$

$$4 = 44.4$$

$$r = \frac{44.4}{5}$$

$$r = 8.8 \quad 9.0\text{cm} \quad 01$$



- (b) Candidate is expected to derive the comments from the statistical data given and the diagram drawn in (a) above. They should include: -
- More tourists/visitors visited the selected national Parks in 2011 than 2008.
 - Generally, the number of visitors to all National parks increased in 2011, except Kibaale National park.
 - Queen Elizabeth national park received the largest number of visitors in both years.
 - Kibaale National Park received the least number of visitors in both years.
 - Queen Elizabeth national park realized the largest increase in visitors in 2011.
 - Kibaale national park realized the smallest increase in visitors in 2011.

Any 4 valid comments x 1 = 04mrks

Max

- (c) Candidate is expected to come up with the positive and negative significance of wild life conservation to the development of Uganda; which should include:

Positive:

- It has promoted the development of the tourism industry.
- It makes profitable use of some of the would-be waste lands such as steep mountain slopes and arid lands.
- It has created employment for the local people in the ranger force, tourist guides, et.c
- Helps to protect important water catchments.
- It protects plants and animals needed for scientific research.
- Promoted rural development by attracting investment in lodging, campsites and other leisure amenities.
- It maintains ecological balance by protecting biological diversity.
- Provides park communities with raw materials for the crafts industry through sustainable harvesting.
- Conservation protects plants with medical value which local communities use for curative purposes.

E.t.c Any 8 points, well explained & illustrated = 08mrks.

Negative:

- It has led to displacement of some indigenous communities from gazetted areas.
- Protected animals always stray and destroy farmland in the neighbourhood.
- Conserved animals spread contagious diseases affecting both man and his livestock.
- It limits expansion of farmland and settlement despite population increase.
- Parks and reserves are breeding grounds for some vectors such as tsetse flies.
- National parks, wildlife reserves and sanctuaries have been used as hideouts for anti-government forces/instabilities.

E.t.c any 4 points, well explained and illustrated.

= 04mrks

Max = 12mrks

Total = 25 mrks

Qn 7.

(a) Candidate is expected to come up with the current status of the coffee sub-sector which should include:-

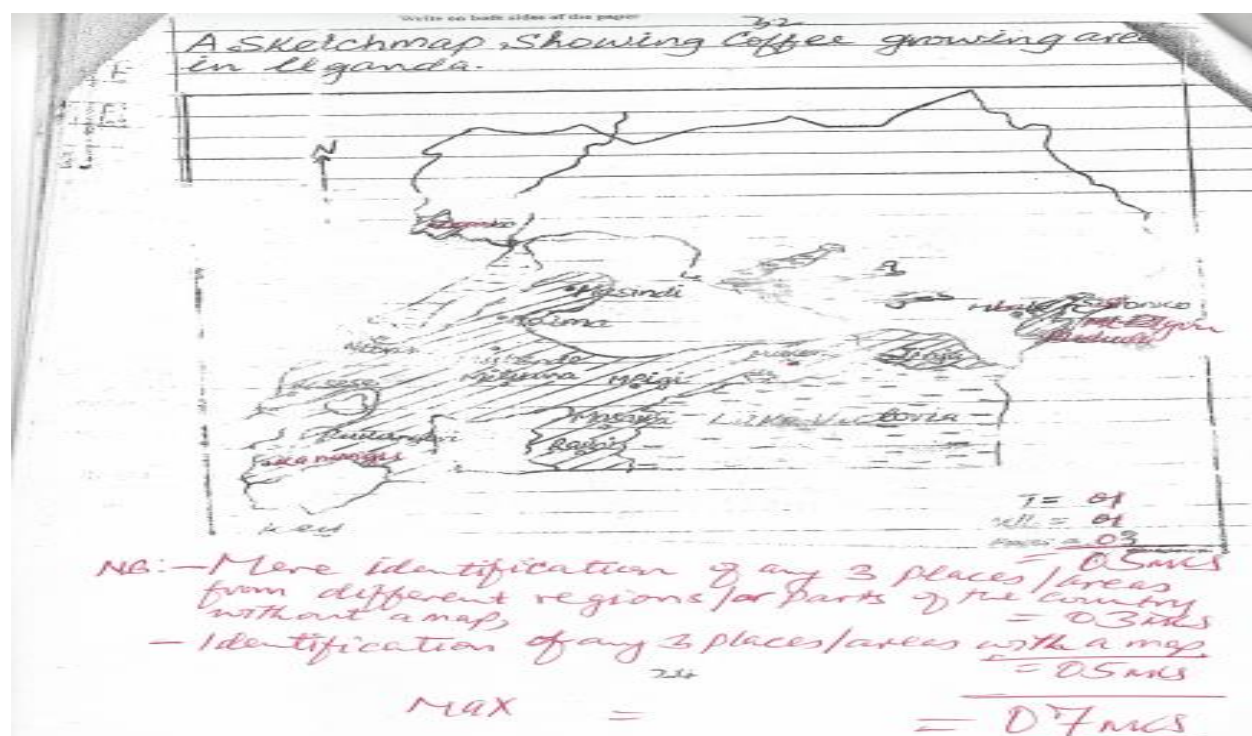
- Coffee is the major cash crop and leading foreign exchange earner for Uganda.
- Coffee accounts for about 70% of Uganda's annual exports.
- It is mainly grown on small scale peasantry farms.
- Robusta is the dominant coffee variety grown by most farmers.
- The buying and marketing of coffee is entirely in the hands of private individuals and a few farmers co-operatives.

Any 2 valid points x 1

02mrks

Candidate should identify the coffee producing areas in Uganda, which should include:

- The lake Victoria shore region/plateau in districts like Buikwe, Mukono, Mpigi, Butambala, Masaka, Wakiso, Rakai, Kayunga, Gomba, Mayuge, Iganga, Kamuli, et.c.
- On the Bunyoro plateau in districts like Hoima, Masindi, Kiryandongo, Kibale, and some parts of Buliisa.
- The Thinglands of West Nile in Zombo and Okoro.
- In the Rwenzori region e.g in Kasese, Bundibuggyo, Kabarole and in the Southern and Western parts of Ntoroko district.
- In the Elgon region e.g in Mbale, Sironko, Bududa, Manafwa and Budaka.



NB: - Mere identification of any 3 places/areas from different regions/or parts of the country without a map, = 03mrks

- Identification of any 3 places/areas with a map = 05mrks
Max = 07mrks

- Candidates is expected to identify and explain the problems facing the production/ growing and marketing of coffee which should include:-
 - Frequent outbreak of diseases and pests which reduced coffee yields.
 - Soil exhaustion especially in the Lake Victoria region due to over cropping.
 - Lack of adequate crop finance to pay for famers' produce promptly.
 - Fluctuation of coffee prices on the world market since the 1970s.
 - Competition from non-traditional cash crop such as ginger in Butambala and Mpigi, vanilla and maize.
 - Vagaries of weather and changing climate conditions like the recent prolonged drought.
 - Lack of adequate storage facilities both in homesteads and at export terminals.
 - Bad roads/poor roads in some coffee producing areas hinder marketing.
 - Limited access to farm inputs such as improved seedlings and agro-chemicals.
 - Dwindling labour supply in the traditional coffee growing areas like Masaka, Mpigi, Mukono, Buikwe, e.t.c.
 - Break down of coffee processing factories e.g in Kikyusa, Mityana, Mubende, Namulesa, etc.
 - Political instabilitites since 1971 have left some coffee shambas abandoned and bushy e.gKaweziike in Gomba, Bujinja and Bulyango in Hoima.
 - Low income levels/poverty among peasant farmers hinders modernization of coffee farming.
 - Natural calamities/ disasters such as landslides in Bududa and Bulambuli have always destroyed a large acreage of coffee.

Any 10 points, well explained and illustrated 10 x 1 = 10 mrks

Max = 10mrks.

- (b) Candidate should identify and briefly describe the measures being taken to promote coffee production which should include:-
- Research is being carried out in order to produce better high yielding, disease resistant, drought resistant and fast maturing coffee varieties/clonal coffee.
 - Coffee nurseries have been established and are producing seedlings for the farmers.
 - Both the government and coffee exporters are expanding the market for Uganda's coffee.
 - Foreign investors have come in to re-establish large scale coffee farms e.gKaweeri plantation in Mubende.
 - The Uganda Coffee development Authority is educating farms using grassroots workshops and mass media.
 - There is free distribution of improved coffee seedlings to farmers by OWC/NAADS, BUKADEF and NGOS.
 - Government is assisting some farmer like in Mitoma to control coffee pests by distributing farm inputs.
 - Rehabilitation of roads in coffee growing areas and construction of bound surface roads.
 - Farmers' access to credit is being improved by extending bonus and other financial institutions to rural areas.
 - Government is encouraging establishment of coffee processing factories to add value to the exports.

- Farm inputs such as sprayers, hoes and agro-chemical are now being manufactured in Uganda.
- Government has liberalized coffee marketing to allow many private firms to export the crop and to increase crop financing.
- A special organization, the Uganda Coffee Development Authority has been set up to supervise coffee production and to encourage good crop husbandry practices.

Any 8 points, well explained and illustrated 8 x 1 = 08mrks

Max =

Total = 25

Qn 8.

Candidate is expected to come up with the current status of the mining sector in Uganda which should point out:-

- Uganda's mineral resource base includes precious, non-precious and industrial minerals.
- Minerals exist in both hard rocks and placer and alluvial deposits.
- Recent air borne surveys have indicated that most minerals are concentrated in the volcanic complexes of the eastern and western parts of the country.
- Many minerals in the country are still extracted using rudimentary methods and tools.
- Of recent, some mines which had been closed have been re-opened e.g Kilembe for Copper.
- Most minerals are still sold in raw and semi-processed forms.

Any 2 valid facts

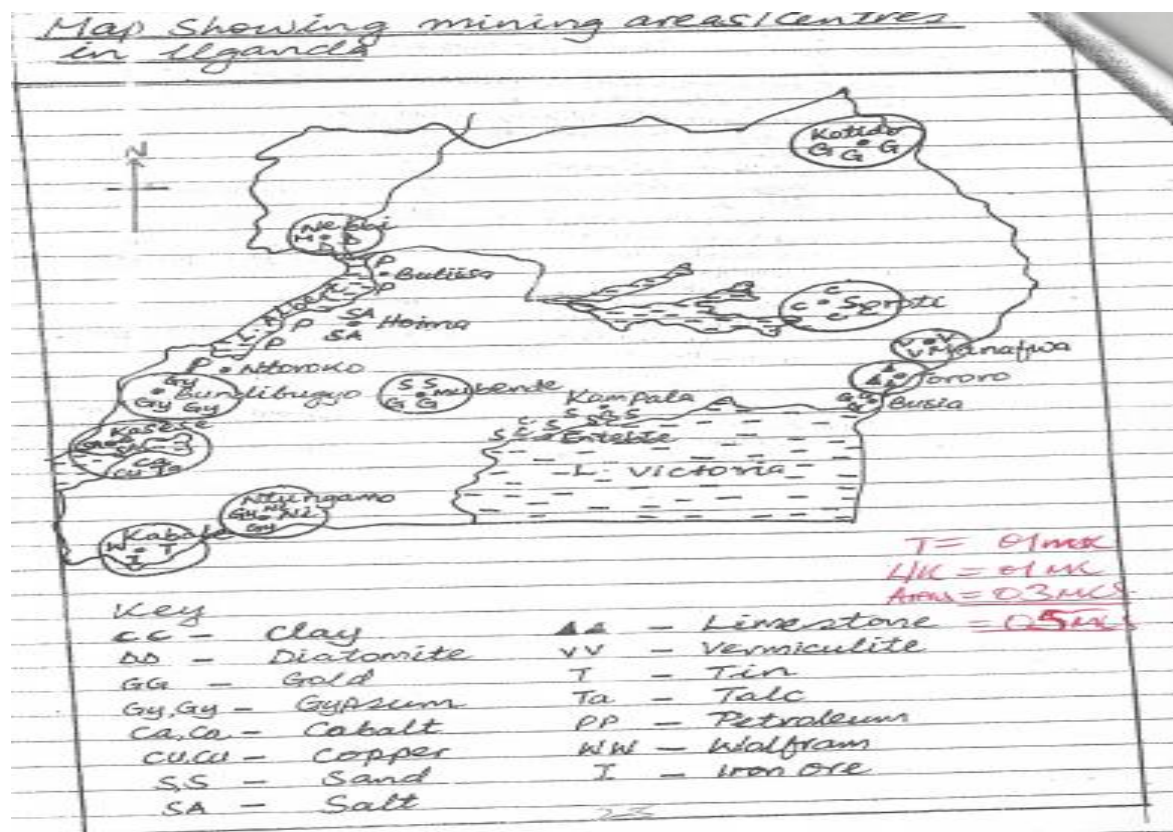
- 02 mrks

Candidate should identify the minerals currently being mined and their respective mining centres/areas.

- Gold at Tira/Busia, Kotido, Mubende, Kahengyere and Nabisoga.
- Tin in Kabale/Kikagati,
- Wolfram in Nyamuliror, Ruhija and Bahati mines(Kisoro)
- Limestone in Kasese, Tororo, Kapchorwa, Khaseremu and Yumbe.
- Cobalt in Kasese.
- Copper at Kilembe(Kasese)
- Tala at Kisnga in Kasese
- Rock salt in Lake Katwe and Kibiro/Hoima
- Felspar in Bushenyi and at Lunnya in Mukono.
- Iron ore at Muko, Rubanda.
- Lucustrine sand in the Lake Victoria shore region e.g at Entebbe, Katosi, Bunakijja, Kajjansi, Lweera in Kalungu district, Majanji, e.t.c.
- Diatomite at Pakwach / Nebbi.
- Vermiculite at Namekhala in Manafwa.
- Kaolin at Mutaka in Bushenyi, Buwambo, and Namusera.
- Clay at Nakawuka, Kajjansi, Masaka, Kamonkoli, Soroti, e.t.c.
- Gypsum in Ntungamo and Bundibugyo e.t.c.

NB

- Mere identification of minerals or mining centre without bonding them earns no marks.
- A mere identification of any 3 mining centres with their respective minerals without a map, 3 mrks. = 03mrks.
- Identification of any three mining centre and their minerals with a map, = 05mrks



Negative:

- It has led to physical damage on landscape/dereliction e.g stone quarrying at Kumi, Banda and Bukeerere.
- The closure of some mines has led to large scale structural unemployment e.g Tororo phosphate mine.
- It is associated with deaths resulting from mine accidents.
- It draws labour from other sectors leading to shortage and decline of those sectors.
- Mining has led to large scale destruction of natural vegetation e.g West Bugwe forest has been cleared by gold miners.
- It has stimulated urban growth and its related problems such as slums and squatter settlements.
- It promotes profit repatriation since most large scale mineral extraction is done by foreign firms.
- It has accelerated landslides (rock falls) and soil erosion in areas of open cast mining)
- The close of some mines has created ghost towns and retarded development.
- It leads to rapid spread diseases as the pits left behind have become breeding grounds for vectors e.g Gold mining in Busia.
- It is associated with environmental pollution i.e land, air and water pollution.

Any 9 points, well explained and illustrated x 1 = 09mrks.

Max =

Total 25

Candidates should identify and explain the positive and negative role of the mining sector in Uganda.

Positive:

- Has created jobs/employment for the people of Uganda e.g limestone mines at Tororo.
- It earns the country foreign exchange through mineral exports.

- It generates locally raised government revenue through taxes and mining licenses e.g. oil exploration in Hoima.
- It has stimulated the development of infrastructure like roads, hospitals and schools.
- Has stimulated the growth of urban centres close to the mines e.g. Tira town due to gold mining, Kirembe due to copper.
- Has strengthened Uganda's bilateral relationship with foreign countries whose nationals have invested in the sector.
- It has diversified Uganda's economy.
- It provides market for locally produced goods and food stuffs e.g. Tira Gold Mine.
- It has created interdependence/linkages between economic sectors e.g. the vermiculite mine in Manafwa provided farm fertilizers.
- Has led to the development of mineral allied industries e.g. Masese steel mills now uses raw iron ore from Muko.

Any 9 points, well explained and illustrated 9 x 1 = 09mrks

+ 09mrks

*******THE END*******

ACEITEKA CO-ORDINATED AND FINAL ENTREPRENEURSHIP EDUCATION MARKING GUIDE FOR PAPER 1, (P230/1) 2017.

1(a) (i) Developmental change concentrates on improving an already successful environment/**development change** occurs through improving aspects of an organization such as increasing the number of customers or introducing a new product.

While/whereas

Transitional change occurs when existing processes are replaced with something that is completely new to the organization.

02 Marks if the candidate gives the right definitions and also uses the rightful conjunction.

Examiners' Remarks

Emphasis should be put on something positive since in business management "change" is seen from the positive angle. So the candidate must use words such as "improvement," "better," "betterment," etc. in the definition.

The candidate shall lose 100% of the total mark if no conjunction is used since this person will have changed the question into "define the following concepts." However, if a candidate defines one of the concepts and only ends at the conjunction, then this person shall score a mark.

The candidate is at liberty to start with the conjunction while giving pointing out the difference between concepts.

(ii) Among the reasons why people resist change at the workplace include:

- Self-interest
- Stubbornness/egocentrism (being egocentric)/pride and/or prestige/unwillingness to give up existing benefits
- Lack of trust/mistrust/distrust
- Fear to suffer the costs (or expenses) associated with change/change is expensive (or costly).
- Not everyone benefits from change/change benefits some individuals at the expense of others/change hurts some people and benefits others.
- Inadequate skills/lack of the required (or necessary) skills.
- The aspect of looking at change from the negative side/negative attitude towards change.
- Limited knowledge about change/ignorance about change and the benefits associated to it/inadequate information possessed about change/lack of information about change.
- Differing viewpoints/difference or variation in opinion.
- Low tolerance for change.
- Fear of failure/fear to commit mistakes.
- Failure to communicate the change process/ineffective communication of the change process.
- Poor leadership/not enough leadership/mismanagement of the change process/absence of leaders or managers who can see others through the change process/complacency
- Uncertainty about the causes and effects of change.
- No obvious need for change
- Possession of prior information about the flaws (or weaknesses) in the change proposed/awareness of the weaknesses in the change proposed.
- Loss of control
- Concern about support system
- Closed mindedness/being close minded/being locked up in the old way of doing things/“this is how we do it attitude.”
- Unwillingness to learn/assuming to know it all
- Change is time consuming/lack of the required time to implement change/time constraints/inadequate time/time pressure.
- (Strong) desire (or need) for independence (or autonomy).
- Creatures of habit/personal character (some people by nature are just rebellious)
- Group-think/group influence/peer pressure/peer influence
- Fear that the new way may not be better/fear of the unknown
- Fear of personal impact
- Desire to maintain one's status quo.

- Failure to involve the change participants/neglecting the people (or stakeholders) affected by change.
- Not beginning change from the top/beginning change from the bottom
- Not enough leadership/lack of the required leadership to successfully drive the change
- Not being creative and/or innovative

Any 2 x 1 = 02 Marks

Examiners' Remarks

The candidate is only required to state the points; however, all answers given must be clear and complete.

(b) Sources of business ideas

- Unfilled niche in the marketplace (e.g. low quality output, high commodity prices, goods that are inconveniencing to use, etc.)/customer complaints.
- Individual or personal challenges, such as loss of employment.
- (Business) letters
- Personal experience
- From existing (business) ideas
- Hobbies/personal interests
- The Internet
- Social media (Facebook, Twitter, Instagram, etc.)
- Vocational training/from school/knowledge/from college and University.
- (Individual) skills, e.g. many people have decided to transform their skill of communication, into motivational speaking for a profit.
- Talents (e.g. sportspersons, musicians, comedians, etc.)
- Franchise or franchising
- (Business) workshops, seminars, symposiums, and conferences
- (Natural) environment, e.g. herbalists, cosmetic firms, timber dealers, etc.
- (Existing) entrepreneurs and/or businesspersons
- Radio (programs)
- Television (programs)
- Advertisement messages/classified adverts
- Source documents, e.g. receipts, invoices, etc.
- People's ignorance
- Creative abilities/creative thinking/creative mind-set/creativity/positive thinking.
- Partnership firms
- Work experience.

- Creative approaches/creative thoughts
- Changes in industry or market structure
- Changes in demographic/people's lifestyles
- Magazines
- Journals
- Newspapers (and not new paper!)
- Trade shows and exhibitions
- Personal contacts
- Visual observations
- Government agencies
- International scene
- Travels and expeditions
- Surveys/market research/field visits
- Brainstorming/mind-storming
- Special events (e.g. sports galas, anniversaries, etc.)
- Seasonal changes (e.g. rainy and dry seasons; festive seasons, etc.)

Any 4 x 1 = 04 Marks

Examiners' Remarks

The candidate should not use words such as "by," "through," or even use the "present continuous tense," since use of these words will transform the candidate's answers into techniques/ways or methods. Thus, the candidate must simply state the "source, e.g. magazines," or give the source starting with the preposition "from. e.g. from magazines."

(c) (i) Gender partnership is where both men and women agree to work together harmoniously in business/**gender partnership** occurs when there are mutual relations between men and women in business/**gender partnership** is where both males and females work together without exploiting each other/**gender partnership** involves both men and women working together in business as a team.

Examiners' Remarks

The candidate who does not state the concept being defined shall score no mark!

(ii) Some of the barriers to gender partnership in Uganda include:

- ❖ Difficulty in accessing financial resources
- ❖ Absence of sufficient role models
- ❖ Inadequate training
- ❖ Inaccessibility to information/limited access to the (required) information.

- ❖ Gender related business myths
- ❖ Limited government support towards women entrepreneurship
- ❖ Most women fear taking risks in business
- ❖ Cultural barriers/practices (for instance, where women are considered to be inferior to men, female gender mutilation - mainly practiced in Kapchorwa and Bukwo districts)
- ❖ Most women do not have access to land/limited access to land especially by women
- ❖ Low levels of education among women/lack of the required entrepreneurial competencies (such as knowledge and skills) to run business successfully
- ❖ Negative attitude of some women towards business (or entrepreneurship)/Not being passionate about business.
- ❖ Some women are naturally lazy (yet hard work is a basic value in running a successful business)
- ❖ Individualistic tendencies/failure of partners to support one another
- ❖ The tough (or unrealistic) terms and conditions imposed on businesses by lending/financial institutions
- ❖ Corruption tendencies practiced by men
- ❖ Work-family interface/broad family responsibilities/multiple domestic roles/multiple demands
- ❖ Women's safety and gender-based violence
- ❖ Lack of societal support
- ❖ Legal barriers and procedures

Any 4 x 1= 04 Marks

Examiners' Remarks

All points stated shall be inclined to the negative side.

(d) (i) Machinery refers to a group of machines in general that gets work done/ **machinery** refers to a device/tool/instrument/set of equipment in which each part works together with the other to perform a given function (or complete a given task), e.g. sewing machine.

While/whereas

Equipment refers to the things needed to do some work/ **equipment** are the set of tools used in the facilitation of the production process.

02 Marks

Examiners' Remarks

Refer to question 1 (a) (i).

(ii) Factors considered by an entrepreneur when making choice of machinery and equipment

- ❖ Initial cost of machinery and equipment/costs involved in buying machinery and equipment/price or value of the machinery and equipment.
- ❖ Capacity of machine (i.e. number or amount of units or items the machine can produce in a given time).
- ❖ Ease in maintenance and repair/extent to which the machine is easy to repair and maintain/availability of spare parts and accessories.
- ❖ Flexibility for adjustment in relation to the customers' changing tastes and preferences.
- ❖ Availability of other equipment (or accessories) required to operate the machinery or equipment especially in terms of complementary machines.
- ❖ Productivity and efficiency of machinery and equipment/quality of products (output) that can be produced by machinery or equipment.
- ❖ Complexity of the task to be done/nature of work to be performed by the machine or equipment.
- ❖ Lifespan of the machinery and equipment/how long the machine or equipment can remain in active service/time it takes for the machine or equipment to break down/durability of machinery and equipment.
- ❖ Availability of the required labour to man the machine or equipment.
- ❖ Number of uses of the machine/extent to which the machine can perform multiple tasks.
- ❖ Size of machinery and equipment in relationship to the space that is available/amount of space to be occupied machinery and equipment.
- ❖ Nature of plant layout
- ❖ Speed and accuracy of the machine/time taken by the machine to complete a given piece of work (or task).
- ❖ Guarantee and/or warranty given by the manufacturer (or supplier) in terms of efficiency, durability and maintenance.
- ❖ Source (or origin) of machinery and equipment.
- ❖ Extent to which machinery and equipment can easily be used/simplicity of machinery and equipment use.
- ❖ Environmental considerations/extent to which the machine conforms to the environmental rules and regulations/impact (or effect) of the machine on the (natural) environment.
- ❖ Government policy regarding tax assessment of machinery and equipment/taxes imposed on the machine or equipment at the time of importation/subsidies or incentives provided by Government.
- ❖ Amount of energy (or power/electricity) consumed by the machine or equipment per production cycle.
- ❖ Terms and conditions of the supplier (regarding delivery, date of delivery, price, discounts allowed, etc.)
- ❖ Loading and offloading considerations/extent to which the machine is easy to load and unload (or offload).

Any 2 X 1 = 02 Marks

Examiners' Remarks

The candidate is expected to state his or her answers clearly as indicated above in order to score full marks.

(e) (i)Nsangi Investments Limited had the following items on its Statement of Financial

Position:

Item	Shs
Cash	20,000,000
Debtors	40,000,000
Inventories	30,000,000
Prepaid rent	40,000,000
Accrued wages	30,000,000
Bank overdraft	6,000,000

Required:

Determine:

(i) Gross working capital

Gross working capital = Current assets

Cash + Debtors + Inventories + Prepaid rent

20,000,000 + 40,000,000 + 30,000,0000 + 40,000,000

= Shs. 130,000,000/= (02 Marks)

(ii) Current liabilities

Current liabilities = Short-term liabilities

Accrued wages + Bank overdraft

30,000,000 + 6,000,000

Shs. 36,000,000/= (02 Marks)

Section B (80 Marks)

2 (a) Some of the ways in which innovation manifests itself in a small business enterprise include:

- Enhancing technology transfer networks/focusing on technology.
- Expecting and being positive to change/being flexible and/ or adaptive (or

dynamic)/adapting to changing market conditions as expected.

- Implementation of new rules, regulations, policies, procedures, and practices.
- Being frugal, that is, doing more things, with less resources.
- Experimenting their findings/trying out on new approaches/accepting failure as part of their path to success.
- Fixing problems quickly/focusing more at problem-solving.
- Having the art of measuring performance indicators/continuously and consistently reviewing the innovation.
- Re-inventing oneself and the organization.
- Developing innovative strategies/making innovation a habit in their enterprises/innovating, innovating, and innovating all the time (Peter Drucker, who is regarded as the *father* of innovation says there is nothing like over-innovation).
- Having the attitude to always learn/being open to learning/having the urge (will or desire) to learn or acquire (new) knowledge
- Having an entrepreneurial mind-set/thinking entrepreneurially.
- Being able to think globally/thinking beyond the national boundaries.
- Rewarding and/or appreciating creativity/motivating change participants (as required).
- Placing emphasis on networking and affiliation/sharing information needed for creative idea generation.
- Being open to change/developing the art of change management/allowing no room for resistance to change/addressing all the hindrances to change.
- Being fast at whatever one does/doing things (steady) fast/deciding fast/avoiding procrastination.
- Focusing on staff training/making staff training a habit/paying closer attention to staff training/making staff training a routine (or part of the business culture).
- Doing things right/minimizing error/reducing on mistakes
- Participation in research and development/creation of research and development departments (or sections).
- Placing emphasis on specialization and division of labour/ensuring proper recruitment and placement of staff
- Paying closer attention to time management/avoiding time wastage (or mismanagement)
- Being alert at the ongoing (socio-economic) trends/being alert at trend spotting.
- Looking to the future/looking ahead/being focused/having the ability to set clear goals and objectives/being visionary/dreaming (**dreaming** is the art of letting one's imagination wonder about).
- Placing emphasis on strategic focus

- Spotting (new) opportunities and not taking chances on any (new) opportunities that come their way.
- Focusing on the customer/placing emphasis on the customer/aiming at customer satisfaction/provision of (great) customer service.
- Ensuring timely response to feedback/effective communication.
- Setting clearly defined performance standards.
- Taking on well-calculated risks/risk-taking.
- Focusing on self-discipline/paying closer attention to the moral conduct of managers and staff at large/focusing at ethical conduct
- Being passionate about innovation/demonstrating a high degree of passion for innovation.
- Persisting and persevering no matter the obstacles encountered
- Embracing the art of visionary leadership/not being complacent
- Placing emphasis on the aspect of corporate social responsibility (CSR)/paying closer attention to public relations.
- Continuous improvement/formation of continuous improvement teams
- Generation of new ideas/encouraging idea generation
- Brainstorming/formation of quality circles

Any 10 X 1 = 10 Marks State: 1/2

mark. Explanation: 1/2 mark

(b) Among the types of innovation include:

- **Incremental innovation:** Incremental innovation seeks to improve the systems that already exist, making them better, faster, and cheaper.
- **Process innovation:** Process innovation means the implementation of a new or significantly improved production or delivery method. Process innovation can also be termed as “**manufacturing**,” or “**production**,” or “**operations**,” innovation.
- **Red-oceans innovation:** Red-oceans refer to the known market space, that is, all the industries in existence today. In red oceans, industry boundaries are defined and accepted, and the competitive rules of the game are known.
- **Service innovation:** Service innovation can be defined as “a new or considerably changed service concept, client interaction channel, service delivery system or technological concept that individually, but most likely in combination, leads to one or more (re)new(ed) service functions that are new to the firm.”
- **Product innovation:** The classic entrepreneur is seen as an individual who develops a new product or a new idea and builds a business around it.
- **Creative innovation:** Creative innovation starts out with markets, rather than with products

and with customers rather than with producers.

- **Business model innovation:** Business model innovation (BMI) refers to the creation, or reinvention, of a business itself.
- **Sustainable/eco-innovation:** Eco-innovation is a term used to describe products and processes that contribute to sustainable development
- **Frugal innovation:** Frugal innovation is about doing more with less.
- **Blue-oceans innovation:** Blue oceans represent the unknown market space, that is, all the industries not in existence today.
- **Radical innovation:** Radical innovations (sometimes referred to as **breakthrough** or **discontinuous**) provide something new to the world that we live in by uprooting industry conventions and by significantly changing customer expectations in a positive way.
- **Open-source innovation/crowd-sourcing:** In production and development, open-source is a philosophy or pragmatic methodology that promotes free redistribution and access to an end product's design and implementation details.
- **Experience innovation:** With experience innovation, companies try to create holistic experiences by emotionally engaging their consumers.
- **Systematic innovation:** According to Peter Drucker, "**systematic innovation**" is the purposeful, organized and constant search for changes, and the systematic analysis of the opportunities such changes might offer for economic and social innovation.
- **Disruptive innovation:** A disruptive innovation is an innovation that helps create a new market and value network, and eventually goes on to disrupt an existing market and value network (over a few years or decades), displacing an earlier technology.
- **User-led innovations:** The user is king. It's a phrase that is repeated over and over again as a mantra: Companies must become user-centric.
- **Supply chain innovation:** Supply chain innovation is about applying best practices and technological innovations to one's own supply chain in order to reduce search cycle and waste.
- **Civic innovation:** Advanced by (Fowler, 2000) civic innovation refers to the creation of new or modification of existing conventions, structures, relations, institutions, organizations and practices for civic benefit demonstrated by on-going, self-willed citizen engagement and support.
- **Value chain (or marketing) innovation:** There is a value chain in an industry. An entrepreneur can innovate in any one of the activities in the value chain in order to remain competitive. It is "marketing" and not "market" innovation.
- **Financial (or financing) innovation:** E.g. payments made by use of mobile money, debit and visa electronic cards, etc. are a form of financing innovation.

- **Organizational innovation:** This could take the form of introducing a new style and/or system of administration. Organizational (and not organization) can also be termed as “management,” or “administrative,” innovation.
- **Social innovation:** This kind of innovation is experienced in the social sector (or social enterprises). It seeks to bring about improvement and/or new ways of doing things within the social sector.

Any 10 x 1 = (10 Marks)

State: ½ mark. Explanation: ½ mark.

3 (a) Steps followed by an entrepreneur in determining the profitability of a potential business

- Deciding on the type of business
- Selecting an ideal business location
- Forecasting sales
- Estimating the business' operational costs
- Estimating profits or returns on investment

5 X 2 = (10 Marks). State: 1 mark. Explanation: 1 mark.

Examiner's Remarks

There is no clear cut approach for presenting these steps - the candidate can state the steps using the “present continuous tense,” “abstract noun,” or simply say; step 1...; step 2...; step 3, and so on!

(b) Factors that affect an entrepreneur's choice of business location

- ❖ Nearness to the source of raw materials and natural resources/availability of raw materials (or production inputs).
- ❖ Nearness to the market/location of customers
- ❖ Market (or population) size/number of customers and potential customers available
- ❖ Supply of labour/availability of labour/size of labourforce/workforce available
- ❖ Government influences/Government aid or development grants.
- ❖ Safety and/or waste disposal considerations
- ❖ Location of other businesses/number and size of competing businesses
- ❖ Personal preference or interest/family ties
- ❖ Transport links for supplies and distribution/existing state of infrastructure/degree of infrastructural development.
- ❖ Cost of premises/rental charges
- ❖ Local government or zonal charges

- ❖ History and tradition of the area/industrial inertia.
- ❖ Sales techniques
- ❖ Relief or topography of the area.
- ❖ Nature of business to be undertaken
- ❖ Availability of water/nearness to the source of water
- ❖ Availability of power/nearness to the source of power
- ❖ Accessibility to land/availability of land for expansion
- ❖ Climate of the area/climatic factors
- ❖ Availability of auxiliary/support services
- ❖ Integration with group companies/influence of industrial inertia.
- ❖ Character of the area/extent to which the business can conform to the area norms/acceptability of the business in the community
- ❖ Security of the area/political climate (or environment/atmosphere)/degree of political stability (or instability).

Any 10 x 1 = (10 Marks) State: ½ mark.

Explanation: ½ mark.

Examiners' Remarks

The candidate should give the point(s) in a neutral format as indicated above. Thus, all those candidates who will give biased points such as “political instability (or stability),” “unfavourable government policy on business establishment,” etc. shall score no mark!

4 (a) Some of the challenges encountered in running and operating a family business include:

- Conflicting goals, interests, and ambitions/conflicting loyalties
- Unrealistic expectations/being over ambitious
- Difficulty in coping with work ethics
- Employment of family members/neglect of professionalism/tunnel vision/neglect of external skills and talent/recruiting incompetent family members
- Compensation related challenges/difficulty in determining appropriate rewards
- Reluctance to plan/neglect of business planning/absence of a clear business strategy
- Challenges related to decision-making/difficulty in coming up with the most appropriate decisions/making irrational (or wrong) decisions.
- Unlimited liability (for family businesses owned as proprietorships and partnerships)
- Difficulty in practicing specialization and division of labour (in proprietorships, specifically).
- Research and development related challenges/difficulty in conducting research and development
- Time constraints (or pressure)/mismanagement of time

- Managing individual emotions/emotionality/dealing with people's emotions
- Formalization of the management/difficulty in formalizing management/management and/or leadership related challenges
- Difficulty in preparing shareholders'/partners' agreements
- Managing minority shareholders' expectations
- Getting started/difficulty in determining when to start/not being confident enough
- Difficulty in anticipating wealth
- Influence of patriarchy/paternalistic tendencies/dealing with gender partnership
- Ethnicity, tribalism, and sectarianism among others/practice of discrimination/family business imperfections/neglect of women or daughters in family businesses, e.g. almost everybody (if not all) who starts a business including women use the phrase "...and sons." E.g. Mukasa and Sons Enterprises.
- Neglect of career development/neglect of staff training
- Difficulty in controlling informality/absence of clear set policies, procedures, rules and regulations for family members
- Role confusion/failure to clearly define each individual's roles, duties, and responsibilities/absence of a well-defined job description.
- High rate of turnover of non-family members
- Difficulty in determining business successors/challenges related to succession
- Unfair tax rates/high tax rates levied on family businesses by Government
- Stiff competition (amongst family businesses themselves; from public limited companies; from public enterprises; from multinational corporations, etc.)
- Language differences (or barriers)
- Neglect of retirement and estate planning/neglect of long-term planning to cover necessities and realities of older members as they leave the company
- Absence of a clearly defined exit strategy
- Financial constraints/difficulty in raising business finance
- Small market/difficulty in accessing a large market
- Dealing with risks, such as fire outbreak, theft, etc.
- Dealing with unscrupulous and/or unserious or untrustworthy persons/dealing with bad debtors
- Absence of effective communication/practice of ineffective communication
- Difficulty in getting access to appropriate technology/reliance on inappropriate technology
- Insecurity within the locality and country at large/political instability.
- Underdeveloped infrastructure/low levels of infrastructural development
- Difficulty in valuing business

- Availability related challenges/increased levels of absenteeism by family members
- Increased resistance to change/overly conservative (or rigidity) of family members.
- Influence of traditionalism/strong cultural ties

Any 10 x 1 = 10 Marks

State: ½ mark. Explanation: ½ mark.

(b) Among the remedies/solutions to the challenges associated with family operating businesses include:

- ❖ Modifying and in some cases discarding conventional business thinking in favour of customized solutions/thinking positively
- ❖ Seeking external support/recruiting external labour/showing the rationale in hiring professionals from outside the family circle.
- ❖ Discarding personalities, expectations, biases, and individual cultures/putting emphasis on team-work despite the ethnic and cultural diversity.
- ❖ Staying current/putting emphasis on research and development
- ❖ Practicing effective communication
- ❖ Limiting credit sales/selling goods on credit strictly to well known, regular, and credit worth customers/placing emphasis on cash sales.
- ❖ Paying (close) to corporate social responsibility (CSR).
- ❖ Seeking for external financial support/going in for debt financing to deal with the challenge of financial constraints.
- ❖ Putting emphasis on business formalization/registering family businesses with the Uganda Registration Services Bureau (URSB)/formalizing business operations
- ❖ Focusing more at corporate governance/ensuring proper management of business/formalizing the management process.
- ❖ Lobbying Government for tax concessions (e.g. tax rebates, tax holidays, reduction in tax rates, etc.)
- ❖ Dealing with the issue of spouses and in-laws systematically
- ❖ Seeking insurance services (in order to mitigate insurable risks).
- ❖ Integrating the family component in business planning/focusing more at business planning
- ❖ Managing minority shareholders' expectations effectively and appropriately
- ❖ Lobbying Government to improve infrastructure (specifically transport and communication networks).
- ❖ Formulating family business rules and regulations
- ❖ Grooming family managers to be successors/putting in place a clear succession plan
- ❖ Putting emphasis on creativity and innovation/rewarding creative and innovative ideas

- ❖ Marketing and promoting their products and/or services
- ❖ Putting in place a clear exit strategy
- ❖ Involving girls as well to participate in family business affairs.
- ❖ Avoiding over-investment in fixed assets
- ❖ Placing emphasis on banking (to deal with the challenge of financial mismanagement).
- ❖ Ensuring effective management of change/dealing effectively with change
- ❖ Putting emphasis on total quality management/focusing at quality production and/or service provision
- ❖ Competitive pricing/setting fair (or affordable) prices for the business' products.

Any 10 x 1 = 10 Marks

State: ½ mark. Explanation: ½ mark. mark. Explanation: 1 mark.

Examiners' Remarks

The candidate should present all answers using the “suggestive” tense or language; that is, words such as: “by,” “through,” “need to,” “has to,” “should,” “need to,” “the present-continuous tense” or “the abstract noun” shall apply.

The candidate shall score no mark if he or she uses the present simple or present perfect tenses to explain a point that has not been punctuated; that is, separated the point with a comma or full stop or any other appropriate punctuation mark.

5 (a) The strategies of sales promotion include:

- ❖ **Push strategy** is a strategy that involves taking the product directly to the customer through the use of different techniques of sales promotion. Or **push strategy** is where the business uses a variety of sales promotion techniques to get/push the product to the market.
- ❖ **Pull strategy** is where the interest for a specific product is created within a greater audience that then demands for the product from the channel intermediaries. Or **pull strategy** is where the business uses a number of sales promotion techniques such as use of coupons, rebates, deals, sweep-stakes, etc. to positively influence consumer behaviour.
- ❖ **Push and pull strategy** is where the business combines both the aspects of a push and pull strategy.

3 X 2 = 06 Marks

State: 1 mark. Explain 1 mark.

Examiners' Remarks

The candidate who gives tools or techniques of sales promotion such as “discounts,” “after-sales services,” “samples,” “coupons,” etc. shall score no mark since these only aid the success of the above strategies.

(b) Among the reasons for carrying out sales promotion in business include:

- To increase sales
- To inform /remind the public about the availability of the products on market
- To stabilize sales
- To attract new customers/to promote market growth
- To retain the existing customers
- To target a particular segment of the market
- To respond to the actions of competitors/to meet the challenges of the competition/to increase the firm's level of competitiveness/to enable the firm enjoy a competitive advantage.
- To "position" the product in the customer's mind
- To maintain sales of seasonal products
- To introduce new products in the market/to build consumer awareness.
- To assist with advertising
- To assist with personal selling
- To arouse interest/to create the desire for buying.
- To reward customer loyalty/to reward (loyal) customers
- To promote a good brand image or name of the business
- To assist with publicity and public relations.
- To reduce operational or production costs or expenses.

Any 7 x 2 = 14 Marks

State: 1 mark. Explanation: 1 mark.

Examiners' Remarks

The candidate must strictly state objectives and not benefits. Thus, the present simple and present perfect tenses shall not apply! The preposition "to" shall instead be used. However, the candidate can as say: "so that," or even say "... aim(s) at...!"

6 (a) Activities involved in the training process of employees

- Analyzing training needs/making an analysis of training needs.
- Planning how to meet the defined needs
- Identifying how to meet the training needs
- Thinking about trainees (or selecting the trainees)
- Selection of the training methods and activities
- Thinking about trainees/deciding who should do the training/determining the trainers
- Carrying out training as planned/administering training as planned

- Evaluating, reviewing and measuring training results/making an assessment (or evaluation), review, and measurement of the training results/analyzing the training outcomes

Any 8 X 1= 08 Marks

State: ½ mark. Explanation: ½ mark.

Examiner's Remarks

There is no clear cut approach for presenting these steps - the candidate can state the steps using the "present continuous tense," "abstract noun," or simply say; step 1...; step 2...; step 3, and so on!

(b) Some of the benefits associated and with staff training include:

- Training improves the competitiveness of an organization/it enables an organization enjoy a competitive advantage
- It leads to a reduction in recruitment costs/it enables an organization save on recruitment
- Training creates the "right attitudes" in employees and "attitudes" are often just as important as knowledge, values, traits and skills
- It paves way to creativity, invention, and innovation thereby leading to new product development.
- Promotes optimum/full/effective utilization of resources hence minimizing on the rate of resource wastage
- Training acts as a good tool for motivation of staff hence promoting labour efficiency and productivity
- It also leads to a reduction in labour (or staff) turnover. Thus, training enables an enterprise to maintain its key staff
- Facilitates value addition hence making the organization more competitive
- Facilitates business expansion since the company's workers are equipped with the knowledge and skills necessary for the business to achieve its expansionary motive
- Results into greater commitment of staff thereby accelerating the rate of labour efficiency and productivity
- Fosters greater flexibility from a wider skills base as a result of multi-skill training
- Facilitates the use of new technology since with training employees are able to acquire more technical expertise on how to operate more complicated machinery and equipment
- Promotes increased labour productivity and efficiency since workers are equipped with new skills and knowledge of doing things

- Training is a good technique of managing (or coping with) change within an enterprise since it creates the right “attitudes” in workers thereby enabling an organization to minimize on the rate at which workers resist change
- Facilitates total quality management as a result of increased labour efficiency and productivity that come along with training
- Facilitates long-term profitability of an organization which greatly fosters business success
- Training also enables an organization to achieve the path to excellence thereby making the enterprise more competitive within the industry
- It enables an organization to conform to the laid down patterns of behaviour which enables the enterprise to integrate the workers within the organization
- Facilitates smooth business operations since after undergoing training workers become highly productive and efficient in all that they do
- Results into a decline in the need for supervision and monitoring of performance since trained staff are usually aware of what to do, how to do what they have to do and when to exactly do what they have to do

Any 6 x 1= 06 Marks

State: ½ mark, Explanation: ½ mark

Some of the costs (disadvantages/challenges/limitations) that come along with staff training include the following:

- Trained workers tend to be more mobile than those who are not trained hence leading to an increase in the rate of staff turnover/training is a source of labour or employee or staff turnover
- Administering training is costly to the organization (in the short-run)/training increases an organization’s operational costs in the short-run
- Conducting a training exercise is tedious and time consuming
- There is a tendency of segregating/discriminating against trainees (particularly at the time of their identification and selection).
- Matching the training needs with the training technique is not a simple task for the organization (or manager) to perform
- Planning the appropriate content for training is another daunting task (or huge challenge) to accomplish.
- Trained workers have a tendency of becoming rebellious and/or disrespectful/trained might be a source of resistance to change.
- Likely of failure of the entire training process due to failure to relate training needs to the business environment.

- There is also a tendency of employees/trainees not being ready to learn/unwillingness of the trainees to learn since they often assume to have known it all during the training.
- There is a tendency of some organizations (or managers) recruiting skilled workforce other than training existing workers. Thus, such managers see no need for staff training irrespective of its positive outcomes.
- Many companies or managers have failed to understand the relationship between training their employees and the return this gives to their profit margins.
- There is no guarantee that training will bring about the desired results/it is not obvious that training will achieve its set goals and objectives.
- Production usually comes to a standstill whenever workers are undergoing training (this is usually the case if there was no careful planning ahead of training).
- Training breeds organizational conflict (this is especially at the stages of selecting trainers and trainees).

Any 6 x 1 = 06 Marks

State: ½ mark. Explanation: ½ mark.

Examiners' Remarks

The candidate should present his or her answers using the present simple or present perfect tenses.

7 (a) The types of business competition include:

- **Perfect competition:** This is a form of competitive business characterized by many sellers and buyers dealing in homogeneous or uniform products. In reality, this form of market structure does not exist.
- **Monopoly:** This is a form of competitive business where the firm/industry deals in the production of a commodity that has no close substitutes.
- **Oligopoly:** This is a form of competitive business that comprises a few large firms and many buyers.
- **Monopolistic competition:** This is a form of competitive business made of many buyers and sellers dealing in differentiated products or services.
- **Monopsony**
- **Duopoly:** This is a form of competitive business comprising only two competing firms and a variety of suppliers.

Any 4 x 2 = 08 Marks

State: 1 mark. Explanation: 1 mark.

Examiners' Remarks

The candidate is at liberty to explain the point using of the features of the given form of competitive business or market structure.

(b) Among the benefits of business competition include:

- ✚ It accelerates marketing and promotion of products and services; this facilitates consumer knowledge about the presence of certain products on market.
- ✚ It enables the creation of mergers and takeovers which enables firms to enjoy economies of scale.
- ✚ It facilitates production of a variety of products or services hence boosting consumer choices.
- ✚ Competitive firms or companies are able to pay high dividends to their shareholders and also realize a rise in the share price/competitive firms are able to maximize shareholders' wealth.
- ✚ They are also able to give profit related pay awards to directors and managers thereby giving their managers a great deal of satisfaction/they are in position to effectively and convincingly motivate their workers.
- ✚ Business competition compels business entities to invest money into community projects, such as sponsorship arrangements, charities, etc. which greatly boosts community development/it compels firms to pay closer attention to the aspect of corporate social responsibility (CSR).
- ✚ It encourages firms to take on the most competent workforce.
- ✚ It makes firms handle all stakeholders (i.e. competitors, financiers, creditors/suppliers, the community, Government, employees, etc.)
- ✚ It fosters effective stores and inventories management
- ✚ Boosts product differentiation leading to increased consumer choices.
- ✚ It facilitates research and development hence reducing on waste
- ✚ It enhances creativity and innovation leading to greater levels of efficiency and productivity in production.
- ✚ It encourages firms to produce high quality products or services and this greatly yields greater levels of consumer satisfaction
- ✚ Firms use aggressive sales promotion techniques such as giving free samples, gifts, discounts and many others to customers which greatly benefits the customer in an effort to capture a large market.
- ✚ Business competition forces firms to cut or reduce prices for their commodities/it forces firms set competitive or affordable prices of their products
- ✚ It enables Government realize greater volumes of revenue due to increase in the number of businesses and more so due to rising levels of tax compliance among competing firms.

- ✚ It promotes international trade (countries realize an increase in the volume of imports and exports due to the rising levels of business competition)
- ✚ It paves way to the growth of the private sector

Among the costs of business competition include:

- ➡ Forces firms to advertise persuasively which increases consumer exploitation in the form of misleading advertising.
- ➡ Associated with unemployment due to the creation of mergers and takeovers; besides some high cost or small firms tend to be outcompeted leading to unemployment.
- ➡ Firms require huge sums of money to carryout intensive promotion and marketing which increases their operational expenses.
- ➡ The increase in the number of customers does not directly correspond with the number of businesses in place yet, all businesses seem to be competing for the same size of market/market share.
- ➡ Firms are forced to increase the prices of their commodities and this is disadvantageous to the consumer.
- ➡ Worsens business relations/worsens relations among competing firms
- ➡ Forces firms to produce at excess capacity or below optimum thereby leading to rising levels of consumer exploitation.
- ➡ Associated with price wars (this is the case under oligopoly)
- ➡ Fosters independent pricing thereby accelerating the rate at which high cost firms are knocked off the production scene by dominant firms.
- ➡ Forces firms to apply the price discriminative technique
- ➡ Duplication of products or services becomes common practice.

Any 6 x 1 = 06 Marks

State: ½ mark. Explanation: ½ mark.

Examiners' Remarks

The candidate should present his or her answers using the present simple or present perfect tenses.

The End!

**ACEITEKA CO-ORDINATED FINAL ENTREPRENEURSHIP EDUCATION
MARKING GUIDE FOR PAPER 2, (P230/2) 2017.**

1 (a) Solution for example on loan amortization using formula:

Solution

$$\text{Installment payment} = PV \times \frac{i \times (1 + i)^n}{(1 + i)^n - 1}$$

Where

i = interest rate per payment period = 10%

n = number of payments = 5 Years

PV = principal amount of the loan = Ushs.18,000,000

$$\begin{aligned} \text{Installment payment} &= 18,000,000 \times \frac{0.1 \times (1 + 0.1)^5}{(1 + 0.1)^5 - 1} \\ &= 18,000,000 \times \frac{0.1 \times 1.61051}{1.61051 - 1} \\ &= 18,000,000 \times \frac{0.161051}{0.61051} \\ &= \text{Shs } 4,748,354.7 \end{aligned}$$

Loan Amortization schedule

	Loan Amount	18,000,000				
	Annual Interest Rate	10.00%				
	Loan Period in Years	5				
Years	Beginning Balance		Total Payment (shs)	Principal (shs)	Interest (shs)	Ending Balance (shs)
1	18,000,000		4,748,355	2,948,355	1,800,000	15,051,645
2	15,051,645		4,748,355	3,243,190	1,505,165	11,808,455
3	11,808,455		4,748,355	3,567,509	1,180,846	8,240,946
4	8,240,946		4,748,355	3,924,260	824,095	4,316,686
5	4,316,686		4,748,355	4,316,686	431,669	0

Any

$\frac{1}{4} \times 24 = 08$ Marks

Examiners' Remarks

- ✓ The candidate does not necessarily have to show the working.
- ✓ Failure to indicate units shall lead to loss of 50% of the total marks.

(b) Among the things that the lender will consider before issuing the borrower with the loanable funds needed include:

- Capacity/ability to pay
- Capital/net worth of the borrower
- Collateral/security/value of security
- Condition/prevaling economic conditions that impact on business success, e.g. rate of inflation, rate of interest on borrowed funds, etc.

- Government policy on borrowing or lending
- Number of debtors the lender has at present
- Nature of business or job performed by the borrower/sectoral bias
- Amount of loanable funds available
- Character of the borrower/financial discipline and personal conduct of the borrower/credibility of the borrower/criminal record of the borrower
- Loan size/amount of loanable funds needed by the borrower
- Purpose or reason for borrowing

(c) The contents of a loan application form include but not limited to the following:

- Bank name
- Address
- Logo
- Document identity (Loan Application Form)
- Serial number (pre-printed).
- Name of applicant
- Applicant's signature
- Nationality
- Age
- Identification (e.g. National identity card; passport; driving permit; etc.)
- Identification number
- Physical address (e.g. place of residence, street, plot no., etc.)
- Nature of work/job/occupation
- Size of family/number of dependants
- Security/collateral attached
- Value of security (Shs/£/\$)
- Purpose of borrowing
- Next of kin
- Relationship
- Physical address of next of kin
- Guarantors (preferably two)
- Signatures of guarantors
- Space for official use (completed by an official of the bank)
- Official stamp or seal.
- Frame (is mandatory)

Any 12 x ½ = 06 Marks.

Examiners' Remarks

The document/form must be fully prepared if the candidate is to score full marks!

(d) Among the techniques that can be employed by the borrower to ensure proper management of the loan include:

- ❖ Ensuring proper use of the borrowed funds/putting the borrowed funds to effective use/investing the borrowed funds in a profitable or viable business venture/using the borrowed funds for the intended purpose.
- ❖ Notifying the lender ahead of time in case of failure to meet the loan obligations in the agreed period/communicating effectively to the lender

- ❖ Documenting the business receipts and expenses
- ❖ Developing an ideal financial plan/undertaking (proper) financial planning
- ❖ Insuring the business or project in which the borrowed funds are (to be) invested
- ❖ Acquiring the right amount of loanable funds/obtaining loanable funds that the entrepreneur or borrower can easily pay back
- ❖ Minimizing on credit sales/placing emphasis on cash sales
- ❖ Paying the loanable funds in the agreed period
- ❖ Reinvesting the profits realized/ploughing back the profits
- ❖ Putting emphasis on banking/banking the business funds
- ❖ Exercising or demonstrating the highest level of financial discipline

2. (a) Contents of a letter

- Title (½ mark)
- Sender's address (½ mark)
- Date (½ mark)
- Reference numbers (optional) (½ mark)
- Inside/ receiver's address (½ mark)
- Salutation (dear madam, strictly) (½ mark)
- Reason (Re:) (½ mark)
- Subject content (preferably in three paragraphs, i.e. introduction, purpose of writing, and conclusion) (1 mark for each paragraph; 3 marks)
- Complementary close (yours sincerely must be strictly used since this person is known to the sender) (½ mark)

07 Marks

(b) Terms and conditions to be followed when recruiting workers

Title

Business name and address

Document identity (Recruitment Terms and Conditions)

Date

- All jobs/vacancies **shall** be advertised
- The job description **shall** be developed for every job advertised
- The job or person's specification **shall** be developed
- Job/vacancy analysis **shall** be conducted before closing any vacancy
- Job application forms and all relevant details **shall** be uploaded on the company website
- Only shortlisted candidates **shall** be contacted for interviews
- All shortlisted candidates **shall** be interviewed on designated dates
- Only successful candidates **shall** be shortlisted for the available vacancies
- All successful candidates **shall** be required to sign the employment contract before starting work
- Every candidate **shall** be required to present two contact persons who shall be contacted (where necessary)
- All individuals **shall** be required to undergo induction/ orientation training before work
- Only individuals aged 24-45 years of age **shall** be considered eligible for recruitment
- Individuals residing within the locality **shall** be given first priority
- Both male and female applicants **shall** be equally treated.
- Individuals of any religious affiliation or background **shall** be considered

- Individual applicants **shall** be in possession of U.A.C.E as the minimum level of qualification.
- No applicant with a criminal record **shall** be considered for recruitment.

Prepared by (signature, name, position)

Approved by (do not complete this)

Any 6 x 1 = 06 marks

Examiners' Remarks

- ✓ The candidate does not necessarily have to show the business name and address.
- ✓ Every statement must have "shall," no explanation is needed. Terms and conditions cannot be stated in any better way without use of the word "**shall**!" So the argument of awarding the candidate ½ (half) of the marks who fails to use it in his or her statement does not hold any water!

(c) The contents of a partnership deed include:

- Business name
- Location/residence and address of partners
- Nature of work done by each partner/occupation of each partner
- Nature of business to be conducted
- Date of commencement of the partnership
- Duration of the partnership
- Amount of capital each partner is supposed to contribute
- Procedure for raising capital or business finance in future (if so required)
- The ratio of sharing profits and losses
- Interests on each partner's loan and interest (if any), to be charged on drawings
- Salaries, wages, and/or commissions (if any) to be paid to active partners/procedure for rewarding active partners
- Procedure for dividing up tasks, duties, and responsibilities, within the partnership
- Procedure for terminating or discharging partners from the partnership
- Kind of other business that individual partners can perform outside the partnership business
- Circumstances or conditions under which the partnership will be dissolved
- Procedure for handling and/or managing conflict within the partnership
- Procedure for checking or inspecting the Books of Accounts
- Procedure for receiving or welcoming or accepting new/incoming partners

Any 7 x 1 = 07 Marks

Examiners' Remarks

- ✓ Every statement must have "shall," no explanation is needed.

(d) The contents of a signpost include:

- Business name
- Business address (P.O.BOX, telephone, email, Website)
- Business logo
- Business location/physical address (e.g. plot number; lane; street; close; etc.)
- Products offered or dealt in.

- Illustration of products produced
- Working days and hours
- Vision statement
- Mission statement
- Appealing slogan or phrase/advertising message
- License or registration number
- Licensing authority (Licensed by: Ministry of Gender and Social Development).
- Arrow (can point in any direction)
- Distance (in metres or kilometres)
- Frame with stand(s)

Any 10 x ½ = 05 Marks

3(a) Preparation of a bid notice/tender

MINISTRY OF LOCAL GOVERNMENT

PROCUREMENT DISPOSAL UNIT

P.O.BOX 3798

KAMPALA-UGANDA

Tel: 356100/356500

Email: ps.molocgovt@locogovt.co.ug

INVITATION TO BID FOR PROCUREMENT OF STATIONERY

Rota-trim reams of paper, Nice Clear pens, ink pads, manila charts, and markers

MOLG/SUPLS/23-27/00159

The Ministry of Local Government has allocated funds to be used for the acquisition of stationery in the forthcoming Local Council (L.C.) 1 general elections.

The Ministry, therefore, calls upon the general public to submit their sealed bids for the supply of the above mentioned throughout the election exercise.

Bidding will be conducted in accordance with the open domestic bidding procedures contained in the Government of Uganda's Public Procurement and Disposal of Public Assets Act, 2003

A complete set of bidding documents in English may be purchased by interested bidders on the submission of a written application to the address below upon payment of non-refundable fee of UGX 50,000 (fifty thousand Uganda shillings)

The method of payment shall be by bank payment advice forms (BPAFS) issued at the address below and payments made to URA Office at Diamond Trust Bank, Kampala-Road.

Bidders will only be issued with bidding documents upon presentation of an original receipt of payment at the address below.

Further information may be obtained from the Ministry of Local Government head office in Kampala at the address below in No.9 from Monday to Friday from 08:00 to 12:45 and 14:00-17:00 hours

Bids must be delivered to the address below in No.9 (a) at or before 11.00am.

Note: Late bids shall be rejected.

Bid documents may be inspected and issued at the Head of Procurement and Disposal Unit, Ministry of Local Government, Kampala-Uganda, P.O.BOX 3798, Kampala- Uganda. Telephone: 0414-565361/354. Facsimile number: 0414-222-813/565-120

Electronic mail address: molocogovt.pdu@locogovte.co.ug

Bids must be delivered to the address given in No. 7(a) and bid opening shall take place at the same address at 11:30am. Bidder's representatives who choose to attend will be allowed.

Addressed and sealed bids must be delivered to The Head of Procurement and Disposal Unit, Ministry of Local Government. P.O.BOX 3798, Kampala-Uganda, Telephone: 0414-565-361/354, Facsimile number: 0414-222-813/565-120

Electronic mail address: molocogovt.pdu@locogovt.co.ug

Please inform us, upon receipt that you have received the invitation letter and whether that you will submit your quotation or not.

The planned procurement activity schedule (subject to changes) is as given below:

ACTIVITY	DATE
Bid issuing date	September 3, 2017
Advertising date	September 7, 2017
Pre-bid meeting	N/ A
Bid closing date/ time	September 24, 2017 at 11.00am (30 days)
Bid evaluation process	October 1 – 30, 2017
Display of best evaluated bid notice	November 1 – 7, 2017
Contract award notification	November 12, 2017
Contract agreement signing	Upon approval by the Solicitor General

The Ministry of Local Government reserves the right to accept or reject any bid

.....

DDEMBE FRANCIS XAVIER

For: Permanent Secretary

Any 16 x ½ = 08 Marks

Examiners' Remarks

In summary the bid notice shall include the following:

- Organization calling for bids (strictly Ministry of Local Government)
- Address
- Subject (Invitation for Bids for Procurement of Stationery)

- Date on which the bid notice has been written
- Specific items needed
- Bid notice reference or serial number
- Procedure for conducting the bidding process
- Procedure for obtaining the necessary bidding documents
- Bidding fees (non-refundable)
- Payment procedure
- Persons to be issued or entitled to bidding documents
- Where to obtain more details from
- Person and address to whom bids should be addressed
- Modalities of inspecting the bid documents
- Time of bidding (e.g. from 11:30am-5:30pm)
- Deadline for accepting bids/closing date and time
- Procedure and place for bid opening
- Attached programme to be followed during bidding
- Provision for accepting or rejecting the bid
- Signature, name, and designation of the person who has placed the advert or bid notice

Any 8 x 1 = 08 Marks.

(b) Some of the reasons why non-registered businesses are not eligible for this business deal include:

- They are not legally recognized by Government
- Lack the required financial resources
- Rely heavily on inappropriate technology in production
- Least conduct research and development
- Not highly creative and innovative
- Have limited access to better infrastructure (in particular good storage facilities)
- Least command respect and recognition from the general public
- Incur high operational costs
- Often produce goods of a low quality
- Have limited access to skilled manpower
- By law Government is not allowed to deal with informal businesses on official arrangements.

Any 5 x 1 = 05 Marks

Examiners' Remarks

No explanation is needed

(c)The contents of a stock requisition form include:

- Title
- Business name
- Logo
- Businesses address (P.O. Box, telephone, etc.)
- Document identity (i.e. Stock Requisition Card/Form)
- Serial number (pre-printed)

- Table indicating the following (quantity, amount requested for, particulars, unit force(shs), amount (shs)
- Name of the person requesting for stock
- Designation
- Department
- Motive behind the requisition/reason why stock is being requested for
- Name of the person approving the requisition/approving authority
- Remarks/comments

Any 12 x ½ = 06 Marks

(d)The contents of a memo include:

- Title
- Name of business and address
- Document identity, i.e. Memo
- Date
- Name/ position of person to whom the memo is addressed
- Name of person writing the memo
- Signature (a memo is signed at the top and not at its bottom)
- SUBJECT/ REASON (Re:)
- Content/subject matter
- Initials (if no signature was indicated)

Any 6 x 1 = 06 Marks

J.T. CONFECTIONERY

INCOME STATEMENT

FOR THE PERIOD ENDING 31ST DECEMBER, 2017.

DETAILS	Shs '000'	Shs '000'	Shs '000'
Sales		45,000	
Less RIW		<u>1500</u>	
			44,500
<u>Less cost of sales</u>			
Opening stock		9500	
Add net purchases	25000		
Less returns	<u>4000</u>		
outwards		<u>24,600</u>	
Net purchases			
Goods available for sale		34,100	
		<u>5000</u>	
Less closing stock			<u>29,100</u>
Cost of sales			15,400
Gross profit		200	
Add other incomes		<u>60</u>	<u>260</u>
Discount received			15,660
Decrease in provision for bad debts			
Gross income			
<u>Less: Operating expenses</u>	1000		
	<u>500</u>	1500	
Electricity		2500	
Add accrued	300		
Salaries and wages			
Advertising	<u>100</u>	400	
Add	700		
Advertisement due	<u>200</u>		
Rent		500	
		150	
Less prepaid rent		200	
Discount allowed			
Bad debts		500	
Depreciation:		<u>1500</u>	
Furniture & fittings			<u>5,900</u>
Motor vehicle			<u>9760</u>
Total expenses			

Title (1 Mark) Any 24 x ½ = 12 Marks Total =13 Marks

Examiners' Remarks

Failure to include units shall lead to loss of 50% of the total marks

(b) (i) Fixed Assets

$$\begin{aligned} &= (\text{Furniture \& Fittings} - \text{Depreciation}) + (\text{Motor vehicle} - \text{Depreciation}) \\ &= (5,000,000 - 500,000) + (10,000,000 - 1,500,000) \\ &= 4,500,000 + 8,500,000 \\ &= \text{Shs. 13,000,000/=} \end{aligned} \quad (2 \text{ Marks})$$

(ii) Current Assets

$$\begin{aligned} &= \text{Stock} + (\text{Debtors} - \text{Provision for bad debts}) + \text{Prepaid Rent} \\ &= \text{shs } 5,000,000 + (1,800,000 - 90,000) + 200,000 \\ &= \text{shs } 5,000,000 + 1,710,000 + 200,000 \\ &= \text{Shs. 6,910,000/=} \end{aligned} \quad (2 \text{ Marks})$$

(iii) Liabilities

$$\begin{aligned} &= \text{Creditors} + \text{Bank overdraft} + \text{Accrued Electricity} + \text{Advertising due} \\ &= \text{shs } 1,55,000 + 1,300,000 + 500,000 + 100,000 \\ &= \text{Shs. 3,455,000/=} \end{aligned} \quad (2 \text{ Marks})$$

(d) (i) Current ratio

$$\text{Current Ratio} = \frac{\text{Current Assets}}{\text{Current Liabilities}}$$

$$\begin{aligned} \text{Current Ratio} &= \frac{6,910,000}{3,455,000} \\ &= 2/1 \end{aligned}$$

$$= 2:1 \text{ or } 50\% \quad (3 \text{ Marks})$$

The business is able to pay its debts as fall due. A ratio of 2:1 is considered ideal for a business because such a business is able to pay off its current liabilities and still remain with a balance of liquid assets.

(ii) Average credit period for sales

$$= \frac{\text{Debtor} - \text{Provision for bad debts}}{\text{Net sales}} \times 365 \text{ days (or number of days in a year).}$$

$$\begin{aligned} &= \frac{1,800,000 - 90,000}{45,500,000} \times 365 \text{ days (or number days in a year).} \end{aligned}$$

$$= \frac{1,7100,000}{44,500,000} \times 365 \text{ days (or number of days in a year).}$$

$$= 14.0258427$$

Every debtor on average paid after **14 days**.

(03 Marks)

5 (a) The contents of a cash withdrawal slip include:

- Bank name
- Bank logo
- Document identity (i.e. cash withdrawal slip)
- Account name
- Account number
- Bank
- Branch
- Amount in words
- Amount in figures
- Signature of payee
- Name of payee
- Acknowledgement of receipt of funds (signature)
- Table indicating columns where amounts are printed and space to fill the corresponding amount of each denomination
- Provision for official use only
- Teller's signature and stamp

Any 12 x ½ = 06 Marks

Examiners' Remarks

- ✓ The slip must be fully prepared.
- ✓ The name of business used must reflect that of a bank (could be an existing bank or a bank created by the candidate).

(b) Some of the contents of a label include:

- Name of the business
- Business address (P.O Box, telephone, email, Website)
- Business location/ physical address
- Name of product(s) offered or dealt in
- Products dealt in (illustration)
- Weight of product (in Kgs or Gms)
- Business logo
- Manufacturing and expiry dates
- Bar code and bar code number
- ISO certificate
- UNBS certification
- Appealing slogan or phrase/ advertisement message
- Symbol demonstrating concern for the environment
- Ingredients
- Frame

The structure of the launching programme

Title

Business name and address

Document identity (Launching Programme)

Date (on which the schedule has been developed)

Duration (strictly in hours, e.g. 8:00AM-6:00PM)

Table indicating the following columns:

Planned activity

Person responsible

Remarks/comments/notes

Time frame

Prepared by (sign, name, position)

Approved by (may not be completed)

Examiners' Remarks

The programme shall be fully prepared

The title, business name and address, as well as the document identity shall all take one block tick and shall be scored 1.

The columns of time frame, person in charge, and remarks shall also take one block tick each and each tick will carry an equivalent of ½ a mark.

Each activity entered in the activity column shall be marked independently and every correct activity shall carry ½ a mark.

Any 14 x ½ = 07 Marks

(d) The structure of the distribution schedule

- Title
- Business name and address
- Document identity (Distribution Schedule)
- Date
- Table showing the following
 1. Day (preferably 5 days)
 2. Activity
 3. Person in charge
 4. Target market
 5. Resources needed
 6. Start time (clearly indicating am/pm)
 7. End time (clearly indicating am/pm)
 8. Remarks/ comments
- Prepared by (completed)

- Approved by (may be left blank)
- Frame

Any 14 x ½ = 07 Marks

6. (a) GHL's CASH FLOW STATEMENT FOR THE MONTHS OF JANUARY, FEBRUARY, MARCH, AND APRIL, 2014.

PARTICULARS	JAN (SHS) (000)	FEB(SHS) (000)	MARCH(SHS) (000)	APRIL(SHS) (000)
CASH	20000	15520	76440	13485
BALANCE				
CASH IN- FLOWS				
Credit sales	-	4000	4000	4000
Loan	-	-	10000	-
Cash sales	2000	2000	2000	2000
Rent income	500	500	525	525
Donation				800
Machine		600		
TOTAL CASH IN FLOW	22500	22620	24165	28010
CASH OUT FLOWS				
Motor van	-	8000	4000	6000
Purchases	5000	5000	5000	5000
Wages	1500	1500	1500	1500
Electricity bills	300	300	-	-
Taxes	180	180	180	180
Credit purchases	-	-	-	2400
TOTAL CASH OUTFLOW	6980	14980	10680	15080
NET CASH POSITION	15520	7640	13485	12930

Title: 1 Mark. Any 15 x 1/3 = 1 5 Marks. Total = 16 Marks

(b) GHL's cash status

The company is experiencing a cash surplus though there are fluctuations/instabilities in its receipts across the four months.

03 Marks

(c) GHL can address the deficit realized particularly in the month of February by doing any of the following:

- Reducing on unnecessary expenditure/spending cash according to priority
- Lobbying Government for tax concessions
- Acquiring loans from cheaper/efficient sources
- Relying on other appropriate sources of energy (such as solar and bio-gas)
- Cutting down the size of labourforce
- Reducing on credit purchases/putting more emphasis on the cash payment system
- Delaying payments
- Avoiding or reducing on credit sales

Any 6 x 1 = 06 Marks

Examiners' Remarks

No explanation is needed!

The End!

1 (a) Among the other sources of capital that Grace and Lawrence could have relied upon apart from the sale of personal include:

- Retained earnings/profit retention
- Bank loans/debt financing
- Intellectual capital
- Equity/owner's equity/personal savings
- Gifts and offers
- Supplier's credit/trade credit
- Borrowed funds from friends and relatives and/or family contribution
- Venture capital (VC)
- Deferred income
- Fund-raising or fundraising
- Bootstrapping.
- Public-Private Partnerships (PPPs)
- Hire purchase
- Sale and lease back
- Leasing
- Bank overdraft

State: ½ mark. Explanation: ½ mark

Any 5 x 1 = 05 Marks

Examiners' Remarks

Sale of shares is inapplicable since Grace and Lawrence's company/school is not listed on the Stock Exchange, that is, it is not a "quoted" or "listed" company.

The candidate is required to simply state the source, e.g. "deferred income" or state the source using the preposition "from," e.g. "from deferred income." Thus, any candidate who states his or her points starting with "by," or "through," shall score no mark!

Evidence/explanation for each point given is mandatory if the candidate is to score full marks.

(b) Some of the factors that might have contributed to the collapse of Kagoma Primary School include:

- Mismanagement of the school/not enough leadership
- Poor state of infrastructure
- Financial constraints/inadequate funds/limited financial resources
- Lack of zeal and passion by the proprietors
- Lack of support from the community
- Lack of support from Government
- Poor location
- Low levels of technological advancement/reliance on outdated technology
- Inadequate research and development
- Stiff competition from the nearby schools.
- Failure to undertake business planning/lack of a well prepared business plan/lack of a clear vision
- Poor performance of the school in national exams/poor service delivery
- Failure to adequately market and promote the school.
- Limited number of pupils/small market size/inadequate enrolment
- Absence of the required facilities, e.g. the school lacked a UNEB Centre number.

- High fees default rate/large number of fees defaulters.

State ½ mark. Explanation/evidence ½ mark

Any 5 x 1 = 05 Marks

(c) Among the challenges encountered by Grace and Lawrence in their operations include:

- ❖ Considered to be inexperienced
- ❖ Absence of a UNEB centre number
- ❖ Inadequate facilities in form of classrooms/underdeveloped structures
- ❖ Complaints from residents about noise pollution/limited support from the community
- ❖ Bad debtors/huge number of fees defaulters
- ❖ Shifting of a good number of pupils to other schools/a number of their parents not being permanent residents of the area/lack of permanent customers.
- ❖ Difficulty in raising start-up capital/inadequate funds.

State ½ mark. Explanation ½ mark

Any 4 x 1 = 04 Marks

❖ **(d) The reasons behind the success of gender partnership (Grace and Lawrence) included but not limited to the following:**

- ❖ Ease in accessing financial resources
- ❖ Presence of sufficient role models
- ❖ Adequate training
- ❖ Ease in accessing the required (business) information
- ❖ Absence of gender related business myths
- ❖ Sufficient/adequate government support towards entrepreneurship
- ❖ Ability to take on calculated risks in business
- ❖ Not paying attention to cultural barriers or practices.
- ❖ Ease in accessing land
- ❖ Possession of adequate knowledge (due to acquisition of sufficient levels of education).
- ❖ Positive attitude towards business (or entrepreneurship)/being passionate about business.
- ❖ Being hard working
- ❖ Ability to support one another
- ❖ Women empowerment (empowerment of Grace by Lawrence).
- ❖ Sharing responsibilities/division of labour
- ❖ Neglect of gender myths and/or stereotypes
- ❖ Availability of societal support/availability of support from the community
- ❖ Building on their strengths
- ❖ Demonstration of respect for one another
- ❖ Practicing open communication

- ❖ Determination and commitment/having the zeal to succeed/being zealous about success.

State ½ mark. Explanation ½ mark

Any 4 x 1 = 04 Marks

(e) (i) Some of the lessons learnt from the case study include:

- ❖ Empowering women in business/women empowerment
- ❖ Being passionate about what one does/demonstration of great passion and curiosity in all that one does.
- ❖ Being committed and dedicated/never to give up on something until it bears the desired fruits.
- ❖ Persisting and persevering in what one does
- ❖ Being self-confident/doing away with fear
- ❖ Being ambitious/striving for the best
- ❖ Creating a strong personal brand
- ❖ Being ethical and principle-centered.
- ❖ Being flexible and dynamic
- ❖ Being patient and calm
- ❖ Working as a partnership/co-operating in business/working as a team
- ❖ Women can succeed in business just as men/women should not underrate their potential in business.
- ❖ Building on someone's strengths
- ❖ Never accepting or giving room to failure
- ❖ Being focused or visionary/setting clear goals/looking to the future
- ❖ Sourcing for funds from reliable and cost-effective sources
- ❖ Proper handling of customers/paying closer attention to customer satisfaction
- ❖ Having the financial discipline/proper cash management/avoid being extravagant
- ❖ Knowledge on marketing techniques
- ❖ Networking/building strong networks

State ½ mark. Explanation ½ mark

Any 3 x 1 = 03 Marks

ii) Some of the benefits that Grace and Lawrence enjoyed as a result of promoting and marketing their school include:

- Increased in sales volume
- They were able to remind the public about the availability of their products/services on market
- They were able to attract new customers
- They were able to retain the existing customers
- They were able to target a particular segment of the market
- They were able to respond to the actions of their competitors/they were able to enjoy a competitive advantage
- They were able to 'position' their product in the customer's mind
- Able to introduce new products on the market / they were able to build awareness.
- They were able to run a profitable and/or sustainable business

- They were also able to make their brand name known to the entire community and beyond/succeeded in building a brand loyalty and or customer loyalty

State ½ mark. Explanation ½ mark

Any 4 x 1 = 04 Marks

2 (a) The General description for the school business project should include the following:

- Business name and address (not the school name)
- Physical location (not the school name)
- Nature and quality of products produced
- Nature of labour employed/human resource or manpower planning element
- Technology used in production
- Marketing techniques/prospects for market growth
- Business philosophy
- Statement of vision, mission, goals, and objectives
- Financial planning aspect
- Scale of production
- Projected or estimated production expenses or costs
- Level of competition
- Status of ownership
- SWOT-analysis

Any 4 x 1 = 04 Marks

Examiners' Remarks

Any candidate who shall indicate the name of their school here, shall lose all the four (4) marks here!

Among the four items needed include the "name of the club/project," and the "products offered."

(b) Among the duties and responsibilities of the club president include:

- To co-ordinate club activities/co-ordinating (or co-ordination of) club activities.
- To control the club activities
- Directing the club activities
- Organizing the club activities
- Motivating the members
- Marketing and selling the club
- Supervising and monitoring performance
- Managing discipline within the club
- Mobilizing resources on behalf of the club
- Working as a conveyor belt between the club and the school administration
- Being visionary/to be the think tank of the club
- To communicate all club decisions and actions
- Negotiating for better terms
- Managing discipline/dealing with disciplinary issues within the club.

- Creating a conducive work environment
- Managing change
- Taking (core or non-programmed or non-routine) decisions
- Managing conflicts and misunderstanding
- Acting as the club chief publicist or spokesperson
- Acting as the club chief accounting officer (CAO)

State ½ mark. Explanation ½ mark

Any 5 x 1 = 05 Marks

Examiners' Remarks

Answers must be given using the preposition "to" e.g. "To co-ordinate club activities;" or the present continuous ("ing") tense, e.g. "Co-ordinating club activities;" or the abstract noun, e.g. "Co-ordination of club activities."

(c) Among the principles that we considered in drafting our ethical code of conduct include:

- Genuineness (the word "geniality" does not exist in the English language, so any candidate who uses it shall definitely score no mark!)
- Transparency/transparent
- Innovation/transparent
- Honesty and integrity (this encompasses promise keeping)/probity/honest
- Faithfulness and trustworthiness/faithful and trustworthy/utmost good faith/promise keeping
- Respect for self and other
- Flexibility and adaptability/flexible/dynamic
- Team work and co-operation
- Networking and/or affiliation
- Concern for the environment
- Self-control and discipline
- God fearing/religious
- Compliance/conformance to set rules and regulations
- Compassionate/focus at corporate social responsibility (CSR)/compassion
- Effective communication/politeness and calmness/polite and calm
- Proper handling of customers/provision of great customer service
- Love and/or affection
- Decency and smartness/decent and smart

State: ½ mark. Explanation ½ mark

Any 5 x 1 = 05 Marks

Examiners' Remarks

The question required the candidate to give the principles of business ethics. Principles can be stated with the help of the abstract noun, e.g. "transparency," or the adjective, e.g. "transparent."

(d) (i) The document prepared by the club treasurer as a way of obtaining knowledge about the financial position of the club is termed as the "**balance sheet**" or the "**statement of financial position.**" This shows a summary of a firm's or business' financial position at a specific point in time.

02 Marks

ii) The balance sheet contains the following:

- Owner's equity/capital
- Current assets/short-term liabilities
- Fixed assets/fixed capital
- Current assets/liquid or floating capital.
- Long-term liabilities

State: 1/2 mark. Explanation 1/2 mark

Any 4 x 1 = 04 Marks

(e) Among the techniques the club employs when conducting negotiations include:

- ❖ Focusing on the goal
- ❖ Having knowledge of one's best alternative to a negotiated outcome (BATNA)/putting in place a backup strategy/ Always having a plan B
- ❖ Having thorough knowledge of one's body language and that of the other party.
- ❖ Being proactive and not reactive.
- ❖ Looking to the future/being focused/being visionary
- ❖ Listening, learning, and questioning/listening to one another/allowing room for turn-taking.
- ❖ Setting the tone and looking the part
- ❖ Having prior knowledge of what both parties want.
- ❖ Possession of knowledge of one's opposition
- ❖ Considering the impact of timing and method of negotiation
- ❖ Preparation of one's presentation... point by point/being prepared/being prepared ahead of the negotiation
- ❖ Anticipating reactions, objections, and responses/ tactful handling of objections or resistance.
- ❖ Structuring one's presentation to ensure agreement on one or two points at the beginning of the negotiation
- ❖ Determining paybacks and consequences for each party in the negotiation.
- ❖ Preparation of options rather than ultimatums
- ❖ Getting comfortable with silence
- ❖ Closing all negotiations by clearly outlining agreement
- ❖ Displaying the rightful impression
- ❖ Being flexible and adaptive
- ❖ Conducting negotiations in a conducive environment
- ❖ Allowing for free wheel/respecting everyone's view-points or opinions

- ❖ Dealing with a competent third party/involving a highly respectable third party

State: ½ mark. Explanation: ½ mark

Any 2 x 1 = 05 Marks

(3) a) The steps followed in researching a business idea are given below:

- ★ Formulating the idea and imagining the possibilities/idea stage/idea generation stage
- ★ Analyzing the idea in relation to the 4Cs- company, customer, competitor, and collaborator/analysis stage/making an analysis of the generated idea
- ★ Checking out the competition to establish what the competitors are actually up to/studying actions of the competition
- ★ Re-working or re-tooling through the entire idea (should he researcher discover that the idea looks like a flop)
- ★ Establishing where the researcher needs to go next with the idea after conducting a successful market research putting into consideration the pricing strategy/implementation stage/taking the necessary action

State: ½ mark. Explanation ½ mark

5 x 1 = 05 Marks

Examiners' Remarks

- ✓ Points must flow in chronological or ascending order
- ✓ The personal pronoun "you" shall not be used!

b) (i) The techniques we employ in our club to ensure proper time management include:

- Conquering procrastination/developing the art of making fast decisions.
- Learning to make good use of our prime time.
- Set ourselves challenging but achievable goals and objectives.
- Being more responsible and conscious when it comes to time management.
- Developing the art of saying "no!" /learning to say "no!" /refusing to take on tasks that we cannot accomplish in time.
- Learning to delegate responsibility/delegating work/seeking for help from those who can help.
- Making time management a habit in our club.
- Planning our time and day's activities as expected.
- Improving our organization skills/developing the art of organization in our project (or club).

- Making life and work simple for us.
- Set priorities/ developing a list of priorities and following it.
- Developing the art of flexibility/being flexible (dynamic or adaptive)/by not being thrift (or conservative).
- Discouraging gossiping and any other form of destruction during work.
- Doing things right/ minimizing on errors/ doing everything the way it should be done from the onset.
- By avoiding being perfectionists.
- By developing the art of eliminating the urgent.
- Practicing the art of intelligent neglect.
- Listing our day's activities on a "to-do" list/ making good use of a "to-do" list.
- Rewarding ourselves and at the same time rewarding creativity.

State ½ mark. Explanation ½ mark

Any 3 x 1 = 03 Marks

ii) Among the things that the club president should include on the "to-do" list include:

- Business club name and president
- Document name (To-do List)
- Activities to be performed (in ascending order)
- Start time
- End time
- Prepared by (sign, name, position)

Any 4 x 1 = 04 Marks

Examiners' Remarks

Emphasis must be put on the "activities," and "time frame."

The candidate is at liberty to present his or her List in any form, e.g. whether in form of a table or by using clearly stated sentences.

(c) Some of the tools of internal written communication used by the club executive when communicating to the club stakeholders include:

- Letters
- Circulars
- Papers and briefs
- Notes
- Notice-boards
- Memorandum/ memos
- Bulletins
- Agendas

- Newsletters
- Guidebooks, manuals, and operating instructions
- Reports
- Minutes
- Public notices
- Notices of meetings

State ½ mark. Explanation ½ mark

Any 5 x 1 = 05 Marks

(d) Among the methods of market research relied upon by the club include:

Primary Research Methods

- Questionnaires/market survey guides
- Face-to-face interviews
- Observation
- Focus groups
- Consumer panels
- Mystery shopping
- Telephone interviews
- Postal interviews/postal or indirect surveys
- Phone-in polls
- Pilots/conducting small-scale experiments/pilot studies or experiments
- Field trials
- Personal contacts
- Brainstorming

Secondary Research Methods

- The Internet
- Trade associations
- The media (newspapers, magazines, etc.)
- Business journals
- Government agencies (such as Uganda Bureau of Statistics, UBOS)

State ½ mark Explanation ½ mark

Any 4 x 1 = 04 Marks

Examiners' Remarks

The candidate does not have to categorize or segment the methods into primary and secondary methods.

(e) Among the components of the production plan include:

- Business site and location
- Production / manufacturing process
- Selection of machinery, tools, and equipment/capital equipment needed
- Raw material requirements
- Human resource requirements/manpower planning needs/labour requirements
- Office space, furniture, and equipment needed
- Power and other utilities like water needed
- Transport and delivery requirements
- Packaging material requirements
- Waste disposal requirements
- Production costing
- Provision for work scheduling
- Plant capacities needed (both on the short and long-term basis) for purposes of meeting the market or consumer demands
- Projected or estimated quantities to be produced or services to be delivered to the market/quantity specifications
- Quality specifications and production standards
- Purchasing plans and re-order level arrangements
- Provision for stores and inventories management
- Provision for research and development
- Provision for production control

State: ½ mark. Explanation ½ mark

Any 4 x 1 = 04 Marks

Examiners' Remarks

The candidate does not necessarily have to prepare the production plan; all that is required from him or her is to simply state and explain the point or element of the plan given.

4 (a) The factors that favoured location of the business are given below:

- ❖ Being near to the source of raw materials and natural resources/presence of abundant raw materials or production inputs in the region.
- ❖ Being near to the market/proximity to the market
- ❖ Availability of a ready and large market
- ❖ Adequate supply of skilled and experienced labour/presence of abundant skilled and cheap labour.
- ❖ Favourable/friendly/supportive Government policy regarding business establishment in the locality
- ❖ Favourable Government policy on taxation/fair tax rates levied on the business by Government.
- ❖ Presence of adequate waste disposal facilities
- ❖ Presence of limited competing businesses
- ❖ Strong preference of the owner/strong personal preference
- ❖ Well-developed transport links for supplies and distribution/accessibility to a well-developed transport and communication network
- ❖ Favourable cost of premises in the locality/the cost of business premises being friendly.
- ❖ Favourable or affordable local government or zonal charges
- ❖ Strong history and tradition of the area
- ❖ Availability of sufficient water supply
- ❖ Availability of adequate power supply
- ❖ Security of the area/the area being (very) secure.

State: ½ mark. Explanation ½ mark

Any 4 x 1 = 04 Marks

Examiners' Remarks

The candidate shall present all answers with the help of adjectives; the adjective used must be in line with the one used in the question – favoured!

(b) The structure of organization of business is given below:

- Ω Shareholders/stockholders
- Ω Board of Directors
- Ω Managing director
- Ω Department managers (human resource manager, production manager, sales and marketing manager, finance and administrative manager)
- Ω Professional staff (e.g. recruitment officer in the HR Department; distribution officers in the sales and marketing department; accountants and cashiers in the financial department)
- Ω Support staff (e.g. security personnel, catering team)
- Ω Ground workers (e.g. gardeners, compound cleaners, etc.)

Examiners' Remarks

The candidate does not necessarily have to illustrate the chart. However, if he or she chooses to do so, then the description must be indicated within the chart.

The description given must strictly be in relation with the subject in question – Entrepreneurship education. For instance, the general manager is “humble and respectful;” or the general manager is charged with the responsibility of “monitoring and supervising” club activities.

Use of adjectives that do not relate to Entrepreneurship education shall earn the candidate no mark! For example, the general manager is “tall,” “fat,” “brown,” etc. Thus, the description given must not reflect “colour,” “size,” “height,” or anything that is not entrepreneurial in nature!

(c) The contents of a stock card include:

- ★ Title
- ★ Business name and address
- ★ Document identity (Stock Card)
- ★ Serial number (pre-printed)
- ★ Date
- ★ Table having the following columns (item number, quantity in, quantity out, quantity issued or quantity out, remaining quantity)
- ★ Individual to be issued the commodities
- ★ Issuing authority
- ★ Remarks
- ★ Frame

Any 10 x ½ = 10 Marks

Examiners' Remarks

The candidate must design the card, that is, it must be left blank.

The business name and address constitute the title.

(d) (i) Some of the things that can be done to ensure total quality management by the firm include:

- Ω Conducting marketing research
- Ω Purchasing high quality raw materials (or production inputs)
- Ω Ensuring proper product development and design
- Ω Ensuring proper storage of products
- Ω Selecting the most suitable channel for distribution

- Ω Ensuring proper packaging of products
- Ω Proper machine installation
- Ω Proper plant lay out
- Ω Giving employees clear instructions about production
- Ω Recruiting and selecting the most competent workers
- Ω Ensuring proper human resource management/putting in a place a conducive work environment
- Ω Motivating workers effectively
- Ω Ensuring proper financial management
- Ω Formation of quality circles
- Ω Benchmarking
- Ω Focusing at value addition
- Ω Focusing on continuous improvement
- Ω Carrying out production in a clean environment/focusing on cleanliness of the work- place

State: ½ mark. Explanation ½ mark

Any 4 x 1 = 04 Marks

(ii) The benefits the firm enjoys as a result of producing high quality products include, but not limited to the following:

- Ω Increased level of competitiveness/ability to enjoy a competitive advantage
- Ω The firm is able to attract new customers
- Ω It is also able to retain its old customers' /customer retention
- Ω It is still able to promote brand and /or customer loyalty
- Ω There is reduction in the firm's operational or production costs (particularly, promotion, and marketing costs)
- Ω Ability of the firm to set competitive prices
- Ω There is increase in the volume of sales
- Ω Promotion of greater levels of the firm's profitability/ability of the firm to realize greater profit margins
- Ω Increased levels of the firm's sustainably and/or longevity
- Ω Enhancement of the financial performance of the firm
- Ω Stimulation of the business' efficiency and success
- Ω Realization of high levels of value addition
- Ω Repeat business is realized/repetitive sales and/or purchases are realized.
- Ω Fostering the firm's growth (both internally and externally)/Greater merger prospects.
- Ω The firm has been able to attract the most competent or skillful employees/ability of the firm to attract highly competent workers.

State: ½ mark. Explanation: ½ mark

Any 3 x 1 = 03 Marks

(e) Among the ways in which good customer care is manifested in the organization include:

- Ω Serving customers promptly and accurately/serving customers in/on time
- Ω Serving customers from a clean environment/maintaining cleanliness of the workplace
- Ω Provision of after-sales services (e.g. free advice, free product installation, free transport and delivery facilities, etc.)
- Ω Selling to customer's goods of the right brand name
- Ω Selling to customer's goods of the right size, weight, and measurements
- Ω Accepting returns inwards
- Ω Keeping around to attend to the customers' concerns/being available most of the available.
- Ω Honest advertising/carrying out advertising honestly
- Ω Provision of training facilities to the customers
- Ω Issuing customers with receipts
- Ω Employing skilled manpower/ensuring that customers are served by skilled workers.
- Ω Setting fair/affordable/competitive prices
- Ω Listening to customers' complaints/accepting and implementing customers' suggestions and/or opinions/putting in place suggestion boxes or files.
- Ω Speaking to the customers politely/using a low or polite tone while speaking to the customer.
- Ω Advising or directing the customer on where to find a missing commodity.
- Ω Smiling at the customer/serving the customer with a smile
- Ω Treating the customer with the (highest) level of respect and dignity.
- Ω Appreciating the customer (even when no purchase has been done).

State: ½ mark. Explanation: ½ mark

Any 4 x 1 = 04 Marks

5 (a) The steps followed in analyzing a risk situation include:

- ★ Assessing the risk/making an assessment (or evaluation/review) of the risk situation.
- ★ Determining goals and objectives
- ★ Clarifying the alternatives/coming up with the possible alternatives
- ★ Gathering information and weighing the alternatives
- ★ Minimizing or dealing with risks
- ★ Planning and implementing the best alternatives
- ★ Evaluating and monitoring the alternative or decision taken

State: ½ mark. Explanation: ½ mark

Any 4 x 1 = 04 Marks

Examiners' Remarks

Chronology must be respected, that is, the steps must be given in their chronological or ascending order.

(ii) The types of risks experienced by the business include but not limited to the following:

- **Default risk:** This relates to the uncertainty associated with the payment of financial obligations when they come due. Put simply, the risk of non-payment.
- **People risks:** These risks are experienced when people/workers fail to follow the organizational set procedures, policies, rules and regulations.
- **Decision-making/managerial risks:** These are usually experienced when managers make irrational/wrong decisions.
- **Event risks:** These are risks suffered as a result of change in events.
- **Competitive risks:** These risks are experienced when a firm is faced with rising levels of competition.
- **Technological and operational risks:** These risks are technical in nature; for example, machine breakdown.
- **Interest rate risk:** This is the uncertainty associated with the effects of changes in market interest rates.
- **Liquidity risk:** This is the uncertainty associated with the ability to sell an asset on short notice without loss of value.
- **Inflation risk/purchasing power risk:** This relates to the loss of purchasing power due to the effects of inflation.
- **Market risk:** Within the context of the Capital Asset Pricing Model (CAPM), the economy wide uncertainty that all assets are exposed to and cannot be diversified away. Often referred to as systematic risk, beta risk, non-diversifiable risk, or the risk of the market portfolio. This type of risk is discussed extensively in Investment courses.
- **Firm specific risk:** This is the uncertainty associated with the returns generated from investing in an individual firm's common stock.
- **Project risk:** In the advanced capital budgeting topics, the total risk associated with an investment project. Sometimes referred to as stand-alone project risk. In advanced capital budgeting, project risk is partitioned into systematic and un-systematic project risk.
- **Financial risk:** This relates to the uncertainty brought about by the choice of a firm's financing methods and reflected in the variability of earnings before taxes (EBT).
- **Business risk:** This relates to the uncertainty associated with a business firm's operating environment and reflected in the variability of earnings before interest and taxes (EBIT).
- **Foreign exchange risks:** This is the uncertainty that is associated with potential changes in the foreign exchange value of a currency.
- **Total risk:** In financial terms, this total risk reflects the variability of returns from some type of financial investment.
- Theft and burglary
- Shoplifting.

- Accidents and injuries.
- Bounced cheques or checks
- Change in market needs or customer tastes and preferences.
- Price instabilities or fluctuations.
- Absenteeism of workers

State: ½ mark. Explanation: ½ mark

Any 3 X 2 = 06 Marks

Examiners' Remarks

- ✓ Explanation of the point given must focus on how the company mitigates or manages each risk pointed out.
- ✓ Low, medium, high, and severe risks do not apply since these are general and not specific risks that encountered in business.

(b) Some of the reasons for creating a conducive working environment include:

- ★ To promote labour efficiency and productivity
- ★ To reduce labour unrest/indiscipline among workers
- ★ To promote hard work
- ★ To promote retention of workers/to reduce labour turnover
- ★ To ensure production of high quality products or output.
- ★ To minimize on resource wastage/to promote optimum (efficient) utilization of resources.
- ★ To create a good public image.
- ★ To enjoy a competitive advantage/to increase a firm's level of competitiveness.
- ★ To ease promotion and marketing of goods or services.
- ★ To boost the welfare of (individual) employees.
- ★ To relieve workers of stress through organizing periodic staff parties, picnics, and get-together parties.
- ★ To promote good employer-employee relations
- ★ To reduce a firm's operational expenses or costs.
- ★ To encourage workers positively contribute towards completing a desired activity or achieving a given target/to ease achievement of the company goals and objectives.
- ★ To enable the employees identify themselves with the company.
- ★ To ease attraction of competent workers/to ease recruitment

State: ½ mark. Explanation: ½ mark.

Any 4 X 1 = 04 Marks

(c) Some of the disadvantages/challenges associated with capital intensive technology include:

- ✱ Contributes to a rise in the levels of labour turnover.
- ✱ Has led to rising levels of technological unemployment within the organization.
- ✱ There has been an increase in operational costs (in the short-run).
- ✱ Workers have been exposed to (more) accidents/exposes workers to the risk of accidents.
- ✱ Discourages the spirit of craftsmanship or creativity.
- ✱ Calls for staff training which eats up organizational time.
- ✱ Makes workers lazy and/or redundant.
- ✱ It is associated with high levels of environmental degradation or climate change.
- ✱ Calls for employment or recruitment of skillful staff to man the machines yet such workers are not easy to find.
- ✱ Increases the firm's operational costs (e.g. expenses on power, water, and communication shoot or increase).
- ✱ Not every activity can be performed with the help of machines, e.g. fixing notices on the notice-boards.
- ✱ It requires heavy or massive investment in research and development which is highly costly.
- ✱ Machines are (often) operated by specialists and should a given specialist be missing, then the whole production process may come to a standstill.
- ✱ Compromises or adversely affects staff health, e.g. individuals who sit on computers all day long are at a risk of losing their sight/endangers human health.

State: ½ mark. Explanation: ½ mark.

Any 4 X 1 = 04 Marks

(d) Among the techniques employed by the employees when negotiating for better salaries and wages include:

- ❖ Setting a ceiling/maximum amount
- ❖ Making a decision on the mode of payment.
- ❖ Focusing at an attractive salary scale
- ❖ Avoiding court action (legal tussles).
- ❖ Being sensitive on remarks made by the employer.
- ❖ Being flexible and/or adaptive

- ❖ Focusing at consensus building
- ❖ Being considerate/putting oneself in the position of the employer.
- ❖ Focusing (more) at fringe or employment benefits (instead of salary).
- ❖ Having the will to involve a third party (preferably a trade union) in case of negotiation failure.
- ❖ Avoiding salary comparison at the time of negotiation.

State: ½ mark. Explanation: ½ mark.

Any 3 x 1 = 03 Marks

(e) The contribution of business to society is given below:

- Ensuring food security/addressing the problem or challenge of food shortage
- Participation in charity or community (voluntary) programmes.
- Conducts research/fosters research/acts as a research centre.
- Provision of market
- Payment of taxes hence contributing to government revenue.
- Provision of social services and/or amenities, such as water.
- Production of goods and/or services.
- Promotion of full utilization of the existing resources/reduction in resource wastage.
- Improves security of the area.
- Conservation of the environment/mitigation of climate change.
- Improvement of the natural scenery/beautifies the (natural) environment

- Provides employment to the society/creation of (more) job opportunities/reduction in unemployment levels.
- Provision of training facilities/acts as a training ground.
- Source of income
- Facilitation of domestic trade and/or international trade.
- Preservation of the socio-cultural and norms, beliefs, and values.

State: ½ mark. Explanation: ½ mark.

Any 4 x 1 = 04 Marks

The End!

MARKING GUIDE FOR ECONOMICS P220/1

ACIETEKA MOCKS

SECTION A (20 marks)

1. (a)

I. **Direct costs:** These are expenses which vary/change with the level of output while

Indirect costs: these are expenses which do not vary/change with the level of output

II. **Two examples of direct costs include:**

- Costs of raw materials
- Cost of labour(casual)
- Costs of transport
- Costs of power
- Costs of water **any 2x1= 2marks**

(b)

I. **Take home pay:** this is income available and households for spending or saving after persona; income taxes or direct taxes and other compulsory payments have been deducted. **1 mark**

While

Real income: this is income expressed in terms of goods and services/ purchasing power of nominal income

ii. **Two determinants of real income are:**

- Size of nominal income
- Availability of output
- Level of taxation
- The price levels of the commodities
- Level of money supply in the economy
- Size of the subsistence/commercial sector
- Bargaining power of the consumer **any 2x1 = 2marks**

(c) (i) **Transfer earnings:** is the minimum reward given to a factor of production to keep it in its present occupation without tempting (keep in current jobs) it to move to another alternative use **1mark**

WHILE

Economic Rent: Is a reward /payment to a factors of productions which is over its supply price **1mark**

(iii) Actual earnings = Transfer earnings+Economic rent **1 mark**

$$\text{But} = \text{Economic rent} = 2 \times \text{shs.} 200,000$$

$$= \text{shs.} 400,000$$

; Actual Earnings= shs. 200,000+shs. 400,000

$$= \text{shs} 600,000 \quad \mathbf{1 \text{ mark}}$$

(d)

(i) **Cyclical unemployment:** this is unemployment which a rise due to fall in aggregate demand of goods and services **1mark**

While Casual unemployment: Is a situation where workers on temporary basis and as soon as their contract or work is over they become unemployed **1mark**

(ii) **Two causes of cyclical unemployment**

1. Reduction in government expenditure on goods and services
2. A fall in investment expenditure in an economy
3. Reduction in incomes of consumers
4. Reduction in prices off goods and services
5. A fall in the exports of a country
6. Increase in importation of goods and services
7. Increase in income taxes/direct taxes **any 2x1=2marks**

(e) (i) **Perspective plan:** Is a long term plan usually covering 10years and more

(ii) **The three qualities of a good plan**

1. It should be comphrasive
2. It should be compatible
3. It should be economically feasible
4. It should be politically accepted/relevant
5. It should be consistent
6. It should be simple
7. It should be opyimal in the use of resource
8. It should be social relevant
9. It should be internationally relevant
10. It should involve participation of the people of theh society
11. It should be propotional
12. It should be sequential **any 3x1=3marks**

SECTION B (80 marks)

2. (a) **Retail price index: this is the measurement of the relevant change in prices of consumer goods over time**

b. Cost of living index is computed as described below

1. Selecting a suitable base year i.e. year where prices are relatively stable
2. Selecting a representative basket of goods i.e. goods that are consumed by the majority
3. Getting prices of goods and services in the basket both in the base year and the current year
4. Calculating the simple price index of each commodity

$$SPI = \frac{\text{Prices of current year}}{\text{Prices of base year}} \times 100$$

5. Calculating average simple index, which is equal = $\frac{\text{sum of simple price index}}{\text{number of items}}$
6. Attaching weights i.e. the relative importance of a commodity in the basket of goods to consumer
7. Calculating the weighted price index of each commodity

WPI = SPI x Weights

8. Calculating the average weighted price index which is determined by

AVPI = $\frac{\text{sum of WPI} \times \text{any 8} \times 1}{\text{Sum of weights}}$ = 8 marks

Sum of weights

c. Difficulties encountered in computing retail price indexes in LDC?

1. Difficulties of determining a suitable base year
2. Difficulties of determining a representative basket of goods
3. Limited information on individuals expenditure/limited statistical data
4. Limited personnel's with appropriate skills
5. Appearance and disappearance of products in the market
6. Difficulties in attaching the weights on products
7. Variations in prices in different areas
8. Absence of standard prices
9. Absence of standardized weights
10. Changes in the price levels overtime
11. Limited facilities

any 10 x 1 = 10 marks

3. (a) the shortcomings of price mechanization in an economy include

- Leads to the emergence of monopoly firms
- Leads to price instabilities in the economy
- It brings about divergence between private benefits and social benefits

- It promotes income inequalities
- It does not allocate resources towards promotion of public utilities
- It does not respond quickly and effectively to rapid structural changes in the economy
- Leads to resource wastage due to unnecessary duplication of goods and services
- Leads to wasteful competition in the market due to persuasive advertising
- Distorts consumer choice due to persuasive advertisement any 10x1=10marks

b. Measures that can be used to minimize the shortcomings of price mechanization

1. Progressive taxation can be used
2. Formation of consumer association can be encouraged
3. Price controls can be used
4. Issuing of licenses can be encouraged
5. Taxation of monopoly firms
6. Use of buffer stock and stabilization fund prices
7. Provision of subsidies
8. Setup of national bureau of standards
9. Issuing quotas
10. Nationalisation of private enterprises
11. Rationalising of commodities any 10x1=10 marks

4. (a) the basis of monopoly include

- Large initial capital requirement
- Where the market is too small for many firms to separate
- Long period of apprenticeship
- Spatial monopoly/ long distance between rival firms
- Merging of firms/ take overs
- Existence of patent rights and copy rights
- Control and ownership of a strategic source of material
- Limit pricing / aggressive pricing
- Protectionism and restrictions in international trade
- Statutory monopoly
- Exclusive knowledge / technique any 10x1=10marks

b. Measures being taken to control monopoly include;

- Encouraging delocalization of industries
- Levying taxes on the profits of the monopolist
- Use of price controls i.e. average cost pricing and marginal cost pricing
- Reducing the periods of patent rights and copy rights
- Encouraging liberalization of the economy
- Setting up bureau of standards
- Encouraging privatization of state monopolies
- Setting up parallel firms to produce similar products produced by the monopolists

- Adopting anti trust laws

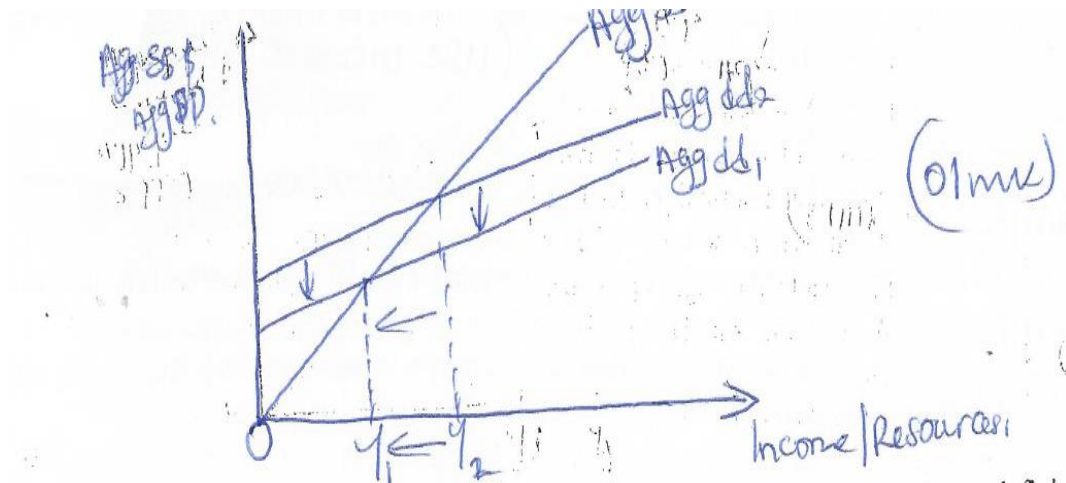
5. (a) **Keynesian theory of unemployment:** States that unemployment arises due to deficiency in aggregate demand of goods and services especially in time of economic depression or recession **1mark**

Keynes pointed out that due to low demand for final goods and services, firms reduce their output, incomes levels fall and investment is discouraged, thus less labour and capital are employed **2marks**

The major solution to unemployment according to Keynes is increasing the aggregate demand, this could be by, **1mark**

- Increasing wages
- Increasing government expenditure
- Reducing taxes
- Subsidization of consumers
- Use of expansionary monetary policy **any 1x1=1mark**

Illustration of Keynesian theory of unemployment



Therefore according to Keynes theory of unemployment is represented by **dy** due to deficiency in demand

b. **limitations of the Keynesian theory of unemployment to developing countries**

- The theory mainly affects industrialisation economies yet developing countries their economies are agro-based
- Keynes based the theory on closed economy yet developing countries their economies are open
- Keynes based the theory on existence of a big and strong private sector yet in developing countries private sector is small and weak

- The theory is applicable under conditions of full employment which conditions are not rootfound in developing countries
- The theory is based on assumption of a highly monetarised economy yet developing countries their economies are basically subsistence
- The product, factor and labour market in developing countries are not functional and well developed as suggested by Keynes
- As a solution Keynes prescribes policies to increase aggregate demand e.g. use of expansionary monetary policy yet its policy may inflationary in nature
- The theory emphasis the investment multiplier which contributes to employment
- Export mulyipier is the major contributor of employment in LDCs yet the theory doesnot consider it

any 7x2=14 marks

6. (a) Objectives of trade unions in developing countries include

- To attain better payment for their members
- To ensure conducive working conditions for their members
- To advise government on areas of planning e.g manpower planning
- To protect members against unfair treatment
- To provide social benefits to their members e.g. to provide assistance to the needy members
- To create a good relationship between employees and workers in the production process
- To forge unity among members and ensure consistence in their membership
- To fight for human rights of workers
- To increase on the skills of members

any 6x1=6marks

b. The conditions that justify workers to demand for wage increase in developing countries are;(use in case or when)

- Incase of job is more risky
- Incase of increased cost of living/inflation
- Incase of increased productivity aong workers
- When super normal profits are earned by firms
- When there is increase in prices of the products that workers produce
- Incase a lower wage is paid than the government minmimum wage
- When woorkers in the same industry compare their wages and they are not the same
- Incase labour has high skill to offer
- Incase there is increased work load i.e. when the number of hours worked increase
- Incase the labour supply is inelastic
- When there s inelastic demand for the products of a particular industry

- In case employers fail to effect the agreed upon periodic payment
- *Mention and explain* any 7x2=14marks

7. (a) The reasons for privatisation of public enterprises in developing countries are;

- To enable firms operate more efficiently
- To attract foreign investment and therefore increased capital in flow
- To reduce on government expenditure on non performing enterprises
- To meet the international monetary fund(IMF) conditionality of creating a private sector leading economy
- To increase the employment opportunities in the long run
- To increase governments revenue through sale of enterprises
- To increase on the level of resource utilization
- To improve on balance of payment position
- To encourage competition and therefore improved quality of output
- To reduce unnecessary bureaucracy in business management
- To allow government concentrate on provision of essential services
- To increase output levels
- To expand the tax base
- To control structural inflation

b. The problems faced in the process of privatization in developing countries are;

- Poverty among the nationals of developing countries
- Corruption with privatisation units
- Poor valuation of enterprises
- Existence of less committed buyers/existence of unserious buyers
- Opposition or resentment from the public
- High costs of the process
- Political sabotage
- Small markets in developing countries
- Ideological differences among government officials in the privatization units
- Under developed capital markets
- Political instabilities in some developing countries

Any 10x1=10marks

*******THE END*******

P220/2: ECONOMICS -DRAFT MARKING GUIDE

SECTION A (20 MARKS)

1.(a) (i) *Subsistence output* refers to commodities produced by a producer for his or her own use or Subsistence output is non-marketed output (01 mark)

(ii) The demerits of a Large Subsistence sector in Uganda are thus:

- Low quality of output.
- Creates low innovations/limited innovations among producers.
- Low economic growth/Low Gross Domestic Product (GDP).
- Low tax revenue/ Gives rise to a narrow tax base.
- High levels of under-employment / seasonal unemployment.
- Limited specialization and trade.
- Under-exploitation of resources (Any 3 x @ 1mk = 03 marks)

(b) (i) *Government multiplier* is the number of times an initial change in government expenditure multiplies itself to give (generate or bring about) a final change in national income. (01 mark)

(ii) Final change in NY= Investment multiplier x Change in investment expenditure

$$= 1/\text{MPS} \times \text{Change in investment expenditure} \quad (01 \text{ mark})$$

$$= 1/0.4 \times (\text{shs } 160 \text{ billion} - \text{shs } 125 \text{ billion})$$

$$= 2.5 \times \text{shs } 35 \text{ billion} \quad (01 \text{ mark})$$

$$\text{Final change in N Y} = \underline{\text{shs } 87.5 \text{ billion}} \quad (01 \text{ mark})$$

(c) (i) *Capital consumption* is the wear and tear or loss in value capital equipment in the production process (in the process of contributing to current production) (01 mark)

Whereas/While,

Capital accumulation is the process of increasing a country's existing stock of capital goods or producer goods. (01 mark)

(ii) Factors that influence capital accumulation in Uganda are thus:

- Level of income.
- Level of savings.
- Time preference/level of consumption.
- Government policy on taxation and Subsidization/ Level of investment incentives/ The level of taxation/ Level of subsidization by government.

- The population growth rate.
- Level of innovations and inventions.
- Size of the market.
- The state of technology/ The techniques of production.
- The political situation/ political atmosphere/ political climate
- Level of entrepreneurial skills/ Level of entrepreneurship.
- The existing capital stock.
- Level of development of infrastructure.
- The price level/ rate of inflation.
- Level of interest rate on savings/ level of interest rate on loans.
- Degree of Conservatism among people/ Degree of cultural rigidities.
- Level of accountability/ Level of corruption.
- Level of capital outflows/ Level of capital inflows.
- Level of marginal efficiency of capital

(Any 2 x 1 = 02 marks)

(d) (i) **Disguised unemployment** is a situation whereby labourforce is actively involved in a productive activity but its marginal productivity is either zero or negative or negligible. (01 mk)

(ii) Causes of disguised unemployment in Uganda are thus:

- Shortage of land / Poor land tenure system/ Land fragmentation.
- Inadequate supply of capital.
- Excess supply of labour.
- Poor and uncoordinated manpower planning.
- Desire to retain workers for future use.
- Nepotism/ favoritism in some sectors resulting in over-recruitment of workers.
- High population growth rate.
- Inadequate skills/ Limited labour skills;(leading to low productivity)
- Poor supervision of workers.
- Lack of information about other existing jobs.

(Any 3 x @ 1 mk = 03 marks)

(e) i) **A tax base** is that item/entity on which tax is levied. **OR:** It is an economic unit/ activity (income, person, firm, institution, property e.t.c on which tax is levied) (01 mark)

Whereas/While;

Taxable capacity is the ability of the taxpayer to pay a tax assessed on him or her and still retain enough (disposable) income to enable him/her lead a life he/she is accustomed to. **OR**

It is the ability of a nation to raise expected revenue from taxes without causing negative social, economic and political effects in a country. **OR**

It is the extent to which government can levy taxes without causing adverse effects on the tax payer.

(01 mark)

SECTION B (80 MARKS)

N.B: Only **four (4)** questions must be marked in this section. Excess question answered constitute an **infringement of the Rubric on the question paper and must not be marked** or if inadvertently marked consider marks scored in the first 4 done questions.

2. (a) Prices in Uganda are determined in the following ways/ methods:

N.B: Consider correct spellings of the methods

- Forces of demand and supply. As supply exceeds demand, low prices are set due to a surplus of commodities on the market. However, when demand exceeds supply, high prices are set for commodities because they are scarce.
- Auctioning/Sales by auction/Bidding.
- Bargaining/ Haggling (between sellers and buyers)
- Resale price maintenance. Under this method, producers set prices at which their goods are to be sold up to the retail level or It is the setting of prices by producers for retailers to sell at.e.g it is used by News paper publishers, sellers of Postage stamps, Air time cards.
- Price leadership.
- Offers at fixed prices by individual sellers e.g in super markets, fixed price of a unit of electricity power, litre of piped water e.t.c
- Treaties/ sale by treaties/ sale by agreements e.g a case of Hire purchase and deferred payment agreements, rental agreements, land purchase agreements where the price to be paid by the buyer is stated in the agreement of sale.
- Collusion. For example different operators of bus services collude or agree to charge a uniform transport fare from passengers on given routes along which their buses operate.

(Any 6 x 1 mark): Point mentioning= ½ mk; Explanation = ½ mk)

(b) The factors that affect supply of goods by producers in Uganda:

Approach: Neutral points and two sided explanation that shows how supply is high and low

- Prices of goods
- Prices of **jointly supplied goods** e.g Price of beef **Vs** supply of animal hides.
- Price of **competitively supplied goods** e.g price of Plastic basins **Vs** supply of plastic dustbins; price of clay tiles **Vs** supply of clay bricks.
- The number of producers/ number of firms entering an industry.
- The goals or objectives of the producers i.e sales maximization goal **Vs** profit maximization goal.
- Natural or climatic conditions.
- The political climate/political situation.

- The level of infrastructural development/ The state of infrastructure.
- The costs of production/ the costs of factors of production.
- The availability of raw materials/ factor inputs
- The level of technology/ the state of technology used by producers.
- Expectation of future changes in prices of goods.
- The level of taxation or tax rates/ level of subsidization of producers/ Government policy on taxes and subsidies.
- The efficiency of factors of production such as labour and entrepreneurship.
- The working conditions (Good Vs poor working conditions and the impact on productivity/ output in firms)

(Any 7 x @ 2 mks = 14 marks) Mention=01 mark; Explanation =01 mark

3. (a) Structure / features of the industrial sector in Uganda:

- Dominated by small - scale firms.
- Firms mainly produce low output/ **mainly** produce at excess capacity.
- **Predominantly** uses semi-skilled and un-skilled labour
- It is **mainly** labour intensive/ mainly uses poor techniques of production.
- **Mainly** low quality output is produced.
- It is **mainly** made up of privately- owned firms.
- **Mainly or predominantly** located in urban and semi-urban areas.
- **Mainly** produces for the domestic market/ basically import substituting industries.
- **High** content of imported raw material and intermediate goods is/ are used by firms.
- Firms **mainly** produce consumer goods.
- **Many** firms are agro-based./ Industries are **mainly agro-based**.
- **Mainly** comprises of processing industries
- It has **limited linkages** with other sectors of the economy. (Any 6 x @ 1 = 06 marks)

(b) i) The positive impact of industrialization in Uganda is thus:

TENSE: Consider use of: **HAS/DOES**

- Contributes to economic growth/ GDP by increasing output.
- Provides more employment opportunities since firms are mainly labour intensive.
- Provides revenue to government (through taxing industrial enterprises)
- Stimulates development of infrastructure.
- Improves labour skills through training of industrial workers.
- Encourages development entrepreneurship (people bear risks by setting up and managing industrial projects and they co-ordinate the other factors of production)
- It encourages utilization of would-be idle resources hence avoiding wastage.
- Reduces dependence on importation of consumer goods/ helps to create self-reliance.
- Promoted inflow of foreign capital.

- Promotes technological development and transfer. This results into production of large volumes of high quality industrial goods.
- Stabilizes prices/ helps in controlling inflation (structural inflation) due to increased supply of industrial goods to the markets.
- Created linkages with other sectors of the economy/ provided markets for products of other sectors e.g cotton lint from agriculture sector being sold to textile making industries.
- Widened/ widens consumer choices through production of a variety of goods. This improves welfare of the consumers.
- Increases foreign exchange earnings.
- Improves Balance of payments position.
- Saved the scarce foreign exchange – since previously imported are being produced locally e.g Mukwano industries produces washing soap which was formerly imported from Kenya.
- Adds value to inputs through processing hence production of high quality goods in some value adding firms.

(Any 8 x @ 1mk = 08 marks)

ii) The negative impact of Industrialization in Uganda is as follows:

- Over exploitation of non-renewable resources hence their depletion.
- Has created environmental degradation / pollution of air, water bodies due to disposal of industrial waste / gases.
- Leads to income inequality. Industrial investors and workers tend to earn more than others involved in small-scale farming and other less paying occupations.
- Breeds imbalances in regional development- since industrial firms are mainly urban-based.
- Worsened dependence on imported vital inputs/ worsens external resource dependence.
- Associated with technological unemployment.
- Leads to capital outflows- by foreign industrial investors who repatriate their profits to mother countries
- Industrial investors exert pressure on government for concessions like protection from competition by foreign goods, asking for subsidies. Such concessions increase government expenditure when granted or offered.
- Low revenue to government due to tax holidays.

(Any 6 x @ 1 mk = 06 marks)

4. (a) The role of education in the development process of Uganda is as follows:

- It *imparts labour skills*/ trains Ugandans in different skills/ creates a productive labour force/ it builds up human capital in Uganda.
- *Provides employment opportunities* (to teachers, lecturers, support staff, e.t.c).
- It is a *source of government revenue through taxing private educational institutions*, levying income tax on workers in the education sector e.t.c

- It **accelerates economic growth**- education is a service which forms part of Uganda's GDP.
- **Facilitates changes in attitudes** among the people (Ugandans). This reduces conservatism since educated people develop progressive ideas and better ways of executing work.
- **Helps in reducing income inequalities**. Ugandans who acquire practical labour skills go into self employment or are employed by others and they earn income hence checking on income inequality.
- It **helps in checking population growth rate** to some extent. It prolongs/ delays the age of marriage/ child-bearing among women when they are still in school.
- Education **accelerates investment in physical capital**. This physical capital is in form of fixed assets like buildings, vehicles, land, e.t.c owned by education institutions.
- **It reduces dependence on foreign manpower**. The foreign exchange that would have been spent on hiring many expatriates is saved because Ugandans who have undergone training are employed or hired for work within Uganda.
- **Speeds up implementation of political, economic and social programmes or reforms** (Development plans). Government finds it easier to explain or disseminate its programs/ plans to literate / educated Ugandans. They quickly understand the programs and even give advice to government where improvement or changes are needed.
- It **promotes technology due to research that is carried out in education institutions** like Universities, Agricultural research institutes; Industrial research centers e.t.c
- It **encourages or promotes the development of infrastructure**- education institutions have to be connected to good transport and communication system for example; Internet services and other ICT facilities to ease learning and research.
- It **promotes international relations due to educational exchange programs** with other countries. This has a benefit of encouraging exchange of ideas and increasing volume of trade with other countries.
- It **creates linkages with other sectors of the economy**. E.g education institutions create market for industries that produce books, chalk, computers, pens, writing papers, furniture, building materials, textiles for making students' uniforms e.t.c. Food items from agriculture sector are also supplied to schools. This further helps in developing the industrial and agricultural sectors in Uganda.

(Any 6 x @ 1 mark = 06 marks)

(b) The strategies that have been adopted by the government of Uganda to improve education sector: N.B: Take note of the *Tense* used in the question i.e present perfect- **has/have**

- **Constructed** new schools (under the Universal Primary and Secondary Education Program). This has enabled government to enroll more children in such schools.
- **Rehabilitated/renovated** dilapidated classroom blocks and staff houses. This has been done in selected schools across the country to improve the learning environment of students and accommodation for teachers and other employees.

- Under-taken private-public partnership- Under this arrangement, some private schools are funded by government to take on students under the Universal Secondary Education (USE/UPOLET program).
- Trained and recruited teaching and support staff in schools, colleges and universities. This has helped in reducing shortage of professional teachers in Uganda hence improving quality of education in schools.
- Improved supervision support in the Ministry of Education / Recruited and facilitated Inspectors of schools/Decentralized supervision or inspection of schools so that Inspectors of schools get to know what is being done in schools i.e they monitor activities in schools to ensure efficiency.
- Allocated more funds in the National Budget for the education Sector. This money caters for the recurrent and development expenditure in the education sector.
- Liberalized investment in the sector. Private schools and private universities have been licensed by government to offer education services.
- Improved accountability in the education departments/ fought corruption by prosecuting and imprisoning corrupt officials in the sector/ involvedthe local leaders in monitoring use of funds and other items sent to schools by government.
- Organized Periodic Education Sector Review workshops/ conferences. The different stake holders in the sector are able to know the progress of plan implementation in the education sector. Weaknesses in plan implementation are identified for appropriate action.
- Attracted funds from donors and development partners; to support Public universities for example aid from USAID, UNDP in form of money, vehicles, computers , text books, e.t.c
- Improved basic infrastructure; this has eased accessibility to education institutions in the different areas of Uganda (in terms of roads, communication infrastructure e.t.c).
- Established more public universities (to widen avenues for tertiary education). These include Busitema, Gulu University which offer higher education in different professional fields.
- Organized training programmes for education managers like school Head teachers, Principals in colleges. This equips them with better management skills hence improving efficiency in the education sector.
- Improved or maintained political climate; this has eased service delivery in the education/ encouraged local and foreign private investors to set up education enterprises/institutions due to assured security of lives and property.
- Provided free teaching and learning materials to Government -aided schools.Such materials include; text books, Science laboratory equipment and chemicals e.t.c and they ease the teaching and learning in schools.
- (Gradually) increased salaries of teaching staff in government aided schools. This has motivated teachers to continue serving in such schools.
- Continued implementing affirmative action for education of the girl-child; e.g the 1.5 points entry scheme when admitting female students in the Public universities. This has increased enrolment of female students in those universities hence promoting girl-education in Uganda.

(Any 7 x @ 2 marks = 14 marks)

5. (a) **Centralized planning** is one in which economic decision making and plan implementation in line with the set targets is done by the central government/central authority.

(02 marks)

While/Whereas;

Decentralized planning is one where the local government undertakes decision making and plan implementation in line with the set or pre-determined targets. (02 marks)

(b) **Suggested measures to improve implementation of development plans in Uganda:**

Approach: use of **should/ Can/ May**. Take note of the variations in the way candidates present the opening statements for their answers.

- Raise sufficient funds/ sufficient funds should be raised.
- Ensure proper data collection.
- Infrastructure should be developed. Well developed roads can ease the movement of planners to monitor projects in the different areas of Uganda. This simplifies plan implementation.
- Discourage political interference in planning/ Promote autonomy of the planning authority.
- Ensure government commitment in planning.
- Better skills should be provided to planners/ there should be efficiency in the planning machinery.
- Maintain stable political climate or atmosphere.
- Stable prices/control inflation. This can reduce the costs of implementing plans hence minimizing project failures and delays in the planning process.
- Over ambitious planning should be avoided. Planned projects should fit within the available resources and given time so that incomplete projects are done away with (eliminated).
- Minimize or avoid or reduce dependence on foreign aid which is inconsistent, inadequate, tied e.t.c.
- There should be proper accountability/ Corruption in planning units should be fought.
- Sensitize the private sector on her role in planning.-- private investors can support the prevailing plans in terms of funding and other logistics when they are educated about the benefits of such plans if implemented.
- Dependence on nature should be avoided or minimized e.g Irrigation should be adopted on agricultural projects to sustain production even during the dry seasons.

(Any 8x 2 = 16 marks)

6. (a) **Balance of trade** is the difference between the *value of visible exports* and *value of visible imports* of a country(in a given period of time) (02 marks)

While/ Whereas;

Balance of payments is the difference between a country's receipts/income from abroad and expenditure /payments abroad during a given period of time

OR It is a systematic record of a country's receipts and payments in international transactions in a given period of time.

OR It is the difference between a country's earnings from abroad and payments abroad for visible and invisible items including capital inflows and outflows in a given period of time. (02 marks)

(b) The causes of persistent Balance of payments deficits in Uganda are thus:

N.B: Take note that the explanation is in line with high foreign exchange expenditure abroad Vs Low foreign exchange earnings from abroad. The use of the word **Persistent** is NOT mandatory in the candidates' answers

- Low volume of exports
- Prices of exports are externally determined or set/Low bargaining power of Uganda abroad.
- Limited variety of exports
- Exportation of low quality products.
- Exportation of mainly primary products such as agricultural raw materials (like coffee, cotton lint, tea e.t.c)
- High (marginal) propensity to import/High preference for goods from other countries.
- Political instability leading to heavy expenditure on the importation of expensive military equipment or hardware.
- Importation of highly priced goods(both consumer and capital goods)
- High expenditure on servicing/ payments of the external debt.
- Protectionist policies in the export markets where Uganda sells her goods/ Trade restrictions in the export markets. This reduces volume of exports which brings in low foreign exchange earnings yet Uganda spends a lot of foreign exchange on buying expensive imports hence causing balance of payments deficit.
- Heavy government expenditure abroad; for example on diplomatic missions, contributions to international organizations, foreign travels by the president and ministers, medical treatment for government officials from abroad e.t.c
- High levels of profits and wages repatriation.
- Market flooding/limited markets abroad due to exportation by of similar products by other developing countries. This lowers export prices in those markets and Uganda earns low foreign exchange yet her foreign exchange expenditure is high. This creates persistent B.O.P deficit.

(Any 8 x @ 2 marks); Point mentioning

01 mk; Correct explanation = 01 mk

7(a) The objectives of expanding the private sector in Uganda are explained below:

Approach: To...../ So as to...../ In order to...../ For purposes of/ The need to.....

- *To provide more employment opportunities.* Private investors hire skilled and semi-skilled labour hence creating jobs for the people.
- *In order to promote utilization of (local) resources.* This reduces resources wastage hence increased output.

- *For purposes of improving labour skills;* due on-job training of workers conducted by the many private enterprises. This improves efficiency of labour in Uganda.
- *To increase GDP/economic growth rate.* A bigger private sector is able to produce more goods and services hence higher GDP in Uganda.
- *To promote entrepreneurial skills.* Private investors bear risks and ensure better organization of other factors of production hence encouraging production for profits.
- *To improve Balance of payments Position.* A bigger private sector increases local production hence reducing foreign exchange expenditure on imports hence BOP position improves.
- *So as to stimulate innovations and inventions /* To improve techniques of production through technological development and transfers. This improves quality of output and it speeds up production.
- *To reduce external or foreign dependence.* A bigger private sector is able to produce enough goods to serve the local market instead of relying on imports.
- *For purposes of developing infrastructure.* An expanded private sector requires the setting up of well developed roads, rail lines, communication facilities, banks e.t.c to ease operations of private investors hence improving basic infrastructure.
- *So as to widen the tax base.* As the private sector expands, more taxable entities are created e.g government levies taxes on profits of private companies, on goods and services produced incomes of workers e.t.c.
- **To attract capital inflows.** As the private sector expands, foreign investors are encouraged to set up production units in Uganda especially in areas where industries are localized.
- **To promote or encourage forward and back ward linkages.** Some private investors set up new firms to create market for already existing firms while others set up new firms to supply inputs (raw materials to the already existing firms)
- **To encourage specialization and its advantages.** This is due to investment in different activities within the private sector.
- **The need to encourage commercialization/ To reduce the subsistence sector.** Private investors produce goods and services for sale hence promoting trade.
- **To produce and provide a variety of goods to consumers.** This is aimed at improving the standard of living of the people due to widened choices.

(Any 10 x 1 = 10 marks)

(b)The factors that limit the development of the private sector in Uganda are as follows:

- Limited investment incentives (low subsidies & absence of tax holidays)
- Limited capital. Investors are not able to buy necessary inputs, machines and land for setting up enterprises hence limiting private sector investment/ growth.
- Limited skilled labour.
- Low savings (among Ugandans)
- Poor land tenure system. This limits accessibility to more land for expanding private enterprises.
- Low income levels.

- Poor infrastructure.
- High liquidity preference.
- Limited entrepreneurial skills/Limited entrepreneurship.
- High population growth rate.
- Limited market.
- High marginal propensity to import. This reduces demand for locally produced goods leading to low profits hence discouraging private investors in Uganda.
- High rate of capital outflows.
- High rates of inflation. This increases costs of production hence reducing profits of private investors. This limits further expansion of enterprises due to low profits ploughed-back.
- Political instability.
- Low levels of technology/poor state of technology.
- High rate of corruption/low levels of accountability. Some government officials ask for bribes from private investors before their projects are licensed and this frustrates the investors (setting up enterprises becomes more costly)
- Increasing interest rate on loans/High interest rate on borrowed capital.
- Conservatism/cultural rigidities.
- Limited supply of raw materials. This limits production and sales because the required inputs are not available or are inadequate.Low profits are earned by investors hence low growth of the private sector.
- Low marginal efficiency of capital. (*Any 10 x @ 1 mark = 10 marks*)

END

UACE DRAWING STILL LIFE / NATURE (P615/1) MARKING GUIDE2017

QUESTION NUMBER.	ABRV	1	2	3
Drawing/Composition.	D/C	14	10	12 $\frac{1}{2}$
Forms/Structure.	F/S	12	10	10
Colour/ Tone	CT	10	10	08
Texture.	Txt	08	08	07
Finishing/Personal Quality.	FPQ	06	05	05
TOTAL.	TT	50	50	50

UACE DRAWING/ LIVING PERSON/IMAGINATION MARKING GUIDE (P615/2) 2017

QUESTION NUMBER.	ABRV	1	2	3
Drawing/Composition.	D/C	24	24	24
Forms/Structure.	F/S	20	20	20
Colour/ Tone	C/T	18	18	18
Pose/Mood/Drama	P/M/D	14	14	14
Draperies/	D/R/P	9	9	9
Finishing/Personal Quality	F/PQ	5	5	5
TOTAL	TT	100	100	100

UACE GRAPHICS MARKING GUIDE (P615/3)2017

QUESTION NUMBER.	ABRV	1	2	3	4
LAY OUT/FORMAT/COMPOSITION.	LTC	25	20	25	22
PURPOSE/MESSAGE/UTILITY.	P/M	20	20	20	15
LETTERING.	LT	15	20	16	18
ILLUSTRATION/DESIGN.	III/D	18	16	14	16
COLOUR/TONE.	C/T	14	14	15	15
FINISH/PERSONAL QUALITY.	PQ	8	10	10	14
TOTAL.	TT	100	100	100	50

ACEITEKA MOCK EXAMINATIONS 2017 GENERAL PAPER S101- MARKING GUIDE

1. "The current political situation in the country is warranted " Discuss

Definition

1. Politics is the way society is managed / the science of managing society/ the way the means of production i.e. land , land capital and entrepreneurship are shared (3mrks)
2. Warranted means necessary/justifiable (2mrks)

(Total= 5mrks)

Warranted (W)

(NW) Because,

1. Political corruption at all levels that affect negatively service delivery
2. Demonstration , strikes both in the government and private institutions
3. Electoral flaws, inadequacies, inefficiencies and mal administration etc
4. Land conflicts / wrangles leading to chaos and mayhem
5. Puppet leaders at all levels leading to compromised service delivery
6. Insecurity both for lives and property etc

(any 5x 3=15mrks)

Not warranted

1. W because,
2. There is relative peace and security in the country for both lives and property
3. Arms of government are in place i.e. judiciary, legislature and executive
4. Parliament is vibrant
5. There is a constitution
6. Democracy i.e. regular elections in a multi party system
7. Political parties are allowed to operate
8. There is visible service delivery i.e. both social and physical infrastructures etc

Any 5x3=15mrks

SPGE =15mrks

Total = 50 mrks

2. To what extent is the education system responsible for the current rate of un- employment in Uganda?

1. **Definition:** Unemployment is the situation in which people who are willing to work and able to work at any existing wage rate but fail to find jobs. Or

2. It is a situation of joblessness among the working age group/ where people do not have jobs (3mrks)
3. Education system refers to an organized /systematic and gradual process /systematic and gradual process in which knowledge, skills, values, attitudes are transferred from one person to another or from a lower level to higher level e.g. pre-primary, secondary and other institutions i.e. post-secondary (2mrks)

(Total 05mrks)

E.S – Education System

1. **White Collar Jobs:** Promotes more preference for white collar jobs at the expense of blue collar leading to the higher demand for the scare jobs.
2. **Attitude:** It increasingly promotes laziness/negative attitude towards more viable but technically demanding courses as higher numbers opt for soft courses
3. **Theories:** Methodology is more theoretical than practical thus making graduates irrelevant in the real world
4. **Practical:** The above also leads to lack of practical experience to translate theory into practice
5. **Creativity:** It is limited in scope since it scarcely trains creativity and independent thought thereby producing more seekers than job creators/other talents/responsibilities of students are rarely developed
6. **Job trends:** Irresponsible to market trends/slow/less dynamic and static in adjusting curriculum to cope with the current demands of the work place
7. Failure to reflect manpower quality/high turnover of graduates with no planning fuels disequilibrium in the labor market /high number of graduates from duplicated courses in many universities competing for fewer jobs available
8. Drains people's resources in terms of money, energy and time in pursuit of higher qualifications to better employment chances at the expense of the other viable opportunities
9. Lack of proper career guidance

Any 5x3=15mrks

However, there are other causes

1. Increased poverty levels/limited capital for investment to generate employment
2. Increase/rise in population leads to increased competition for the fewer jobs/refugee influx
3. Instability
4. Retrenching
5. Increasing negative attitude /laziness towards work leading to increase in non-productive ventures
6. Illness/physical or mental incapacitation / AIDS leading to stigmatization

7. Climatic vagaries especially in agriculture sector/ Drought / floods etc all pose serious challenges
8. Barriers in labor market e.g. sectarianism/ discrimination both positive and negative on the basis of tribe, language preference or social technicalities e.g. tall relatives, political, links etc
9. Corruption/ nepotism
10. Low levels of industrialization
11. Ignorance of the available jobs
12. Use of advanced technology

Any 5x3=15mrks SPGE = 15mrks total =50mrks

3. Examine the causes of child- trafficking in Uganda, Suggest measures to the above

- **Definition:** Trafficking children means the recruitment , transportation, transfer, housing or receiving persons using threat, force, lies or payment to make a child/children to accept to be controlled for the benefit of another person's illegal or ill motives (5mrks)

Causes(c)

1. To be used in armed struggle
2. Child's body parts are used for sacrifice
3. As payment for the crime
4. Body parts are used in witchcraft and other ceremonies
5. Sexual exploitation
6. Forced labor
7. Slavery
8. Poverty
9. Debt bondage
10. Negligence of parents
11. Lack of vigilance from security agents/ weakness
12. Corruption
13. Collusion of traffickers
14. Ignorance of the dangers
15. Unemployment and economic desparacy

etc any 5x3=15mrks

Measures (M)

1. Sensitization of the masses about the danger in media, schools etc
2. Setting strict laws and tougher payments for the law breakers
3. Creating employment opportunities
4. Ensure political stability and security

5. Find ways of making parents fulfill their obligations in as far as safeguarding of their children is concerned
6. Empowering children with life skills etc any $5 \times 3 = 15$ mrks SPGE=15mrks total =50mrks

4. "Poverty is the cause of rampant rural urban migration in Uganda " Discuss

- **Definition:** Poverty is an economic condition of lacking both money and basic necessities needed to successfully live such as food, water, education, healthcare and shelter 3mrks
- Rural -urban migration is the exodus / mass movement from village to town areas

2mrks Total 5mrks

Poverty (P)

1. Poverty leads to low incomes
2. Poor education
3. Poor housing
4. Poor health care, all leading to rural urban migration in search of the above
5. Poverty forces/drives to move to towns in search of jobs etc
6. Insecurity
7. Safe water
8. Power

any $5 \times 3 = 15$ mrks

Not the causes (N)

Other causes are responsible e.g.

1. High population growth rates
2. Insecurity
3. Peer influence/pressure
4. Need to enjoy leisure/advent
5. Negative attitude towards agriculture
6. The nature of education definitely drives graduates to move to towns in search of white collar jobs
7. Natural calamities
8. Crime escaping
9. Culture ties

Any $5 \times 3 = 15$ mrks SPGE =15mrks total=50mrks

5.

a) Table of percentages

	Herbivores	Carnivores	Total
Large	x	30%	$x + 30$
Small	$60 - x$	10%	$70 - x$
Total	60%	40%	100

6mrks

b) Total number of animals in y:

$$x\% \text{ of } y = 200$$

$$\frac{x}{100}xy = 200$$

$$y = \frac{200,000}{x}$$

4mrks

c)

I. Number of animals in the park = $200,000/x$

Amount of food by carnivores per day

$$= \left(\frac{30}{100} x \frac{20000}{x} \right) x 10 + \left(\frac{10}{100} x \frac{20000}{x} \right) x 4$$

$$= \frac{60000}{x} + \frac{8000}{x} \quad 04mrks$$

$$= \frac{6800}{x} \text{ kg of meat}$$

7mrks

II. Amount of food by Herbivores

$$\begin{aligned}& \left[200(8) + \left(\frac{60-x}{10} \right) x \frac{20000x^2}{x} \right] x^7 \\& \left[1600 + \frac{400(60-x)}{x} \right] x^7 \\& \left(1600 + \frac{24000}{x} - 400 \right) x^7 \quad 05\text{mrks} \\& \left(1200 + \frac{24000}{x} \right) x^7 \\& \left(8400 + \frac{168,000}{x} \right) \text{kg of leaves}\end{aligned}$$

d) Explain the challenges faced by people who stay near game parks and how they can be addressed

Challenges

1. Threats to lives by animals
2. Disease from animals , forests etc
3. Destruction of crops and property
4. Rivalry between domestic animals and wild animals over pasture
5. Limited land for expansion e.g. for cultivation and settlement
6. Inaccessibility
7. Likely cases of criminality/ robbery activities
8. Constant bear etc

Any 5x2=10mrks

How can they be addressed?

- Gazzeting game parks
- Resettlement schemes
- Compensation such that people who stay near parks can vacate
- Sensitizing people on the dangers of settling near game parks etc
- Stringent laws against those who encroach on game parks etc

any 4x2=8mrks

- 6.
- a) Suggest an appropriate title for the above passage
 1. Characteristic/ behavioral patterns of the youth
 2. Features that describe /identify the youth
 3. Pop music festival any 2mrks
- b) **Explain the evidence from the passage, why you think the speaker presents a balanced view of the subject**
 1. The speaker criticizes and at the same time encourages the youth
 2. He is objective because he criticize meaningless imitation i.e. aping for the sake
 3. He also uses western music for blending and influence
 4. He attacks hypocrites who pretend that they are protecting Africa i.e. they wear black suits
 5. He is opposed to those who look down upon to everything African
 6. The speaker also criticizes those who treat everything from western as "harmful". He , however advises that they should choose the best from all sides
 7. He again suggests that the youth should be left free to enjoy all forms of music
 8. He calls upon African youth to be creative and contribute to world culture instead of being mere consumers to other culture
- c) With illustration from the passage describe the event
 1. Pop music festival "the culture center had been captured by the pop music lovers" an indication that it is a pop music festival gala etc 2mrks
- d) **In not more than 60 words, summarize the characteristic behavioral of patterns of the youth as presented in the passage**
 1. The youth are fashionable /stylish
 2. They are also vigorous
 3. Heroes
 4. Fun lovers
 5. Creative
 6. Talented
 7. Influential
 8. Revolutionary
 9. Cosmopolitan
 10. Provincial

NB: Should be written in a paragraph of continuous prose. Any 10x1=10mrks

- e) **Give the contextual meaning of each of each of the following words and expressions as used in the passage**
 - i) Loud colored – attractive /visible/shouting
 - ii) Surged and swayed-moved according to the music/danced
 - iii) Penmanship –imitating without understanding/copying
 - iv) Slave mentality- depend on others/forced to think what you want
 - v) Adolescent vitality and creativity-youthful energy and imagination

- vi) Reactionary-a person opposed to progress/retrogressive/conservative
- vii) Mis-educated men- misguided/ miscued / half baked men what follow everything European
- viii) Bigoted ideas- self- conceited /think highly of yourself/selfish/self-centered
- ix) Social ills- Negative aspects / evils/detractors
- x) African predicament- problems/issues that affect the people of Africa/challenges

---THE END---

ACIETEKA JOINT MOCK

MARKING GUIDE SUB ICT S850/1

Question 1

- a) Justify any *three* main reasons for using computers by government in your country.

Solution:

- i. *It helps in national census (population counts) (01 mark)*
 - ii. *It facilitates the National Voting process. E.g; Presidential and members of parliament among others of a country. (01 mark)*
 - iii. *Faster and reliable means of communication among government workers. Eg; use of email address. WhatsApp's, and teleconferencing .(01 mark)*
 - iv. *Keeping records of public servants in different ministries and sectors.*
- b) State any *two* types of computers in use today.

Solution

- i. *Digital computers* (01 mark)
- ii. *Analogue Computers* (01 mark)
- iii. *Hybrid computers*

Question 2

- a) State one use of the following computing devices.

- i. Mainframe computer

Mainframe computers (colloquially referred to as "big iron") are computers used primarily by large organizations for critical applications, bulk data processing, such as census, industry and consumer statistics, enterprise resource planning, and transaction processing. (01 mark)

- ii. Super Computer

Supercomputers play an important role in the field of computational science, and are used for a wide range of computationally intensive tasks in various fields, including quantum

mechanics, weather forecasting, climate research, oil and gas exploration, molecular modelling .(01 mark)

iii. Microcomputer.

- *The microcomputer has replaced most basic paperwork, and has become a fixture for design and architecture firms, film studios and many other businesses* .(01 mark)
- *Microcomputers also play a critical role in the medical field. From small private clinics to large hospitals, microcomputers are employed to manage patient histories.*

b) Several factors must be considered when choosing a computer case. State any two factors.

Solution:

Select a case that matches the physical dimensions of the

- i. *power supply and* (01 mark)
- ii. *motherboard* (01 mark)

Question 3

a) State any **three** benefits of Lab care and preventive maintenance of computer systems

Solutions:

- i. *Detects earlier problems that may cause system start-up errors, hanging applications and warm booting.*
- ii. *Keeping the computer healthy and running smoothly by protecting it from viruses, malware, and spyware that can be difficult to remove and cause computer to run slowly.*
- iii. *Helps to keep the computer clean from dirt, dust and debris.*
- iv. *Helps to keep the computer in a good working condition that can work for a long time with new upgrades and updates which will make the computer work fast.*

a) List any **two** factors to consider when preparing a computer laboratory.

Solution

- i. *Security of computers, programs and other resources*
- ii. *Reliability of the power source*
- iii. *The number of computers to be installed and the available floor space*
- iv. *The maximum number of users that the computer laboratory can accommodate*

Question 4

Match the following file extension: **.ai, .midi, .ram, .jpeg, .swf, .mp3, .tiff, .bmp**, with respective correct description.

(05 marks)

File Extension	Description
.ram	Used mainly for real-time streaming of audio and video it requires RealPlayer (Windows and Mac) software.
.mp3	Digital music, pod casts and audio books files
.ai	File extension that represent single-page vector-based drawings created using Adobe Illustrator.
.bmp	It is a standard Windows image format that is created using Microsoft's Paint or Paintbrush programs.
.jpeg	Digital cameras often save images in the file format.

Question 5

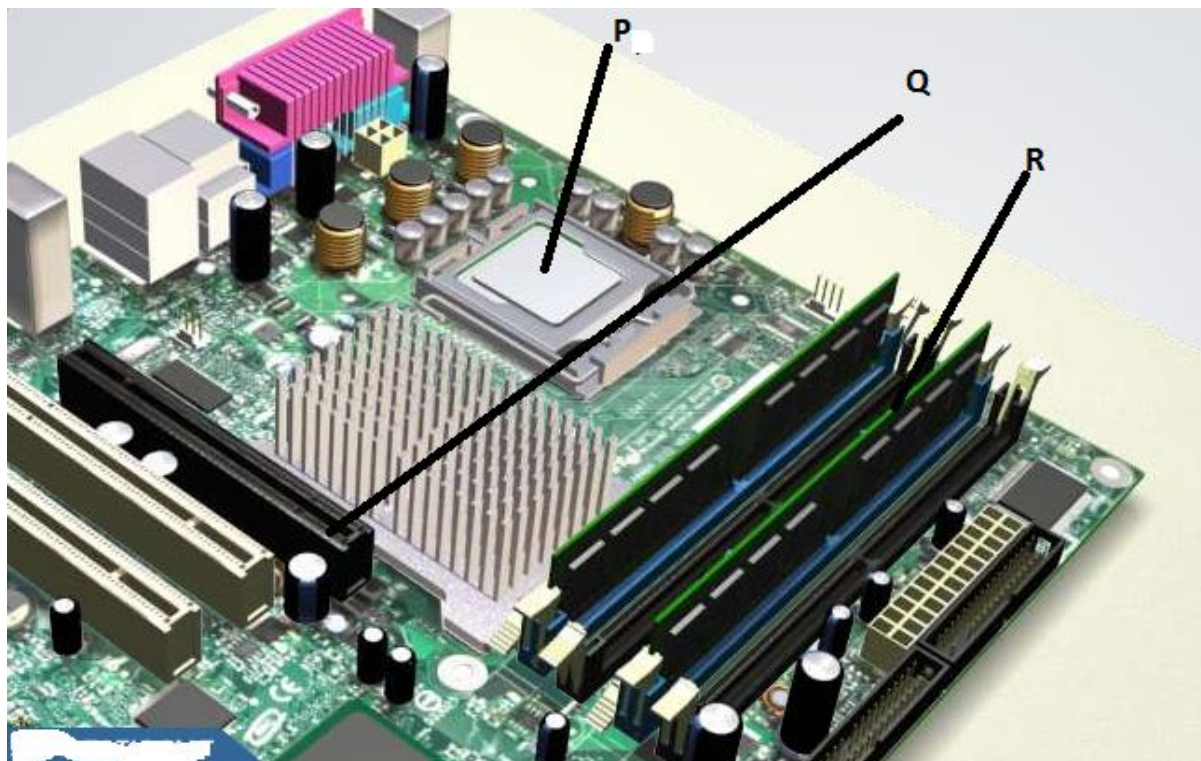
- a) If you don't instruct "tell" the computer to do otherwise, it will save you the following files in my document. State the specific folder involved.
 - i. Music files to the**Music**.....folder (01 mark)
 - ii. Pictures to the**Pictures**.....folder (01 mark)
 - iii. Videos to the**Videos**..... folder. (01 mark)
- b) List any two steps you will take when creating a folder on the Desktop.

Solution:

- i. *Using a mouse or any pointing device, right-click on the any free space on the desktop. Various options will pop-up* (01 mark)
- ii. *Chose option New and select Folder. Provide the folder with a name. 01 mark)*

Question 6

Study the following diagram of components in a computer system unit and answer the questions that follow:



a) Give the ICT name for the parts labelled:

- i. **P.....Central Processing Unit (CPU).....(01 mark)**
- ii. **Q.....Expansion Slot.(PCI, AGP, PCIe).....(01 mark)**
- iii. **R.....Random Access Memory.....(01 mark)**

b) Study and state the main function of parts labelled:

- i. ***P. Is responsible in processing, manipulating of data to information. .(01 mark)***
- ii. ***R..Is to enhance the capabilities and functionalities of a computer system. (01 mark)***

Question 7

You are given a task of assembling a computer system. Use the following procedure to arrange your five steps chronologically.

Consider the following steps: (01 mark @ = 05 marks)

- i. **Connect the external cables to the ports on the back of the computer.**
- ii. **Connect all internal cables to the appropriate computer components.**
- iii. **Attach the power supply to the case.**
- iv. **Install the RAM, CPU, Thermal compound and Heat sink on the motherboard and screw the motherboard on the system case.**

- v. **Connect the adapter cards, internal drives such as HDD, CR-RW/DVD and FDD drives in external bays.**

Question 8

- a) Explain the following two types of memory

- i. Volatile memory

RAM is volatile memory, which means that its contents are lost when the computer is shut down. (02 marks)

- ii. Non-Volatile Memory

ROM is non-volatile memory, which means that its contents are not lost when the computer is shut down. (02 marks)

- b) A **USB port** can connect up to 127 different peripherals together with a single connector. State where USB port type B are used:

On Printer Interface, scanner, Digital camera, and photocopying machines. (01 mark)

Question 9

- a) Give any two good reason for using the following today:

- i. Dot Matrix Printer (02 marks)

- **The printer dot matrix printer can be used in multipart forms.**
- **Uses less expensive ink than inkjet or laser printers.**
- **Uses continuous feed paper.**
- **Has carbon-copy printing ability.**

- ii. Ink jet printer (02 marks)

- **Initial low cost**
- **High resolution**
- **Quick to warm up**

- b) Why interactive whiteboards (Smart boards) are commonly used in Secondary and colleges and Universities today? (01 mark)

- **One of the main advantages of interactive whiteboards is that all work can be saved and stored with ease as everything is done through a computer.**
- **The interactive whiteboard supports most multi-media materials, such as images, texts, audio and video documents from various input devices, including desktops, laptops, DVD players, USB drives.**

- With the right hardware, users can connect interactive whiteboards to IOS and Android smart devices with a single application. This results in a greater range of data sharing and interconnectivity.
- Just think of how much money you will save each year on dry erase markers or chalk if you still use a blackboard. By using our interactive whiteboards and LCD monitors you will dramatically cut down on classroom expenses while exponentially improving the learning environment within your classroom.

Question 10

- a) Suggest any **three** reasons for having operating software in a computer system.

An **operating system** has three main **functions**: (1x3 = 3marks)

- Manage the computer's resources, such as the central processing unit, memory, disk drives, and printers,
- Establish a user interface, and
- Execute and provide services for applications software.

Other functions of operating systems are:

- **Managing Resources:** Programs that manage the resources of a computer such as the printer, mouse, keyboard, memory and monitor.
- **Providing User Interface:** Graphical user interface (GUI) is something developers create to allow users to easily click something without having to understand how or why they clicked an icon. Each icon on a desktop represents code linking to the spot in which the icon represents. It makes it very easy for uneducated users.
- **Running Applications,** is the ability to run an application such as Word processor by locating it and loading it into the primary memory. Most operating systems can multitask by running many applications at once.
- **Support for built-in Utility Programs:** This is the program that find and fixes errors in the operating system.
- **Control Computer Hardware:** All programs that need computer hardware must go through the operating system which can be accessed through the BIOS (basic input output system) or the device drivers.

- b) Which Windows hard drive partition is commonly referred to as the C: drive? (02 marks)

The First Primary Partition

Question 11

- a) Outline any **three** industrial areas where relational database systems are applied today.
- Production of academic transcripts, (01 mark)**
 - Online shopping and supermarket record keeping and transactions (01 mark)**

iii. **Library Information system for keeping books (01 mark)**

b) State any **two** examples of Database Management System (DBMS) you know.

i. **Microsoft Access.** (01 mark)

ii. **Oracle, SQL, Firebird, Perl.** (01 mark)

Question 12

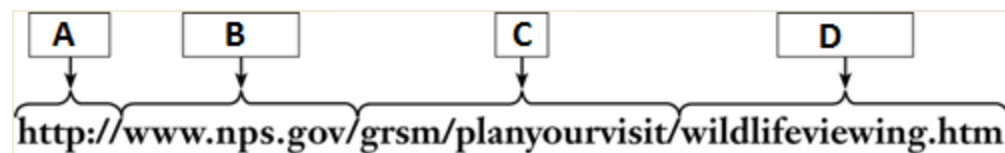
a) With the knowledge of the Desktop Publishing software, Describe chronological five steps required when designing a calendar for year 2018.

Solution:

- i. *Open Microsoft Publisher Application by finding it under Start Menu.*
- ii. *Click on Calendars from the main window or the list on the left.*
- iii. *Click on one of pre-designed templates that you like. It will appear at the top of the area on the right side of the page.*
- iv. *Click on the set Calendar Dates button and choose the period of time that you would like your calendar to cover E.g. 1 month or 1 year.*
- v. *Click on Create at the bottom to create your calendar.*

Question 13

Study the Uniform Resource Locator (URL) exhibited. Use it to answer the following questions:



a) Name the parts of the URL labelled:

- i. **A.....Protocol.....**(01 mark)
- ii. **B.Domain Name.....**(01 mark)
- iii. **C.Path.....**(01 mark)
- iv. **D.Web Page Name (File Name).....**(01 mark)

b) If the Internet Protocol address of the server with this URL is 192.168.40.34/24 which protocol can be used to map the URL to IP address given?

Domain Name System (DNS) Protocol.. (01 mark)

Question 14

Match the following Internet protocols to appropriate descriptions: **SMTP, POP, IMAP, FTP, DHCP, TFTP, and SNMP**

- i.**FTP**...used for interactive file transfer between systems.
- ii.**TFTP**.....used for connectionless active file transfer.
- iii.**SMTP**.....used for the transfer of mail messages and attachments.
- iv.**POP**.....used by email clients to retrieve email from a remote server after which the copy of the email is deleted from the server.
- v.**IMAP**.....used by email clients to retrieve email from a remote server after which the copy of the email is retained in the server.

Question 15

- a) Provide two differences between Extended Binary Coded Decimal Interchange Code (EBCDIC) and American Standard Code for Information Interchange (ASCII) code sets.
 - i. *EBCDIC uses 8 bits while ASCII uses 7 bits in character presentations. (01 mark)*
 - ii. *EBCDIC Used on Old IBM Mainframes while ASCII is used on any modem computer systems. (01 mark)*
 - iii. **No parity bit for error checking in EBCDIC while there is parity bit for error checking in ASCII**
- b) Explain the following two types of data transmission:
 - i. Parallel Transmission

In this all the bits of a *byte* are transmitted simultaneously on separate wires.
(01 mark)

Practicable if two devices are close to each other e.g.Computer to Printer, Communication within the Computer.
 - ii. Serial Transmission. (01 mark)
 - **Bits are transmitted one after the other.**
 - **Usually the Least Significant Bit (LSB) has been transmitted first.**
 - **Suitable for Transmission over Long distance**
- b) State one method for Timing control for receiving bits in data communication.
 - **Asynchronous Transmission**
 - **Synchronous Transmission.** (01 mark)

Question 16

- a) State any **three** advantages of peer -to -peer Network model (03 marks)

Solution:

- i. No need for specialist staff such as network technicians because each user sets their own permissions as to which files they are willing to share.
- ii. Much easier to set up than a client-server network - does not need specialist knowledge.
- iii. If one computer fails it will not disrupt any other part of the network. It just means that those files aren't available to other users at that time.
- iv. Less complexity.
- v. Can be used for simple tasks such as transferring files and print sharing.
- vi. Lower cost since network devices and dedicated servers may not be required.

- b) State any **two** disadvantages of client-server Network model

Solution:

- i. A specialist network operating system is needed. (01 mark)
- ii. The server is expensive to purchase. (01 mark)
- iii. Specialist staff such as a network manager is needed. (01 mark)
- iv. If any part of the network fails a lot of disruption can occur.

Question 17

- a) Outline any **three** methods of controlling effects of computing devices on environments.

Solution:

- i. Use computers and devices that comply with the ENERGY STAR Program.
(01 mark)
 - ii. Do not leave the computer running overnight. (01 mark)
 - iii. Use LCD monitors instead of CRT monitors. (01 mark)
 - iv. Use paperless method to communicate.
 - v. Recycle old computers, printers and other devices.
- b) Suggest any two tips of preventing viruses and other malware from attacking computer system and Networks.

Solution:

- i. Never start computer with a removable media inserted in the drives or plug in the port. Unless the media is uninfected. (01 mark)
- ii. Scan all downloaded programs for virus and malware. (01 mark)
- iii. Install an antivirus program in all your computers. Update the software and virus signature file regularly.
- iv. Never open an email attachment unless you are expecting it and it's from trusted source.

Question 18

- a) In addition to using firewalls, suggest any **three** safeguards that can improve the security of wireless networks.

Solution

- i. A wireless Access Point should not broadcast an SSID. (01 mark)
 - ii. Change the default SSID and administrative settings. (01 mark)
 - iii. Configure a WAP so that only certain devices can access it. (01 mark)
 - iv. Use WPA or WPA2 security Standards.
 - v. Shutdown your access point if not in use. Turn it off when not in use.
 - vi. Use security policy of an institution/organization.
- b) Suggest any two Information Technology Code of Conduct a student must possess when using a computer system:

Solutions:

- Computer may not be used to harm other people.
- Employees may not interfere with other's computer work
- Employees may not meddle in others' computer files.
- Computers may not be used to steal.
- Employees may not copy or use software illegally.
- Employees may not use others' computer resources without authorization.
- Employees may not use others' intellectual property as their own.
- Employee should consider the impact of programs and systems they design.
- Employees always should use computers in a way that demonstrates consideration and respect to fellow humans.

Question 19

An organisation needs to open businesses such that ROUTER 1 is located at Mbale town, ROUTER 2 at Jinja Town, ROUTER 3 at Kampala City and ROUTER 4 at Mbarara town for easy manageability. Study the network topology in Figure 1 and answer the following questions:

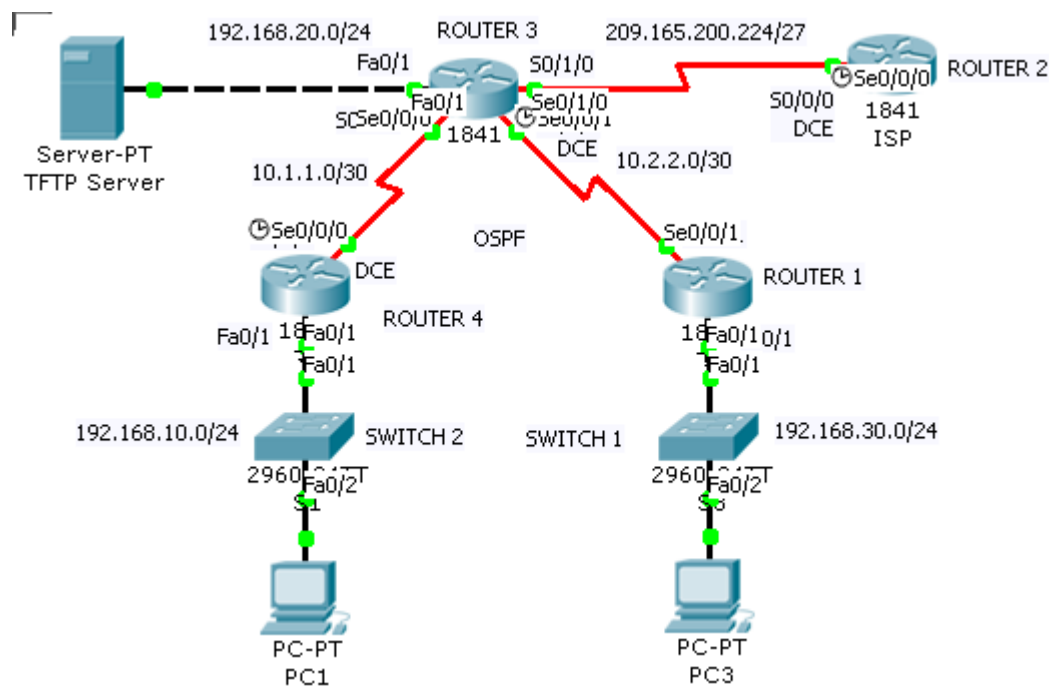


Fig.1

- State the number(s) of Wide Area Network in this topology.
.....**Three (03)**.....(01 mark)
- How many Local Area Network(s) is/are presented in the topology?
.....**Three (03)**.....(01 mark)
- How many network devices are in this topology?
.....**Six (06)**.....(01 mark)
- How many end users devices are in this network?
.....**Three (03)**(01 mark)
- What type of physical topology is exhibited in this network?
.....**Star /Extended Star Topology**.....(01 mark)

Question 20

- Explain the following Intellectual Property Rights.
 - Copyrights. Copyrights protect the expression of ideas. Artistic works are generally considered to be expressions of ideas – books, paintings, songs, movies, and computer programs are examples. Copyright will not protect the process through which a particular work was created or the use of information within it (instructions, etc.).**
(02 marks)
 - Patent: A patent is a right, granted by the government, to exclude others from making, using, or selling your invention. Patents protect inventions such as new processes, machines, or chemicals.**
(02 marks)

b) State one benefit of Digital signature in an online business?

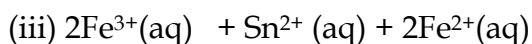
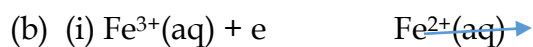
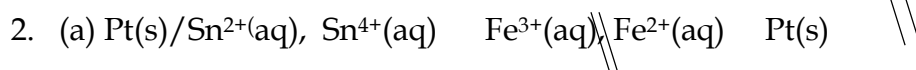
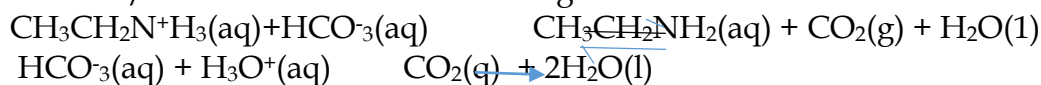
Solution:

- i. Often used to ensure that an impostor is not participating in an Internet transaction.
(01 mark)
- ii. Because it's so fast and easy to sign documents online, you're sure to see faster contract turnaround. (Get Paid Faster)
- iii. Digital signature software makes it easy to track your documents in your online dashboard. And some software will even send signers a reminder email if they forget to sign.

END



(b) Bubbles / effervescence of a colourless gas.

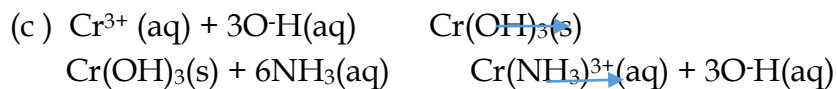


(c) $E_{\text{cell}} = E_{\text{right}} - E_{\text{left}}$
 $= 0.77 - 0.15$
 $= +0.62\text{v}$

3. (a) Hexaammine chromium (III) ion.
tetacyanocobaltate(II) ion.

(b) (i) Green precipitate soluble in excess to form a green solution.

(ii) Pink solution turns blue.



4. (a) The component should be immiscible with water.

The component should exert a high vapour, component must be non-volatile

Pressure near/at the boiling point of water.

The component should have a high molecular.

(b) $\frac{W_1}{W_2} = \frac{M_1 P_1^o}{M_2 P_2^o}$ $W_1 = \text{mass of x}$

$W_2 = \text{mass of water}$

$M_1 = \text{molar mass of x}$

$M_2 = \text{Molar mass of water}$

$\frac{15}{85} = \frac{M_1(760 - 734)}{18 \times 734}$ $\% \text{ of x} = 100 - 85$

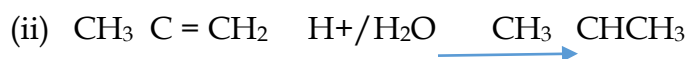
$$M_1 = 89.7 \text{ gmol}^{-1} \frac{1}{2} \text{ Fno units}$$

5. (a) CH_3COCH_3 ; propanone

$\text{CH}_3\text{CH}_2\text{CHO}$; propanal

H

(b) (i) CH_3COCH_3 /propanone



warm

Br

OH

$\text{Cr}_2\text{O}_7^{2-}$



Br_2/CCl_4

refund/warm NaOH(aq)

$\text{MnO}_4^-/\text{H}^+, \text{heat}$

$\text{CH}_3\text{CHCH}_2\text{Br}$

OH

O

Br



heat

CH_3CCH_3

$\text{Cr}_2\text{O}_7^{2-}/\text{H}^+/\text{heat}$

6. (a) They form acidic oxides

They form a series of covalent, volatile hydrides which readily ignite in air.

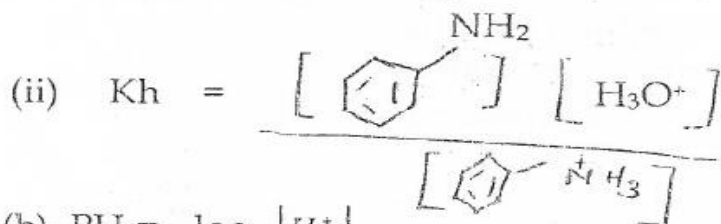
Form covalent chlorides which readily hydrolysed.

Form borides and silicides with metals.

(b) It has a small atomic radius.

7. (a) (i) (b) $\text{PH} = -\log [H^+]$

7. (a) (i)



(b) $\text{PH} = -\log [H^+]$

$$[H^+] = 10^{-3.8}$$

$$= 1.584 \times 10^{-4} \text{ mol dm}^{-3}$$

(ii) $K_h =$

(b) (i) $\text{pH} = -\log[H^+]$

$[H^+] = 10^{-3.8}$

$= 1.584 \times 10^{-4} \text{ mol dm}^{-3}$

(ii) $K_h = \frac{[H_3O^+]^2}{[\text{C}_6\text{H}_5\text{NH}_2]}$; $[H_3O^+] = \text{C}_6\text{H}_5\text{NH}_2$

$= \frac{(1.584 \times 10^{-4})^2}{0.4}$

$= 6.279 \times 10^{-8} \text{ mol dm}^{-3}$

reject if no assumption

accept - grey precipitate

deny white precipitate.

(ii)

Reject if no consumption

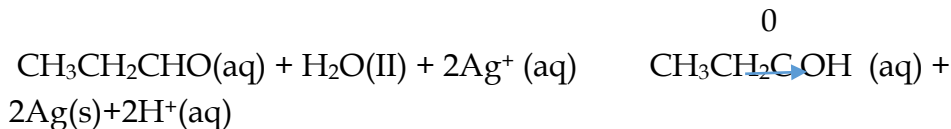
$= \frac{(1.584 \times 10^{-4})^2}{0.4}$

$= 6.279 \times 10^{-8} \text{ mol dm}^{-3}$

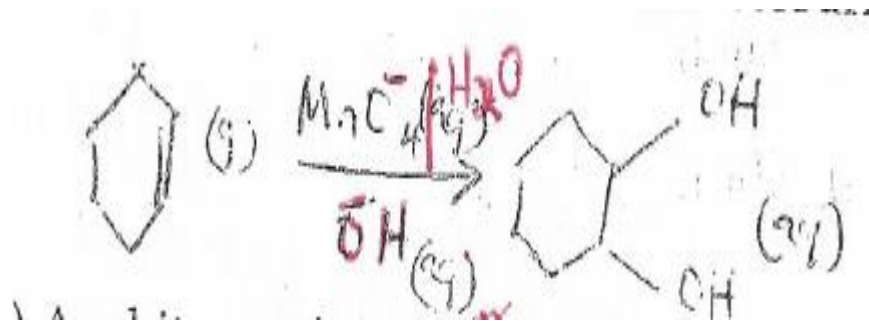
Accept - grey precipitate

deny white precipitate

8. (a) (i) Silver mirror forms on the walls of the test tube on warming.

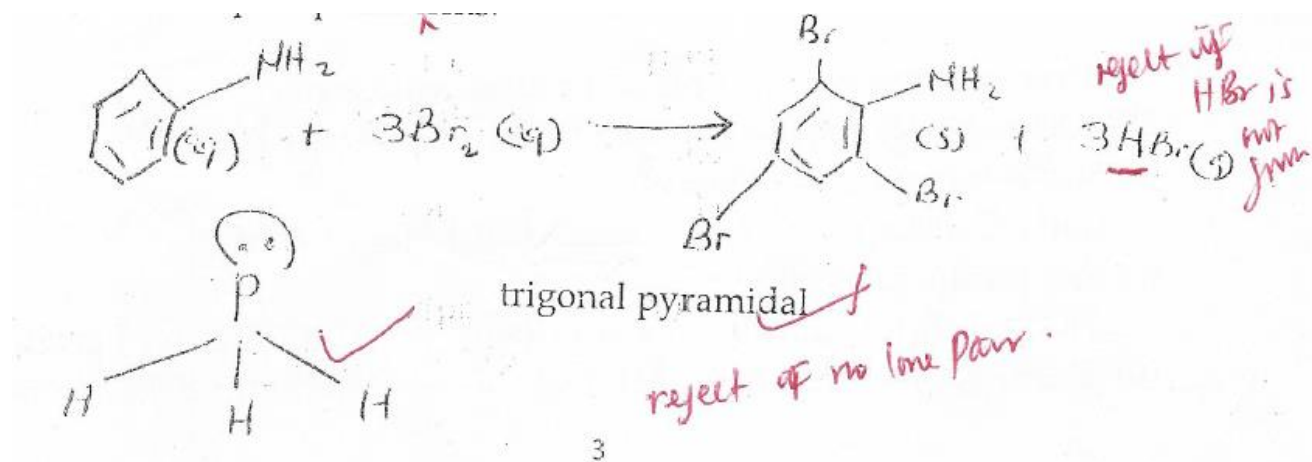


(ii) Purple colour of solution turns colourless.



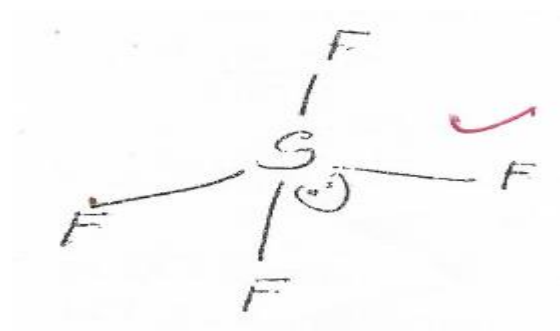
Reject decolourised

(iii) A white precipitate forms.



9. trigonal pyramidal

Reject if no lone pair



Irregular tetrahedral.



Reject without a lone

pair

10. (i) Orange solution turns green.



Deny if symbols start or

- (ii) Purple solution turns colourless.



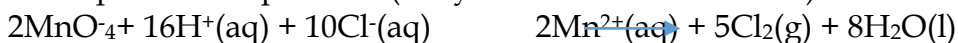
- (b) $E_{\text{cell}} = E_{\text{right}} - E_{\text{left}}$

$$= 1.33 - (-0.76)$$

$$= +2.09\text{v}$$

- 1/2 with no sign

- (c) Potassium manganate (VII) will oxidize chloride ions to chlorine, the reduction. potential is positive. (deny if not denvet from data)



- (d) $\text{Pt}(\text{s})/\text{Fe}^{2+}(\text{aq}), \text{Fe}^{3+}(\text{aq})//\text{Br}_2(\text{aq}), \text{Br}^-(\text{aq})/\text{Pt}(\text{s}) \quad E = +0.16\text{V}$

Acc. Prpns partition. Deny for wrong or missing state symbols

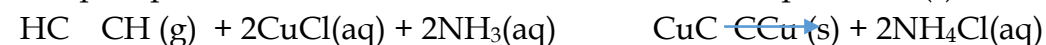
11. (a) Green solution turns purple and a black solid forms.



- (b) Blue solution turns yellow.



- (c) Red precipitate forms



- (d) $2\text{MnO}_4^{2-}(\text{aq}) + 5\text{H}_2\text{O}_2(\text{aq}) + 6\text{H}^+(\text{aq}) \quad 2\text{Mn}^{2+}(\text{aq}) + 8\text{H}_2\text{O}(\text{l}) + 5\text{O}_2(\text{g})$

Purple solutions turns colourless

12. (a) (i) % of H = (100-90)

C

H

$$\text{Moles } \frac{90}{12} \frac{10}{1}$$

7.5

10

$$\text{Mole } \frac{7.5}{7.5} \frac{10}{7.5}$$

Ratio

(1

1.33)3

3

4

Empirical formula C_3H_4

(ii) Molar Mass = $(22400 \times 1.785 \times 10^{-3}) = 40$

$$(\text{C}_3\text{H}_4)_n = 40$$

$$40n = 40$$

$$n = 1$$

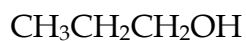
Molecular formula is C_3H_4

(b) $\text{CH}_3\text{C} \text{ CH}$ acc propyne deny convensed formula

(c) $\text{CH}_3\text{CH}_2\text{COOH}$ $\text{CH}_3\text{C} \text{ CH}$

Reject dry ether

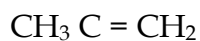
$\text{LiAlH}_4/\text{dry ether}$



Conc $\text{H}_2\text{SO}_4/180^\circ\text{C}$

H

deny heat



Br

(deny if there are more than 5 steps)

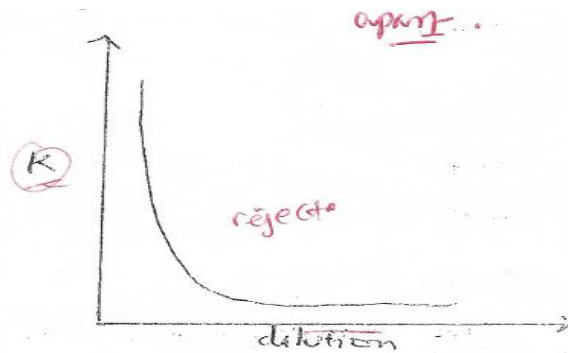
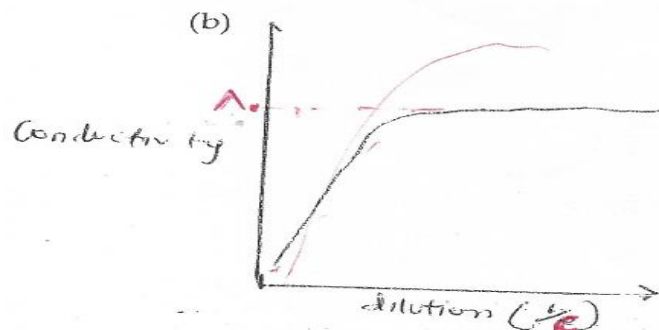
Excess



heat

13. Molar conductivity or conductance is the conductivity a solution containing one mole of an electrolyte. Place between elctrota of unit corresection area or inetre apart. cm

(b)



(c) Molar conductivity increases with increase in dilution because mobility of the ions increases since ions get further apart and ionic interference gets reduced. At infinite dilution the interferences have been eliminated and further dilution results in no change in molar conductivity.

$$\begin{aligned} \Delta_{\text{HF}} &= \Delta_{\text{HNO}_3} + \Delta_{\text{K}^+} - \Delta_{\text{KNO}_3} \\ &= 421 + 129 - 145 \\ &= 405 \Omega^{-1} \text{cm}^2 \text{mol}^{-1} \end{aligned}$$

$$\begin{aligned} \text{(ii) } K_a &= \frac{\alpha^2 C}{1 - \alpha} & \alpha &= \frac{K}{C} = \frac{3.15 \times 10^{-5}}{0.1 \times 10^{-3}} = 0.315 \\ \text{Acc. } K_a &= \alpha^2 C \end{aligned}$$

$$\alpha = \frac{\Delta_o}{\Delta_o} = \frac{0.315}{405} = 7.78 \times 10^{-4}$$

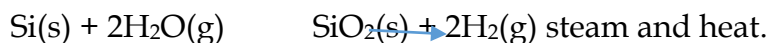
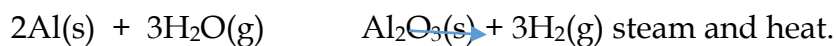
$$K_a = \frac{(7.78 \times 10^{-4})^2 \times 0.1}{1 - 0.00778} = 6.05 \times 10^{-8} \text{ mol dm}^{-3} - \frac{1}{2} \text{ for no units.}$$

14. (a) AlCl_3

SiCl_4

$\text{PCl}_5/\text{PCl}_3$

(ii) Steam and heat



(b) A white precipitate and bubbles steam heat of a colourless gas.



15. (i) A solution of a weak acid and its salt from a strong base that resist change in pH on a solution or small amount of acid or alkali e.g CH_3COOH and CH_3COONa .
 (ii) the solution basically consists of unionized ethanoic acid molecules and sodium ethanoate ions.



When a dilute acid is added, the hydrogen ions from the acid react with ethanoate ions from sodium ethanoate to form ethanoic acid molecules and pH remains constant.



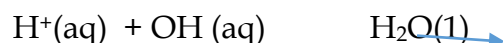
When a dilute solution of sodium hydroxide is added, the hydroxide ions added will react with unionized ethanoic acid molecules to form ethanoate ions and pH remains constant.



$$\text{(b) Moles of H}_2\text{SO}_4 \text{ added} = \frac{0.1}{1000} \times 80 = 8 \times 10^{-3}$$

$$\text{Moles of H}^+ \text{ ions added} = \frac{2}{1} \times 8 \times 10^{-3} = 1.6 \times 10^{-2} \text{ moles.}$$

$$\text{Moles of KOH added} = \frac{1}{1} \times 1.2 \times 10^{-2} = 1.2 \times 10^{-2}$$

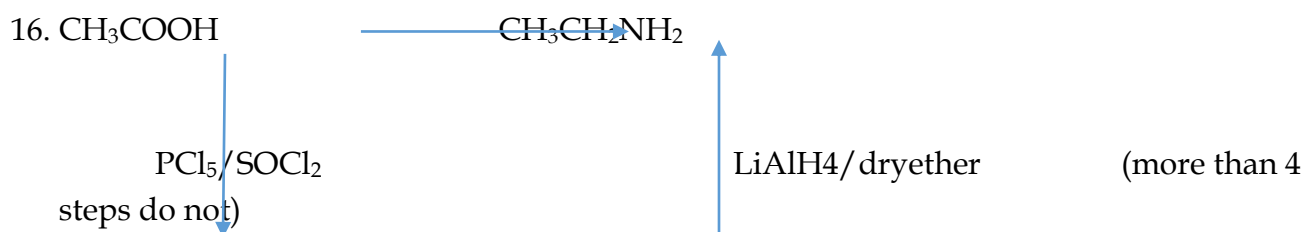


$$\text{Moles of excess H}^+ \text{ ions} = 1.6 \times 10^{-2} - 1.2 \times 10^{-2} = 4 \times 10^{-3} \text{ moles}$$

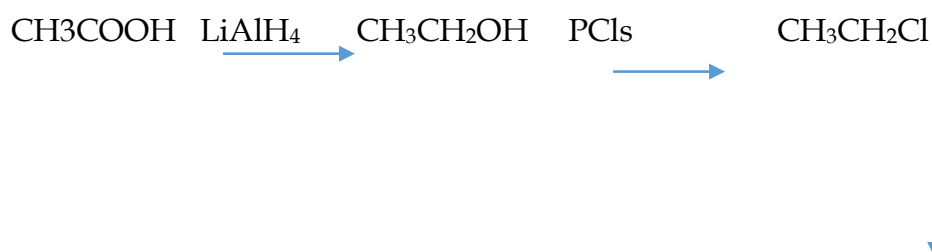
$$200\text{cm}^3 \text{ contains } 4 \times 10^{-3} \text{ moles}$$

$$100\text{cm}^3 \text{ contains } \frac{4 \times 10^{-3}}{200} \times 1000 = 0.02\text{M}$$

$$\text{pH} = -\log[\text{H}^+]; \text{pH} = -\log 0.02 = 1.69$$



Ace. 100°C



dryether

SOCl₂NH₃/alcohol heatCH₃CH₂NH

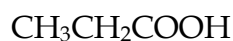
Mg/dryether



dryether

H⁺/H₂O

heat

H⁺/H₂O, heataccept OH/H₂O

17. (a) Zinc blende.

(b) The ore is finely crushed/pulverized/ ground ore is mixed with water containing a frothing agent. Air is then blown through the mixture and the ore goes to the surface in the froth.



accept carbon

(d) (i) Blue solution turns colourless and a brown solid forms.



(ii) Bubbles of a colourless gas.



****END****

ACEITEKA MARKING GUIDES 2017

MOCK

P525/2

CHEMISTRY

1. (a) (i) Colligative property is a physical property of a dilute solution that depends on the number of non-volatile solute particles dissolved in the fixed amount of the solvent but doesn't depend on the chemical nature of the solute particles.

(01mrk)

(ii) - Vapour pressure lowering

- Boiling point elevation (02mrks)
- Freezing point depression
- Osmotic pressure

(b) (i) Freezing point depression method.

A known mass of a pure solvent a g is placed in a boiling tube with side arm. The tube is fitted with a stirrer and thermometer. The tube is then fitted into an empty tube to act as an air jacket to minimize super cooling. The solvent is allowed to cool as it is being stirred.

A constant temperature at which the solvent freezes is read and recorded as $T_0^\circ\text{C}$.

The solvent is warmed with hands until it melts. A known mass of the cane sugar b g is added to the solvent through the side arm. The mixture is stirred until the solute (cane sugar) dissolves completely.

The tube is returned to the freezing mixture and allowed to cool as it is being stirred. A constant temperature at which the solution freezes is read and recorded as $T_1^\circ\text{C}$.

Treatment of results.

Freezing point depression = $T_0 - T_1$.

a g of solvent dissolve b g of solute; 1000g solvent dissolve $\frac{b}{a} \times 1000$ of solute

Let K_f be the freezing point depression constant for the solvent.

$(T_0 - T_1)^\circ\text{C}$ is the freezing point depression of 1000g of solvent by $(\frac{b}{a} \times 1000)$ g of solute.

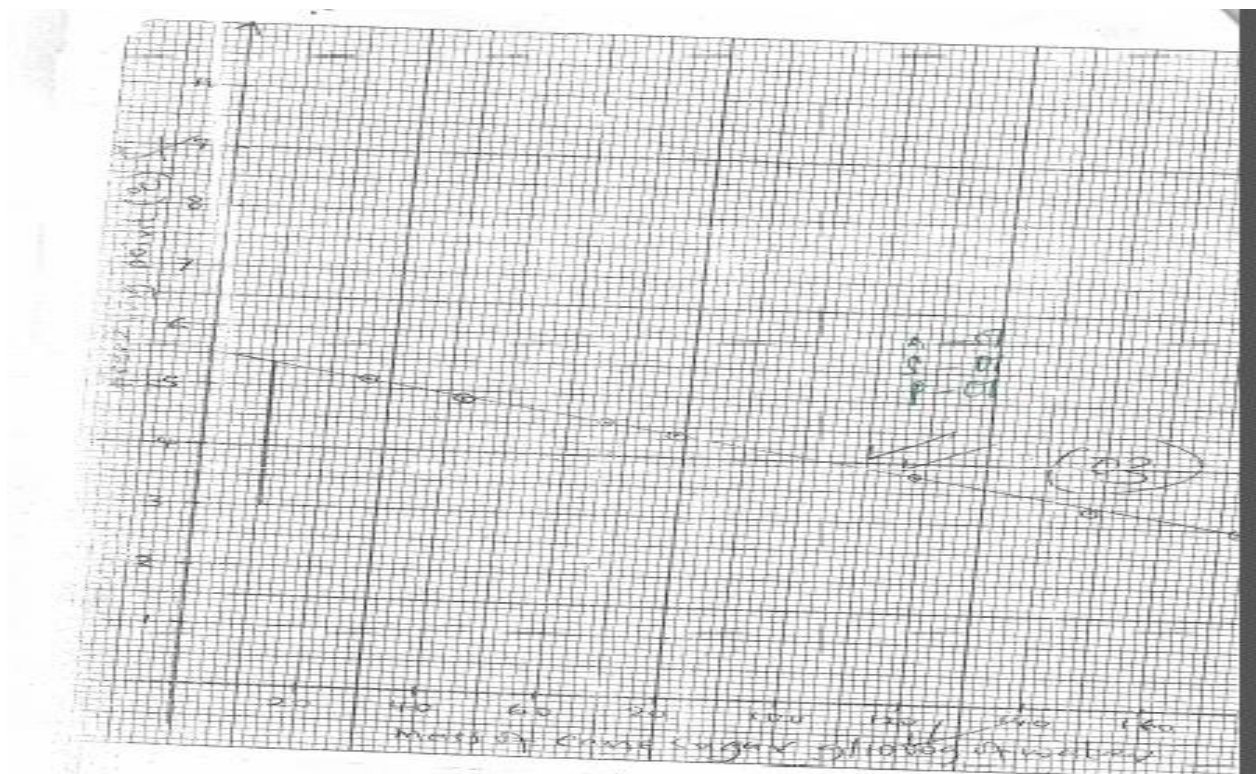
$K_f^\circ\text{C}$ is the freezing point depression of 1000g of solvent by $\frac{b}{a} \times 1000 \times \frac{k_f}{T_0 - T_1}$

$$\text{Relative molecular mass of can sugar} = \frac{b \times 1000 \times k_f}{A(T_o - T_1)}$$

(b) (i) – solution is dilute

- no association or dissociation of solute in solvent
- solute non volatile
- no reaction of solute with solvent

(c) (i) **Graph**



(ii) Freezing point of the solvent $x = 5.54 \pm 0.1$.

(iii) $\Delta T = k_f \frac{m}{m_r}$

$$T_1 - T_0 = k_f \frac{m}{m_r}$$

$$T_1 = \frac{-K_f}{m_r} \times m + T_0$$

$$\text{Slope} = \frac{-k_f}{m_r}$$

$$\text{But slope} = \frac{5.4 - 3.0}{10 - 170}$$

$$= -0.015$$

$$-0.015 = \frac{-k_f}{342}$$

K_f for solvent $x = 5.13^\circ\text{Cmol}^{-1}\text{kg}^{-1}$.

$$+ 0.02$$

- (d) The freezing point of the solution will be higher than expected. Because association reduces the number of non-volatile solute particles and this reduces the freezing point depression. This makes the freezing point of the solution to decrease slightly.

2. (a) (i) Conductivity is the conductance of a given volume of solution of an electrolyte placed between electrodes of cross sectional area of 1 square metre and a distance apart of 1 metre.

(ii) Molar conductivity is the conductance of a given volume of solution containing one mole of an electrolyte enclosed between electrodes of cross sectional area of one square metre and distance apart of one metre.

- (b) (i) Graph - Axes

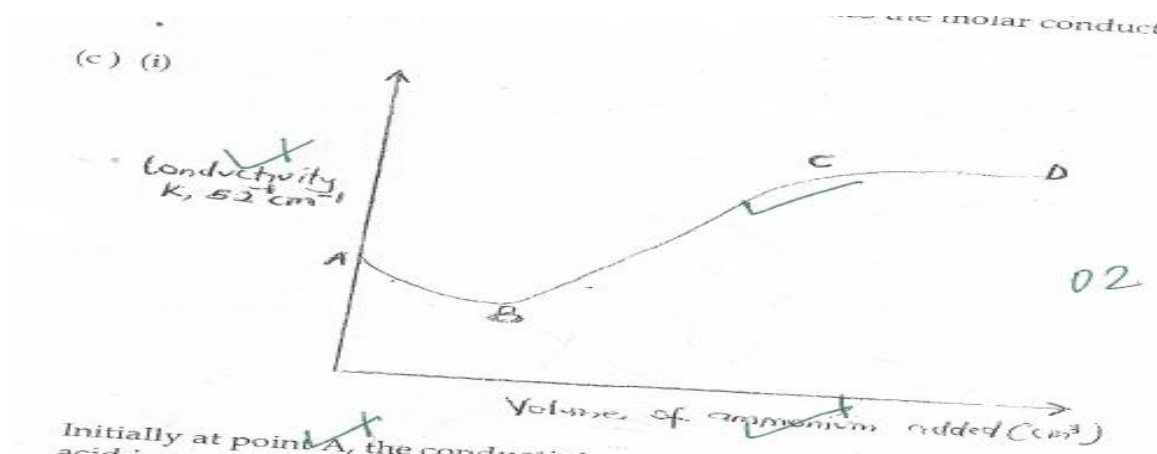
- Plot square root of conce

- Shape A - 01 P-01

(ii) Molar conductivity of NaOH at infinite dilution = $246 \text{ Scm}^2 \text{ mol}^{-1} + 2.0$.

(iii) Molar conductivity decreases with increase in concentration (square root of concentration) because at higher concentration, the ions are closer to each other and this increases the ionic interference and this reduces the mobility of the ions and hence molar conductivity reduces. At low concentration, ions are far apart and this reduces the ionic interference and mobility of the ions is high and this makes the molar conductivity to be high.

- (c) (i)



- (ii) Initially at point A, the conductivity of the solution is low because methanoic acid is a weak acid which partially ionizes to produce few hydrogen ions and

few methanoate ions. Along AB, conductivity decreases slightly because the few Hydrogen ions are neutralized by ammonia. Along BC, the conductivity increases because the salt formed (ammoniummethanoate) dissociate completely to produce many ions which increase the conductivity.

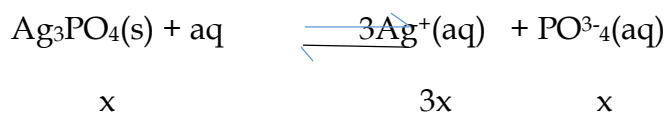
Along CD, the conductivity almost remains constant due to the excess weak base ammonia solution whose ionization is suppressed by the ammonium ions from the salt.

$$\begin{aligned}
 \text{(d) (i) } KAg_3PO_4 &= K_{\text{solution}} - K_{\text{solvent}} \\
 &= 2.661 \times 10^{-6} - 1.519 \times 10^{-6} \\
 &= 1.142 \times 10^{-6} \\
 Ag_3PO_4 &= 3 Ag^+ + PO_4^{3-} \\
 &= (6.19 \times 3) + 240 \\
 &= 185.7 + 240 \\
 &= 425.7 \text{ } \Omega^{-1} \text{cm}^2 \text{mol}^{-1}
 \end{aligned}$$

$$c = \frac{k}{C}$$

$$\begin{aligned}
 \text{But } c & \\
 425.7 &= \frac{1.142 \times 10^{-6}}{C} \times 10^3
 \end{aligned}$$

$$C = 2.6826 \times 10^{-6} \text{ mol dm}^{-3}$$



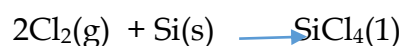
$$\begin{aligned}
 K_{sp} &= [Ag^+]^3 [PO_4^{3-}] \\
 &= (3 \times 2.6826 \times 10^{-6})^3 (2.6826 \times 10^{-6}) \\
 &= 1.398 \times 10^{-21} \text{ mol}^4 \text{dm}^{-12}
 \end{aligned}$$

3. (a) CCl_4 , $SiCl_4$, $GeCl_4$, $SnCl_2$, $SnCl_4$, $PbCl_2$, $PbCl_4$.

(b) (i) Carbontetrachloride is prepared by passing dry chlorine gas into boiling carbon disulphide liquid.



(ii) Silicontetrachloride is prepared by passing dry chlorine over heated silicon.



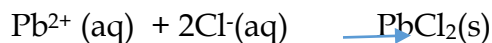
(ii) Lead(II) chloride is prepared by passing dry chlorine gas over heated lead metal or passing dry hydrogen chloride gas over heated lead metal.





Or

By reacting lead(II) nitrate solution and dilute hydrochloric acid or sodium chloride solution.



Lead(IV) chloride is prepared by reacting ice cold concentration hydrochloric acid and lead(IV) oxide.



(c) Carbon tetrachloride does not react water.

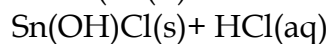
Silicon (IV) chloride, German (IV)

Chloride, tin(IV) chloride and lead(IV) chloride react with water readily to form the dioxides and hydrochloric acid.



(X = Si, Ge, Sn, Pb)

Tin (II) chloride reacts with water partially to form tin(II) hydroxide chloride (tin(II) basic chloride) and hydrochloric acid $\text{SnCl}_2\text{(s)} + \text{H}_2\text{O(l)} \rightarrow$

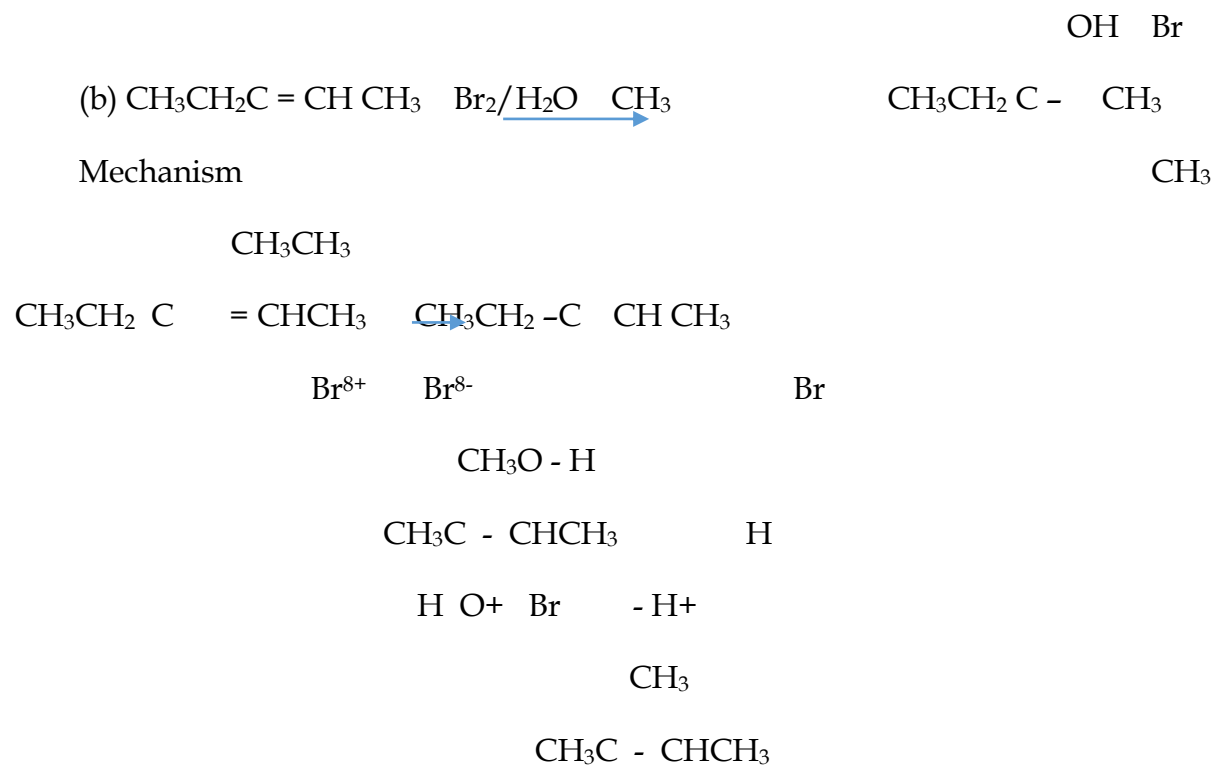
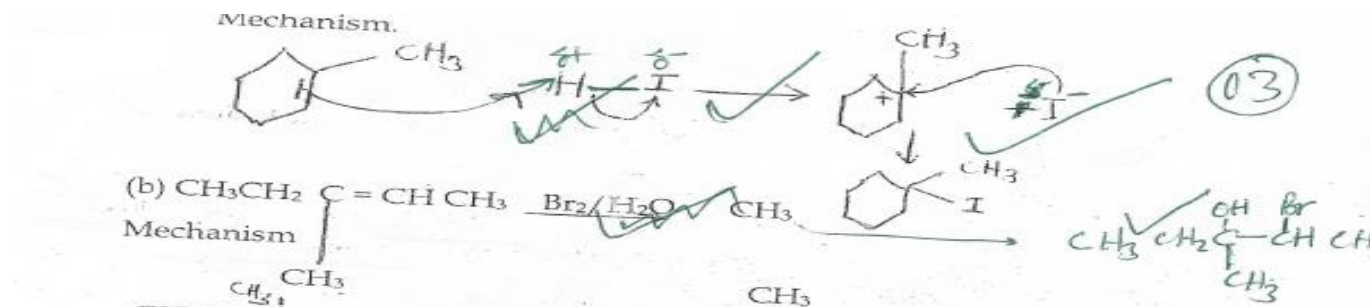


Lead(II) chloride is predominantly ionic and thus dissociates partially to form ions. $\text{PbCl}_2\text{(s)} + \text{aq} \rightleftharpoons \text{Pb}^{2+}(\text{aq}) + 2\text{Cl}^{-}(\text{aq})$

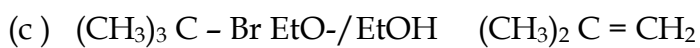
4. (a)



Mechanism.



OH Br



Mechanism



H



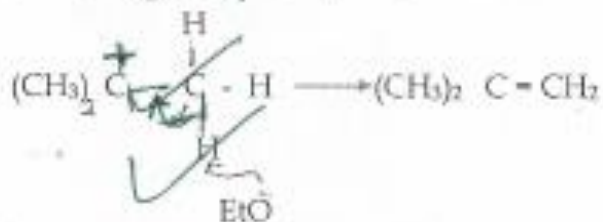
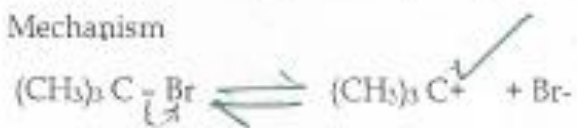
H

EtO

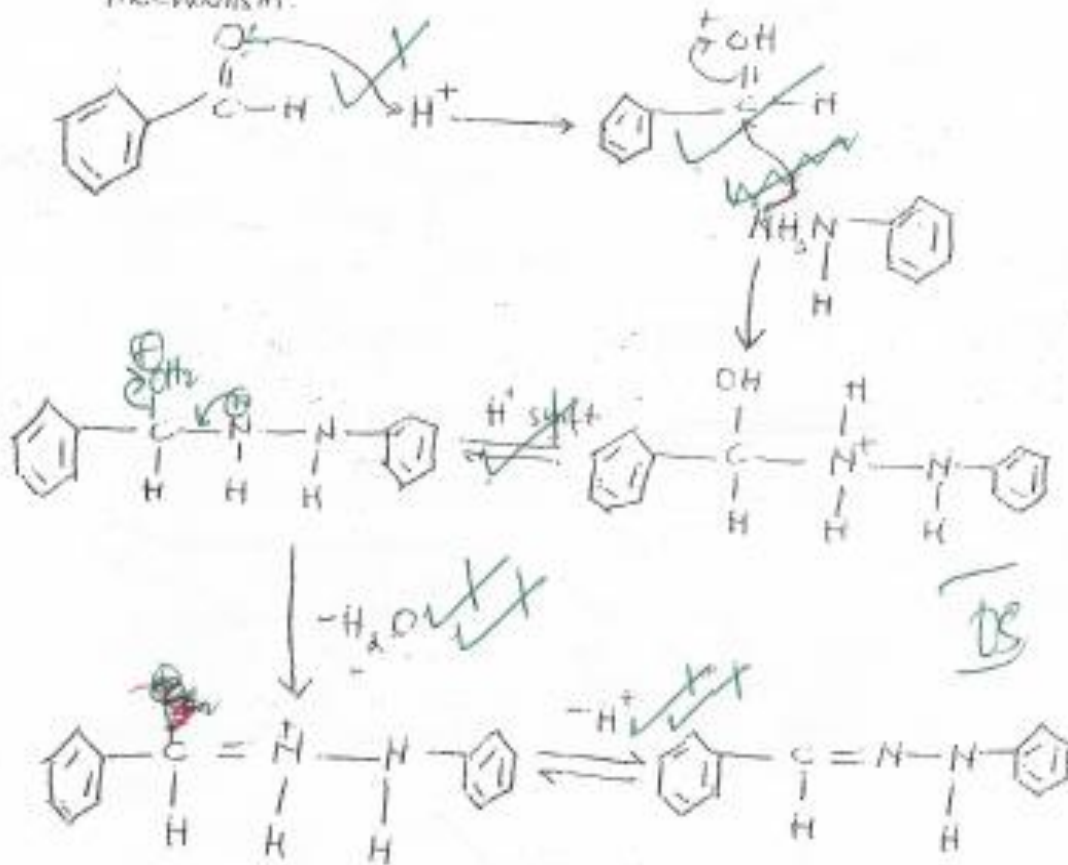
(d)



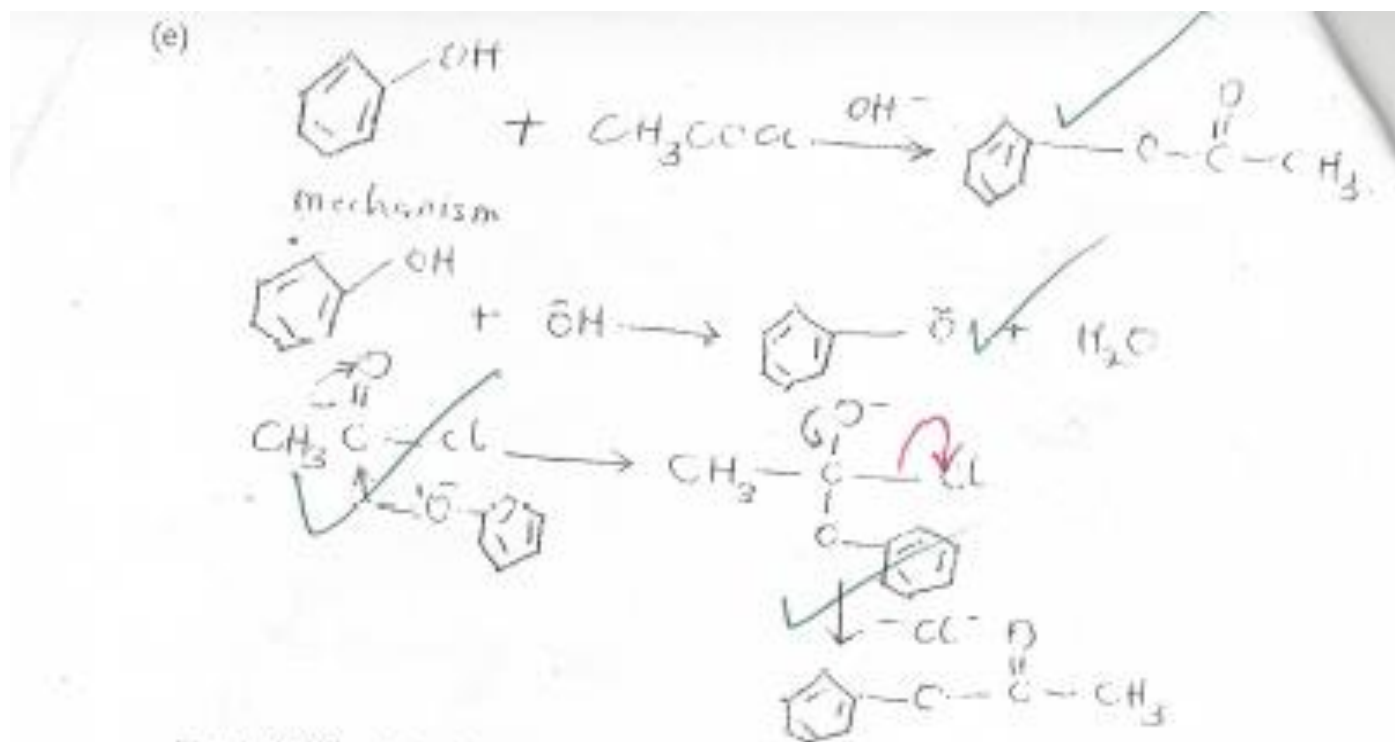
Mechanism



Mechanism.



(e)



5. (a) (i) Partition law states that when a solute is added to two immiscible solvents in contact at a given temperature the solute distributes itself in the two solvents in a such way that the ratio of the concentration of the solute in the two solvents is a constant provided the solute remains in the same molecular state in the two solvents.

(ii) - Temperature must be constant.

- Solvents must be immiscible
- Solute should not associate or dissociate in the solvent
- Solute should be non-volatile.
- Solute should not react with the solvent.
- Solute should not saturate any of the two solvents.

(b) (i) Known volumes of ethoxyethane and water are placed in a separating funnel. A known amount (mass) of phenol is added to the mixture of solvent and the funnel stopped and the mixture shaken vigorously for some time until equilibrium is attained at a given temperature.

The mixture is allowed to stand for the layers to separate. Known volumes of each layer are pipetted and titrated with a standard solution of sodium hydroxide using phenolphthalein indicator. The amount of phenol in each layer is determined. The concentration of phenol in each layer is calculated.

The equilibrium constant for phenol between ethoxyethane and water can be determined using the formula. **(deny marks if conditions of equilibrium are not quoted)!**

$$KD = \frac{[phenol]_{ethoxyethane}}{[phenol]_{water}}$$

(ii) Advantages:

- Immiscible with water
- Low boiling point
- Dissolves organic compounds more than water.

Disadvantages: -

- It is flammable i.e easily catches fire.
- Does not dissolve inorganic solvents easily.

(c) 1000cm³ of solution contain 10g of phenol.

$$100\text{cm}^3 \text{ of solution contain } \frac{10}{1000} \times 100 = 1\text{g.}$$

Mass of phenol extracted by 20cm³ of ethoxyethane = 0.8g

$$\begin{aligned} \text{Mass of phenol that remained in 100cm}^3 \text{ of the aqueous layer} &= 1.0 - 0.8 \\ &= 0.2\text{g} \end{aligned}$$

$$K = \frac{[phenol]_{ether}}{[phenol]_{water}}$$

$$= \frac{0.8}{20} \div \frac{0.2}{100}$$

$$= \frac{0.8}{20} \times \frac{100}{0.2}$$

$$= 20$$

1000cm³ of aqueous solution contain 10g of phenol 50cm³ of solution contain

$$\frac{10}{1000} \times 500$$

$$= 5\text{g}$$

Let xg be the mass of phenol extracted by 50cm³ of ethoxyethane.

Mass of phenol that remained in the aqueous layer = (5.0 - x)g.

$$20 = \frac{x}{50} \div \frac{5.0 - x}{500}$$

$$20 = \frac{x}{50} \times \frac{500}{50 - x}$$

$$\frac{20}{1} = \frac{10x}{(5.0 - x)}$$

$$20(5.0 - x) = 10x$$

$$30x = 100$$

$$X = 3.333\text{g.}$$

(ii) Let x_1 g be the mass of phenol extracted by 25cm of ethoxyethane .

Mass of phenol that remained in aqueous layer = $5.0 - x_1$

$$20 = \frac{x_1}{25} \div \frac{5 - x}{100}$$

$$20 = \frac{x}{250} \times \frac{500}{(5 - x)}$$

$$20 = \frac{2x}{(5 - x)}$$

$$100 - 20x_1 = 2x_1$$

$$22x_1 = 100$$

$$x_1 = \frac{100}{22}$$

$$= 4.5454\text{g.}$$

Mass of phenol that remained in aqueous layer = $5.0 - 4.5454$

$$= 0.4545\text{g}$$

Let x_2 be the mass of phenol extracted by another 25cm³ portion of ethoxyethane.

Mass of phenol left in aqueous layer

$$= 0.4545 - x_2$$

$$20 = \frac{x_2}{25} \div \frac{0.4545 - x_2}{500}$$

$$20 = \frac{x_2}{25} \times \frac{500}{0.4545 - x_2}$$

$$20 = \frac{20x_2}{0.545454 - x}$$

$$20 = \frac{20x_2}{0.545454 - x}$$

$$\frac{1}{1} = \frac{x_2}{0.545454 - x_2}$$

$$\frac{2}{2}x_2 = \frac{0.545454}{2}$$

$$x_2 = 0.272727$$

Total mass of phenol extracted by 2 successive portions of phenol

$$= 4.545454 + 0.272727$$

$$= 4.81818\text{g}$$

(d) Small portions of ethoxyethane extracts more mass of phenol than the bigger volume of the same solvent used at once.

$$\begin{aligned} 6. \text{ (a) Mass of carbon} &= \frac{12}{44} \times 6.6 \\ &= 1.8\text{g} \end{aligned}$$

$$\begin{aligned} \text{Mass of Nitrogen} &= \frac{Pv \times Mr}{RT} \\ &= \frac{1 \times 295.4 \times 10^{-3} \times 28}{0.0821 \times 288} \\ &= 0.3498\text{g} \end{aligned}$$

$$\begin{aligned} \text{Mass of hydrogen} &= 2.325 - (1.8 + 0.3498) \\ &= 0.1752\text{g} \end{aligned}$$

$$\text{Ratio by mass} \quad 1.8 : 0.1752 : 0.3498$$

$$\begin{aligned} \text{Moles} \quad \frac{1.8}{12} : \frac{0.1752}{1} : \frac{0.3498}{14} \\ 0.15 : 0.1752 : 0.02499 \end{aligned}$$

$$\begin{aligned} \text{Mole ratio} \quad \frac{0.15}{0.02499} : \frac{0.1752}{0.02499} : \frac{0.02499}{0.02499} \\ 6 : 7 : 1 \end{aligned}$$

Empirical formula is $\text{C}_6\text{H}_7\text{N}$

$$(b) \frac{\% \text{ by mass of Y}}{\% \text{ by mass of H}_2\text{O}} = \frac{\text{v.p of y} \times \text{Rmm of y}}{\text{v.p of H}_2\text{O} \times \text{Rmm of H}_2\text{O}}$$

$$\frac{45.49}{54.51} = \frac{105 \times \text{Rmm of Y}}{650 \times 18}$$

$$\text{Rmm of Y} = 92.99$$

$$93$$

$$(\text{C}_6\text{H}_4\text{N})_n = 93$$

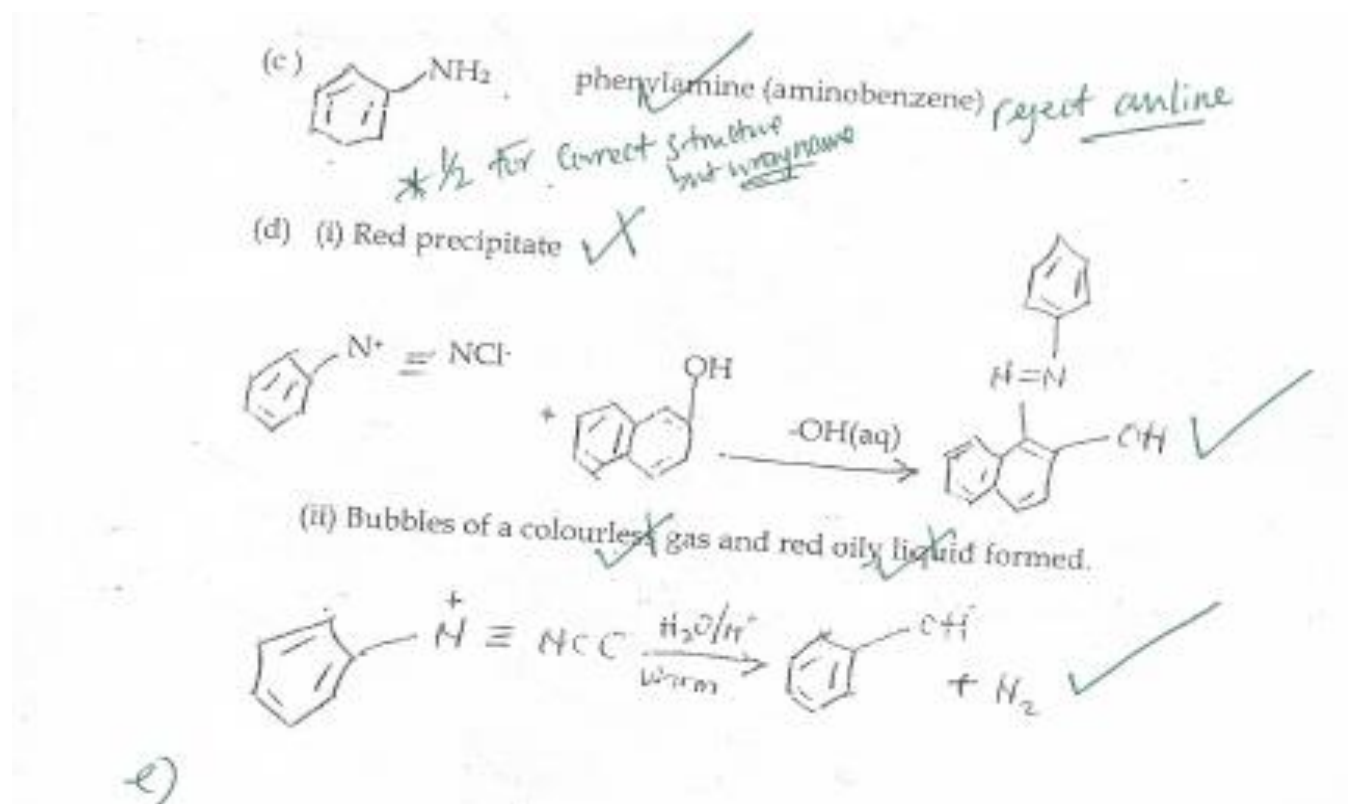
$$(72 + 7 + 14)n = 93$$

$$93n = 93$$

$$n = 1$$

Molecular formula in $\text{C}_6\text{H}_7\text{N}$

(c)



(ii) Bubbles of a colourless gas and red oily liquid formed.

7. (a) Hydrogen peroxide is a strong oxidizing agent oxidises sulphide ions in lead(II) sulphide to sulphate ions and lead (II) sulphate is formed.

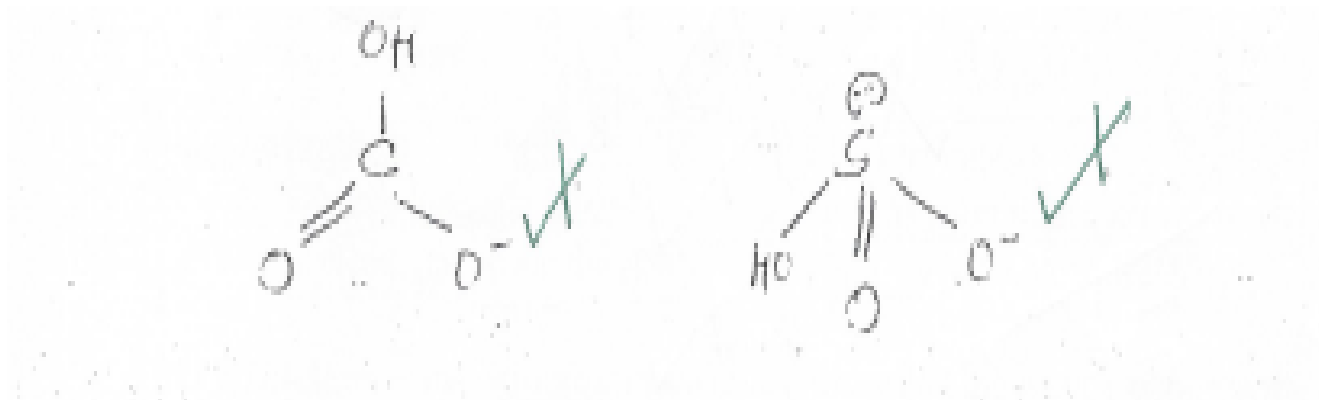
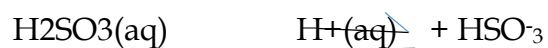
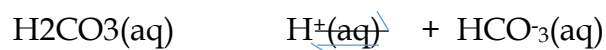


- (b) Nitric acid is a strong oxidizing agent and facilitates the formation of oxide layer which is passive to nitric acid (i.e. the oxide layer cannot be penetrated by nitric acid).

Beryllium ion being with very small ionic radius. It has very high charge density and can easily polarize the oxide ion leading to the formation of covalent compound (oxide) which is soluble in alkaline solution to form beryllate ion.

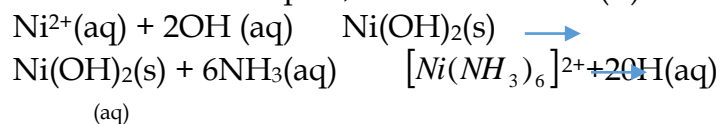


- (c) Both acids ionize partially in aqueous solution to form hydrogen carbonate ion and hydrogen sulphite ion. In hydrogen carbonate ion, the carbon atom lacks a lone pair of electrons and thus adopts a trigonal planar structure while the Sulphur atom in hydrogen sulphite ions has a lone pair of electrons which repels the bond pairs greatly and the structure adopted is trigonal pyramidal structure.

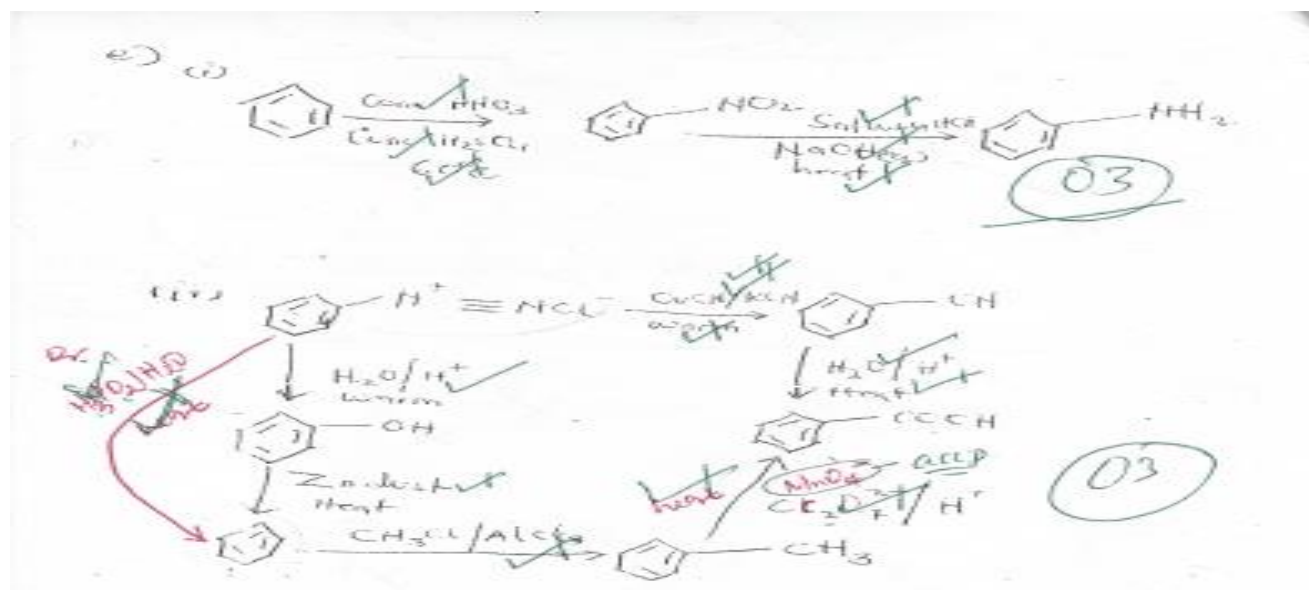
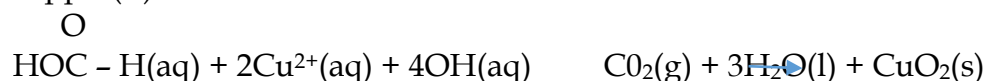


- (d) Nickel (II) ions react with hydroxide ions from ionisation of ammonia to form

nickel(II) hydroxide which is insoluble. Nickel (II) hydroxide dissolves in excess ammonia to form a soluble complex, hexaaminenickel(II) ion.



(e) Methanoic acid contains an oxidisable aldehyde group which can be oxidized by copper(II) ions in Fehling's solution to carbon dioxide and copper (II) ions are reduced to copper(I) oxide.



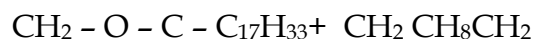
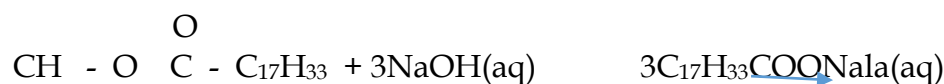
8. (a) (i) Vegetable oil is a liquid at room temperature while animal fat is a solid at room temperature. Vegetable oil contains unsaturated esters while animal fat contains saturated esters.

(ii) The seeds containing the vegetable oil are crushed and then squeezed using rollers. The oil produced is filtered and purified.

(b) Vegetable oil is mixed with concentrated sodium or KOH hydroxide solution. The mixture heated for some time until frothing stops. Concentrated sodium or

KCl chloride solution is added to the hot mixture. On cooling, soap precipitates and can be filtered off, washed and dried. The solid soap can be purified further and processed into bars or toilet tablets.

O



OH OH OH

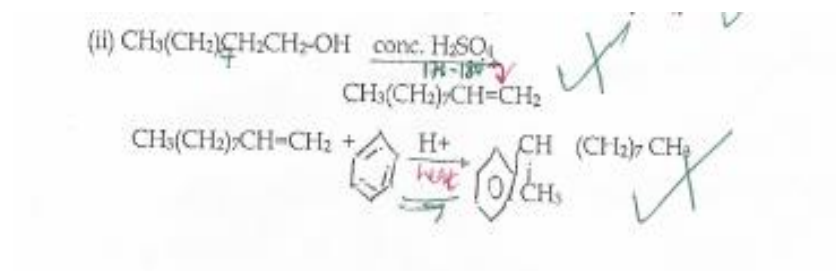
(iii) Advantages Disadvantages

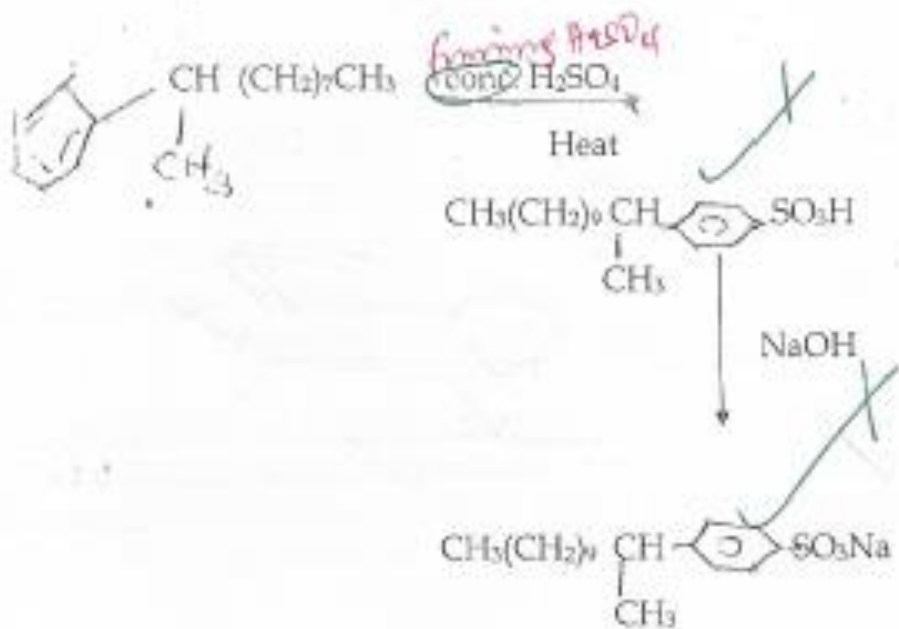
- Non-biodegradable
- Does not attack the skin
- Forms scum with hard water.
- Not very soluble in water

(iv) Soap cleanses by (dissolving in) lowering into tension of water and loosening the particle of dirt in the cloth. The hydrophobic part of the soap get attracted to the dirt while the hydrophilic part gets attracted to the water. With agitation, the dirt is slowly released from the cloth into the water and can be poured away.

(c) (i) Soap is a sodium or potassium salt of long chain carboxylic acids. While non-soapy detergent is sodium salt of alkyl benzene sulphonic acid.

(ii)





(iii) Advantages

- Not affected by hard water.
- Fairly soluble in water

Disadvantages

- Attacks the skin
- Non-biodegradable
- Encourages growth of algae

*****END*****

A' LEVEL BIOLOGY PAPER P530/2

MARKING GUIDE FOR ACEITEKA MOCKS

SECTION A

- I. a) i) Secretin . Rapidly increases the volume the volume of pancreatic juice in the first immediate 20 to 30 minutes, 20-30 minutes after its injection. Injection of Secretin causes a gradual increase in the concentration of hydrogen carbonate ions in the first 10 minutes; and thereafter Secretin causes a rapid increase in the concentration of hydrogen carbonate ions in the pancreatic juice to a maximum/peak in the next 10/30-40 **4marks**
- II. minutes; After 10minutes of Secretin injection, the concentration of amylase in pancreatic juice decreases rapidly to 30-40minutes minimum;
- III. Secretin rapidly increases the concentration of hydrogen carbonate ions; in the pancreatic juice without any effect on the amount of amylase secreted; As a result , the concentration of amylase in a pancreatic Juice rapidly decreases due to accumulation of hydrogen carbonate ions;
3marks
- b) Bile containing hydrogen carbonate ions; and bile salt of sodium glycocholate and sodium taurocholate;
- c) I) Cutting vagur nerve to the stomach stops transmission of secretary impulses to the stomach walls; which impulses depolarize the stomach walls and stimulates the release of gastric hormone; which stimulates the gastric glands to release gastric juice containing hydrochloric acid; the vogue nerve once cut stops the peristalsis and chumming the movements impulses the stomach walls which movements would stimulate release of more hydrochloric acid are sloped.
6marks
- ii) Since the atropine blocks acetylcholine, the neurotransmitter substance produced by the vague nerve, the stomach walls are not depolarized to stimulate gastric production and consequent gastric juice release containing the hydrochloric acid; Administration of atropine also stops the chuming and peristaltic movements' impulses to the stomach walls which stimulate hydrochloric acid by penetrating stomach wall depolarization. **6marks**
- d) Ruminants harbor cellulose bacteria in the rumen which produce cellulose enzyme which enzyme catalyses digestion of cellulose to glucose like cows, goats etc. Other organisms like wood eating termites, harbor flagellates in their gut vacuoles which produce cellulose enzyme catalyzing the hydrolysis of cellulose to glucose units. Other organisms like rabbits practice coprophagy involving eating of own feaces so as to absorb the soluble produce of cellulose digestion which occurs in the lower gut regions way past absorption areas. Some herbivores like cows, goats, and sheep among others possess wide molar and premolar teeth for crushing and grinding plant materials hence increasing the surface area for enzyme action on the cellulose. Possession of a diastema in some herbivores increases gap for manipulation which increases chewing capacity of plant materials and consequent surface area for cellulose digestion. Etc

- Other termites cultivate fungi to digest the cellulose and chitin
 - Chewing cut to increase fineness of plants
 - Horny pad upon which grains are cut
- e) Saprophytes are organisms which release coenzymes in organic matter, externally digest and absorb the soluble organic compounds making the organic matter to decay. They include bacteria and fungi. Fungi are consumed by man as food and key sources of proteins; Fungi and some bacteria produce anti-microbial chemicals whose extractions form important antibiotics. Anaerobic respiration of saprophytes forms alcohol; which is extracted in the brewing industry. The Carbon dioxide released during fermentation reactions of saprophytes is used in the baking industry to expand dough. Saprophytes anaerobically produce certain chemicals and enzymes which are used in the food industry to make yoghurt.

9marks

Cheese is also made from the anaerobic reactions of saprophytes on milk.

As Saprophytes break down organic matter, they render the toxic organic matter less toxic hence key use in sewage treatment.

In order to soften the hides and develop good leather from them, saprophytes are used to digest some rigid parts of the hides.

Biogas which is extracted and used as a source of fuel is also formed from the anaerobic activities of saprophytes.

SECTION B.

2 a) Fecundity refers to the average number of fertilized eggs produced by an organism in an average breeding cycle in the life time of an organism; or the number of young ones produced per female per unit time in mammals;

1mark

b) i) Decreases: Function or structural disorder with the symptoms not result of injury. A high decreased incidence decreases the population through increased death, emigration and decreased activity. A low incidence on the other hand increases the population through reduced death, less emigration and more immigration and increased activity of organisms including reproduction.

3marks

ii) Predation; Refers to preying of one animal on other. Low predation incidence increases prey population. Due to reduction in attack from predation; less stress and high prey activity which increases the population of prey.

High predation generally decreases the population of prey; due to increased attacks, injury and consumption of prey, more stress and reduced prey attacks.

The increase in predation can also be specifically increase the population of the most adopted prey. Due to decrease in competition for the limited resources from the poorly adopted prey varieties which are over fed upon by the predators.

3marks

c) Isolation in which behavioral, ecological and genetic barriers prevent successful breeding of certain individuals with each other. This prevents gene mixing/flow

and concentrate differences among the organisms.

Random pairing of homologous chromosomes during gametogenesis in prophase I result in different gene combination within the gametes and consequently in variation among organisms formed from them.

The random assortment of homologous chromosomes during prophase I of result in the unique gene combination in the gametes and variation among the offspring formed from fusion of these gametes. Crossing over involving exchange of chromatid sections among homologous chromosomes chromatids also creates new gene combination and variation.

Random fertilization in which each unique gametes and combine with the other gamete from a different sex results in variation among the offspring.

Non random mating in which certain variants mate with specific individuals percent even gene mixing in a population and result in variations.

Mutation which are drastic changes in the genetic material of an organism result in new variation e.g. formation of sickle cells, albinism etc.

Environmental causes like nutrient availability differences, diseases, inquiry among other result into variations among organisms of species.

Any 4 max 7

d) Natural selection refers to the differential survival and reproduction of individuals due to differences in their phenotype. The phenomenon avails a mechanism of evolution by arresting that in case of any of any change in the environment, selection pressure arises among the variants, the ones possessing more favorable phenotypes are selected for reproductively and the unfavorable ones selected against, the reproductively selected for concentrate their adaptive genetic features which subsequently increased their gene frequency of the selected against decrease forming a population of the most adopted individuals which is evolution.

9 max 6

3 a) Oxidative decarboxylation refers to removal of hydrogen and carbon atoms; from intermediate compounds of substrates metabolism in the matrix of the mitochondria to avoid carbon dioxide; from oxidation of carbon atoms by oxygen and NADH/H⁺. *Max 4*

b) Chemiosmotic theory of energy formation proposes that hydrogen in the mitochondrial matrix are dissociated into protons and electrons using energy produced from the moving electrons down an energy gradient among the cytochromes in the inner membrane of the mitochondria. The energy pumps the formed protons across the inner membrane into the inter membrane space of mitochondrion.

The high concentration of protons (H⁺) in the inter proton motive force membrane space reduces the PH of space and creates a very high electrochemical proton gradient between the matrix and inter membrane space of the mitochondria.

The large electro chemical proton gradient diffuses protons from the inter membrane space via stalked granules rich in ATPase enzyme in the inner membrane of the mitochondria into the mitochondrial matrix.

As the protons pass through the stalked granules in the inner membrane, the ATPase enzyme in the granules is activated to catalyses the combination of inorganic phosphate with adenosine di

phosphate (ADP) to form ATP; using P.E for protons (adenosine triphosphate) consider also in chloroplast

c) Glycol is phosphorylated to glycerol 3 phosphate and hydrolyses of ATP to ADP avails both the phosphates and energy for the process. The glycerol 3 phosphate is then oxidized using NAD^+ to form $\text{NADH}_2/\text{NADH}/\text{H}^+$ and phosphoglyceraldehyde which is interchangeable with dihydroxyacetone phosphate and at this point the products of glycerol metabolism have joined the glycolytic pathway.

The 3-phosphoglyceraldehyde is then phosphorylated using the inorganic phosphate and oxidized by nicotinamide adenine dinucleotide (NAD^+) to form NADH_2 and 1, 3-diphosphoglyceric acid. The diphosphoglyceric acid molecule is then phosphorylated by ADP to form ATP and 3-phosphoglycerate which is dehydrated to phosphoenolpyruvate which is phosphorylated to enolpyruvate. Forming ATP as well.

4 Significance of Chemical Composition of mammalian photo receptors

Rods, contain rhodopsin; which is bleached from the is to the trans form; on being struck by the low light intensity light; Further bleaching of the trans rhodopsin to opsin and retinal; result in depolarization of rods; and production of generator potentials; which if raised to threshold evoke action potentials and fire impulses via bipolar neurons and optic nerves for vision in dim light; due to rapid decomposition and regeneration.

Cones on the other hand contain iodopsin; which is bleached to Trans iodopsin from cis iodopsin upon being struck by the high intensity light. The iodopsin is slowly decomposed and regenerated and the bleaching depolarizes the membrane of cones; thereby producing the generator potentials; which build up to the threshold evoke action potentials; and fire impulses via the bipolar neuron; to the optic nerve fiber; enabling focus in bright light; the slow decomposition and regeneration effect bright light vision.

The cones are of basically three forms that is blue, Green and red whose differential stimulation results in the other different colors and shades perception.

Arrangement significance of mammalian eye photoreceptors

Rods: They show retinal convergence in which three rods synapse with a single bipolar neuron. This results in spatial summation and high sensitivity; of the rods since the individual generator potentials of all rods are summed up at the synaptic region to cause action potentials in the bipolar neuron; this increases sensitivity in the dim light;

Three rods also associate via lateral neurons or horizontal cell which effect mutual inhibition on simultaneous stimulation of two receptor rods which are adjacent; This causes sharpening of what is focused cones;

max 7

Cones: Adjacent cells are connected by amacrine cells to coordinate their function. The cones do not show any retinal convergences i.e. a single cone synapses with a single bipolar neuron which increases visual precision; or acuity.

Distribution significance of mammalian photo receptors

Rods: All over the retina increasing chances of receiving light, stimulation and consequently increasing sensitivity.

Max 5

Cones. They are packed at the fovea which increases visual acuity and chances of light from close objects falling on 2 cones which are at least separated by a cone hence reducing mutual inhibition.

5 a) Plasmodium has a short generational period or life cycle which increases chances of reproduction in a short period of time.

Plasmodium reproduces both sexually and asexually using schizogony which increases the number of offspring and consequent survival. The female anopheles mosquito is a vector that spreads the plasmodium to its primary host which enhances survival.

The Zygote of the plasmodium is vermiform in shape to increase chances of penetration through the gut walls of the female anopheles mosquito for strategic location.

A cyst develops around the zygote in the female anopheles mosquito tissues which protects the sporocyst from attack by the immune system of the mosquito.

Any 3

The plasmodium produces numerous persistent spores which increase propagation and survival. It invades both the liver cells and red blood cells increasing possible survival habitats and consequently survival chances.

Plasmodium exhibits alternation of generation in which different forms differing in reproduction appearance and habits are formed which reduces competition for the life requirements.

The organism is very small in size hence demands less nutrients and other life requirements for survival increasing chances of survival.

b) When a female anopheles mosquito is having a blood meal, to prevent blood from clotting in its stylets, it releases saliva in the host which saliva contains sporozoites.

The sporozoites are carried to the liver from where they infect the liver cells; reproduce by schizogony in the liver cells to form merozoites. The merozoites further reproduce by schizogony to form merozoites and trophozoites which also reproduce by schizogony to form more merozoites which infect liver cells but also infect red blood cells resulting into their lysis forming the chills.

Multiple fission/ schizogony of merozoites also form gametocytes which produce male and female gametes. When the female anopheles mosquito is having a blood meal from an infected person, it sucks in the male and female gametes of the plasmodia. The gametes fuse in the stomach and crop of the mosquito to form a zygote which is vermiform in shape. The zygote penetrates the gut walls and settles in the mosquito tissues develops a cyst around itself and forms a sporocyst. The sporocyst ruptures the protective cyst to form the sporozoite and the cycle is repeated.

c) Counterpart drugs

- Lack of money to purchase effective drugs complicates its treatment resulting in its persistence in the community.

- Use of explained and un effective drugs due to poor standard agencies and regulatory bodies which hinder its successful treatment
- Misuse of drugs encourages drug resistance and makes the malaria persistent.
- Lack of proper knowledge about its cause hampers control and makes the disease persistent
- The tropical climate favors breeding of mosquitoes which are vectors of the plasmodium hence making the disease persistent
- Poor hygiene and sanitation accumulate broken bottles, tyres and other structures within which water can collect and form breeding grounds for the vector mosquitoes.

6 a) it are due to the inheritance of the recessive gene for the formation of abnormal hemoglobin (Hbs).

The inheritance of double recessive gene causes base substitution on the DNA (Deoxyribonucleic acid) citron coding the B-polypeptide chain in hemoglobin.

It causes replacement of adenine for thymine leading to formation of a code/codon of CAT on a DNA citron instead of CTT. The formation mRNA comprises a triplet code of GUA coding for valine instead of GAA which codes for glutamic acid.

b) Inheritance in the homozygous state causes the sickle disease. The individual form abnormal hemoglobin in all the red blood cells. In condition of oxygen shortage, the abnormal hemoglobin crystallizes and distorts the erythrocyte structure into a sickle shape.

Such abnormal hemoglobin cannot sufficiently carry oxygen to the tissues resulting in anoxia, acute anemia, physical pain, weakness, blood vessels blockage, kidney failure, heart failure, abdominal pain and spleen enlargement.

Any 4

In heritance in a heterozygous state causes the sickle cell tract making the individual to have 30%-40% of the red blood cells containing the abnormal hemoglobin.

The genotype cause mild anemia develops the sickle cell trait increases malaria resistance and increases survival.

2marks

c) It refers to the possession of more than two extra complete sets of chromosomes by a cell due to clearage failure during gametogenesis doubling of homologous chromosomes after fertilization, natural or artificial induction by colchicines and shock.

All the above result in individuals with more vigor yield resistance to harsh conditions and pest, larger among others and is a platform for species evaluation

5marks

END

ACEITEKA JOINT MOCKS
UACE MARKING GUIDE
PURE MATHEMATICS P425/1

1. Solution one.

$$4x^2 - 12x + 5 = 0$$

$$\alpha + \beta = -\frac{(-12)}{4} = 3, \alpha\beta = \frac{5}{4} \quad \mathbf{B1}$$

$$(\alpha - \beta)(\alpha^2 + \beta^2) = \pm [(\alpha + \beta)^2 - 4\alpha\beta]^{1/2} [(\alpha + \beta)^2 - 2\alpha\beta]$$

M2

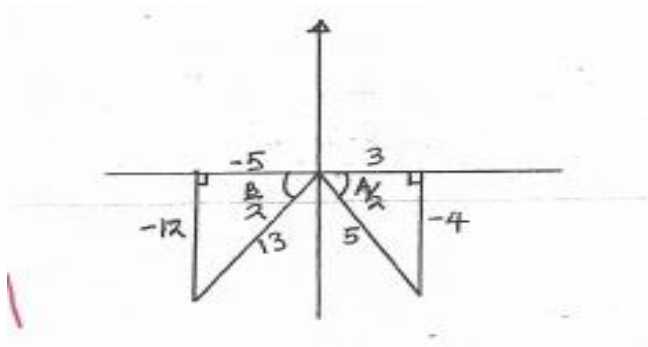
$$= \pm \left[9 - 4\left(\frac{5}{4}\right) \right]^{1/2} \left[9 - 2\left(\frac{5}{4}\right) \right] \quad \mathbf{M1}$$

$$= \pm 2\left(\frac{13}{2}\right)$$

$$= \pm 13 \quad \mathbf{A1}$$

- $4x^2 - 12x + 5 = 0$
- $\text{Sum} = -12 \text{ pdt} = 20 \rightarrow (-2, -10)$
- $2x(2x-1) - 3(2x-1) = 0$
- $(2x-5)(2x-1) = 0 \quad \mathbf{M1}$
- $2x-5=0$
- $x = 5/2 \quad \mathbf{A1}$
- $2x-1=0$
- $x = 1/2$
- $\alpha - \beta = 5/2 - 1/2 = 4/2 = 2 \quad \mathbf{M1}$
- $\alpha^2 + \beta^2 = (5/2)^2 + (1/2)^2$
- $25/4 + 1/4 = 26/4 = 13/2 \quad \mathbf{M1}$

2. Solution two



$$\sec(A + B) = \frac{1}{\cos(A + B)}$$

$$= \frac{1}{2\cos^2\left(\frac{A+B}{2}\right) - 1} \quad \mathbf{M1}$$

$$\cos\left(\frac{A+B}{2}\right) = \cos A/2 \cos B/2 - \sin A/2 \sin B/2$$

$$= \left(\frac{3}{5}\right)\left(\frac{-5}{13}\right) - \left(\frac{-4}{5}\right)\left(\frac{-12}{13}\right) \text{ M1}$$

$$= \frac{-15}{65} + \frac{-48}{65} = \frac{-63}{65}$$

$$\sec(A+B) = \left[2\left(\frac{3969}{4225}\right) - 1\right]^{-1}$$

$$= \frac{4225}{3713} \text{ A1}$$

- $\sin A/2 = -4/5$ B1
- $\sin B/2 = -12/13$ B1

3. Solution three

$$\text{From } \frac{x-2}{3} = \frac{y-1}{4} = z+3 = \lambda$$

Since R (5, a, b) lies in the line

$$\frac{x-2}{4} = \lambda \Rightarrow \lambda = \frac{5-2}{3} \Rightarrow \lambda = 1 \text{ B1}$$

$$\text{But } \frac{a-1}{4} = 1 \Rightarrow a = 5 \text{ B1}$$

$$b+3=1 \Rightarrow b = -2 \text{ B1}$$

$$\therefore R(5, 5, -2) \text{ M1 A1}$$

- $R = (5i + 5j - 2k) + \pm (i - 2j + 5k)$
- $\begin{pmatrix} x \\ y \\ z \end{pmatrix} = \begin{pmatrix} 5 \\ 5 \\ -2 \end{pmatrix} + \pm \begin{pmatrix} 1 \\ -2 \\ 5 \end{pmatrix}$

$$\text{Required equation of the line; } r = \begin{pmatrix} 5 \\ 5 \\ -2 \end{pmatrix} + \begin{pmatrix} 1 \\ -2 \\ 5 \end{pmatrix}$$

4. Solution four

$$\frac{1}{\sqrt{0.98}} = (0.98)^{-1/2}$$

- $(1+x)^n = 1 + nx + \frac{n(n-1)}{2!}x^2 + \dots$

$$= (1 - 0.02)^{-1/2} \mathbf{B1}$$

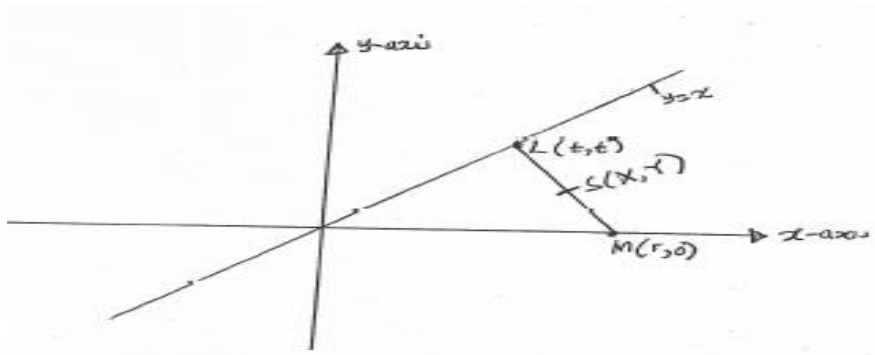
$$= 1 - \frac{1}{2}(-0.02) + \frac{\left(\frac{-1}{2}\right)\left(\frac{-3}{2}\right)(-0.02)}{2!} + \dots \quad \mathbf{M1}$$

$$= 1 + 0.01 + 0.00015 + \dots \quad \mathbf{M1}$$

$$= 1.01015$$

$$= 1.0102 \text{ (4dps)} \quad \mathbf{A1 \quad A1}$$

5. Solution five



B1

Since $\overline{LM} = 4$ units

$$\overline{LM}^2 = 16$$

$$(t-r)^2 + t^2 = 16$$

$$2t^2 - 2tr + r^2 = 16 \text{ -----}^*$$

Let the mid points of LM be S(X, Y) then

- $r = 2x - t$
- $r = 2x - 2y = 2(x - y)$

B1

$$X = \frac{r+t}{2} \Leftrightarrow 2X = r+t \text{-----} 1$$

$$Y = \frac{t}{2} \Leftrightarrow t = 2Y \text{-----} 2 \quad \mathbf{B1}$$

Substituting for 1 and 2 in *

$$2(2Y)^2 - 2(2Y).2(X-Y) + 4(X-Y)^2 = 16$$

$$8Y^2 - 8Y(X-Y) + 4(X-Y)^2 = 16$$

$$2Y^2 - 2YX + 2Y^2 + X^2 - 2XY + Y^2 = 16 \quad \mathbf{B1}$$

$$5Y^2 - 4XY + X^2 = 16$$

: Locus of the midpoint of LM is $5y^2 - 4xy + x^2 = 16$ **B1**

6. Solution six

$$\int_2^5 \frac{1}{1 + \sqrt{x-1}} dx = 2 - \ln \frac{9}{4}$$

$$\text{Let } u = \sqrt{x-1} \Leftrightarrow u^2 = x-1 \quad \mathbf{B1}$$

$$2u du = dx$$

$$x \quad \quad \quad 2 \quad \quad \quad 5$$

$$\mathbf{B1} \quad u \quad \quad \quad 1 \quad \quad \quad 2$$

$$\therefore \int_2^5 \frac{1}{1 + \sqrt{x-1}} dx = \int_1^2 \frac{1}{1+u} \cdot 2u du$$

$$\begin{aligned}
& 2 \int_1^2 \frac{u+1-1}{1+u} du \\
& 2 \int_1^2 \left(1 - \frac{1}{1+u} \right) du \\
& 2[u - \ln(1+u)]_1^2 \\
& = 2[(2 - \ln 3) - (1 - \ln 2)] \text{ B1 B1 B1} \\
& 2(1 + \ln \frac{2}{3}) \\
& 2 - 2 \ln \left(\frac{3}{2} \right) \\
& 2 - \ln \frac{9}{4}
\end{aligned}$$

7. Solution seven

$$\frac{dy}{dx} \propto 1/x^2$$

$$\frac{dy}{dx} = K/x^2$$

$$\int \frac{dy}{dx} dx = K \int 1/x^2 dx \quad \text{B1}$$

$$Y = K \left(\frac{-1}{x} \right) + A \quad \text{M1}$$

$$Y = -\frac{K}{x} + A$$

$$\text{At } (1, 2); 2 = -K + A \text{-----1}$$

$$\text{At } (1/4, -10); -10 = -4K + A \text{-----2}$$

$$\text{From 1: } A = 2 + K$$

$$\therefore 10 = -4K + 2 + K$$

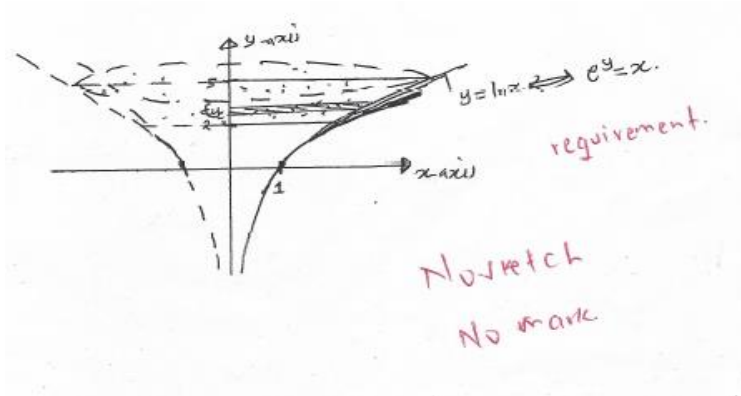
$$-12 = -4K + 2 + K \quad \text{M1}$$

$$-12 = -3K \Rightarrow K = 4$$

$$\text{From 1; } A = 2 + 4 \Rightarrow A = 6 \quad \text{A1}$$

$$: y = \frac{-4}{x} + 6 \text{ A1}$$

8. Solution Eight



B1

- No sketch no mark
- Sketch required

$$V = \pi \int_2^5 x^2 dy$$

M1

$$= \pi \int_2^5 \lambda^2 y dy$$

M1

$$= \frac{\pi}{2} [\lambda^2]_2^5$$

$$= \frac{\pi}{2} [22026.466 - 54.5982] \text{ M1}$$

$$= 34513$$

$$\approx 34500 \text{ (3sfgs)}$$

A1

SECTION B

9. Solution nine

a.

$$Z = \frac{(2-i)^2(1-3i)}{3+i}$$

$$= \frac{(3-4i)(1-3i)}{3+i} \text{ B1}$$

for expansion of $(2-i)^2$

$$= \frac{3-9i-4i-12}{3+i} \text{ M1}$$

$$= \frac{-9-13i}{3+i}$$

$$= \frac{-(9+13i)(3-i)}{3^2-i^2} \text{ M1}$$

$$= \frac{-[27-9i+39i+13]}{10}$$

$$= \left[\frac{40+30i}{10} \right]$$

$$= -4-3i$$

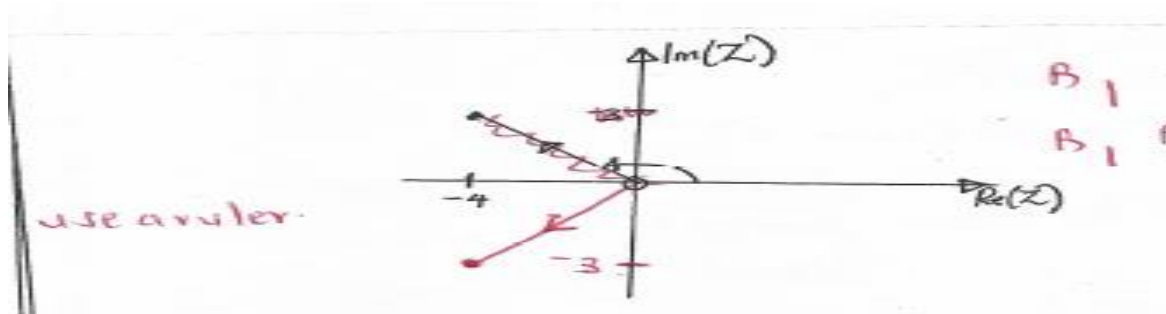
A1

b.

$$(1+i)^n = x+iy$$

B1 for

expansion and labelling



$$[\sqrt{2} (\cos \frac{\pi}{4} + i \sin \frac{\pi}{4})]^n$$

B1 plotting

$$2^{n/2} \cos n \frac{\pi}{4} + 2^{n/2} \sin n \frac{\pi}{4} = x+iy \text{ B1 for}$$

modulus

$$\text{By comparison; } x=2^{n/2} \cos n \frac{\pi}{4}, \quad y=2^{n/2} \sin n \frac{\pi}{4} \text{ B1}$$

A1

$$x^2 + y^2 = (2^{n/2})^2 [\cos^2 \frac{n\pi}{4} + \sin^2 \frac{n\pi}{4}] \text{ B1}$$

$$x^2 + y^2 = 2^n \text{ B1}$$

10. Solution ten

a. Let $f(x) = \tan^{-1} \frac{x}{2}$; $f(0) = 0$

B1

$$\text{Let } y = \tan^{-1} \frac{x}{2} \Leftrightarrow \tan y = \frac{x}{2}$$

$$\sec^2 y \frac{dy}{dx} = \frac{1}{2}$$

$$\frac{dy}{dx} = \frac{1}{2 \left(1 + \frac{x^2}{4} \right)} = \frac{1}{2 + x^2}$$

$$\therefore f'(x) = \frac{1}{2 + x^2} \Rightarrow f'(0) = \frac{1}{2} \quad \mathbf{B1}$$

$$\text{From } f'(x) = (2 + x^2)^{-1} \Rightarrow f''(x) = -(2 + x^2)^{-2} \cdot 2x \Rightarrow f''(0) = 0$$

B1

$$\therefore f'''(x) = -2[(2 + x^2)^{-2} + x \cdot (2 + x^2)^{-3} \cdot (-2)(2x)] \Rightarrow f'''(0) = -2\left(\frac{1}{4}\right) = -1/2$$

B1

$$\therefore f(x) = \frac{1}{2}x - \frac{\frac{1}{2}x^3}{3!} + \dots \quad \mathbf{B1} \quad \text{substitution}$$

$$= \frac{1}{2}x - \frac{1}{12}x^3 + \dots \quad \mathbf{B1} \quad \text{correct value}$$

b.

$$\sin(x + y) = e^x$$

$$\left(1 + \frac{dy}{dx}\right) \cos(x + y) = e^x \quad \mathbf{B1}$$

$$\left(1 + \frac{dy}{dx}\right) = \frac{\sin(x + y)}{\cos(x + y)}$$

$$\left(1 + \frac{dy}{dx}\right) = \tan(x + y)$$

$$d^2y/dx^2 = \left(1 + \frac{dy}{dx}\right) \sec^2(x + y) \text{ ----- } 1$$

B1 for d^2y/dx^2

$$d^2 y / dx^2 = \left(1 + \frac{dy}{dx} \right) \left[1 + \left(1 + \frac{dy}{dx} \right)^2 \right] \quad \text{B1 for substitution}$$

From 1 $\frac{dy}{dx} = \tan 2 - 1$ B1 *tan (2) calc. in radians*

$$d^2 y / dx^2 = (\tan 2) (1 + \tan^2 2) \quad \text{M1}$$

$$d^2 y / dx^2 = -12.6 \text{ (3sfgs)} \quad \text{A1}$$

11. Solution eleven

a.

$$3(27^x) + 11(9^x) = 67(3^x) - 21$$

Let $m = 3^x$

$$3m^3 + 11m^2 = 67m - 21 \quad \text{B1}$$

$$3m^3 + 11m^2 - 67m + 21 = 0$$

$$\text{Let } f(m) = 3m^3 + 11m^2 - 67m + 21 \quad \text{B1}$$

$$\text{From } f(3) = 3(3)^3 + 11(3^2) - 67(3) + 21 = 0$$

$$\text{Since } f(3) = 0; (m-3) \text{ is a factor of } f(m)$$

3	3	11	-67	21	
	0	9	60	-21	B1
	3	20	-7	0	

$$\text{From; } 3m^3 + 11m^2 - 67m + 21 = 0$$

$$(m-3)(3m^2 + 20m - 7) = 0$$

$$\text{Either } m=3 \text{ or } 3m^2 + 20m - 7 = 0 \quad \text{M1}$$

$$3m^2 + 21m - m - 7 = 0$$

$$3m(m+7) - 1(m+7) = 0$$

$$(3m-1)(m+7) = 0$$

$$m = 1/3 \text{ or } -7 \quad \text{A1}$$

When $m=3$; $3^x = 3 \Rightarrow x=1$

When $m = \frac{1}{3}$; $3^x = \frac{1}{3} \Rightarrow 3^x = 3^{-1} \Rightarrow x=-1$

When $m = -7$; discard x ;

$\therefore x = \{\pm 1\}$ **A1 for values of x**

b.

$$S_{2n} = S_{3n} - S_{2n} \Leftrightarrow 2S_{2n} = S_{3n}$$

$$2 \left[\frac{2n}{2} (2(12) + 3(2n-1)) \right] = \frac{3n}{2} [2(12) + (3n-1)3] \text{ B1 M1}$$

$$2n(21 + 6n) = \frac{3n}{2} [24 + 9n - 3] \quad \text{B1}$$

$$4n(21 + 6n) = 3n(21 + 9n) \text{ M1}$$

$$84n + 24n^2 = 63n + 27n^2 \text{ M1 M1}$$

$$3n^2 - 21n = 0 \text{ M1}$$

$$n(3n - 21) = 0 \text{ A1}$$

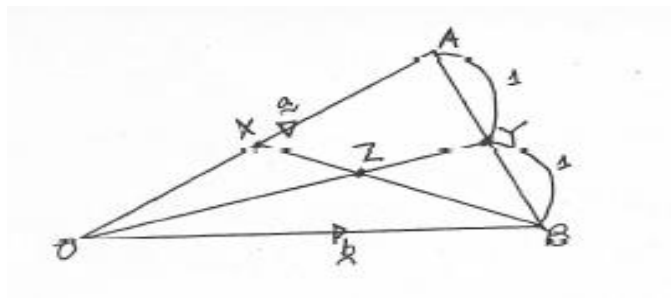
since **A1**

$$n \neq 0$$

$$n = 7$$

12. Solution twelve

a.



B1

$$OY = \frac{1}{2}(a+b) \Leftrightarrow OZ = \frac{m}{2}(a+b) \text{-----1} \quad \text{B1}$$

Similarly; $OZ = OB + BZ$

$$= b + t BX$$

$$= b + t[-b + \frac{1}{2}a]$$

$$= (1-t)b + \frac{t}{2}a \text{-----} 2 \text{ for expression}$$

B1

$$\text{Comparing 1 and 2; } \frac{t}{2} = \frac{m}{2} \Rightarrow t = m \text{-----}^*$$

$$1-t = \frac{m}{2} \text{-----}^{**} \text{ for comparison}$$

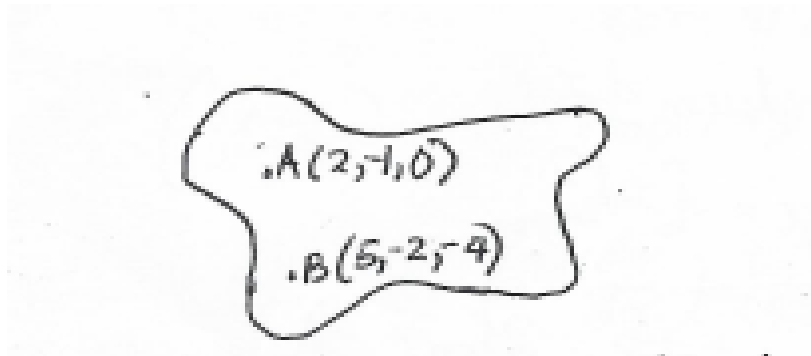
B1

$$\text{From (*)}; 1-m = \frac{m}{2}$$

$$\frac{3}{2}m = 1 \Rightarrow m = \frac{2}{3} \text{ For } 2/3 \quad \mathbf{M1}$$

$$\therefore \text{OZ} = \frac{1}{2} \cdot \frac{2}{3}(a+b) = \frac{1}{3}(a+b) \mathbf{A1}$$

b.



$$\text{Let the normal to the plane be } n = \begin{pmatrix} a \\ b \\ c \end{pmatrix}$$

$$d = AB = \begin{pmatrix} 5 \\ -2 \\ -4 \end{pmatrix} - \begin{pmatrix} 2 \\ -1 \\ 0 \end{pmatrix} \mathbf{B1}$$

$$= \begin{pmatrix} 3 \\ -1 \\ -4 \end{pmatrix}$$

$$\begin{pmatrix} 3 \\ -1 \\ -4 \end{pmatrix} \cdot \begin{pmatrix} a \\ b \\ c \end{pmatrix} = 0 \Rightarrow 3a - b - 4c = 0 \text{-----1}$$

$$\begin{pmatrix} 3 \\ -2 \\ 7 \end{pmatrix} \cdot \begin{pmatrix} a \\ b \\ c \end{pmatrix} = 0 \Rightarrow 3a - 2b + 7c = 0 \text{-----2}$$

From 1 and 2; $6a - 2b - 8c = 0$

$$\underline{3a - 2b + 7c = 0}$$

$$3a - 15c = 0$$

$$3a = 15c \Rightarrow a = 5c$$

From 1; $3(5c) - b - 4c = 0$
 $b = 11c$

$$a : b : c = 5c : 11c : c = 5 : 11 : 1 \text{ B1}$$

$$\therefore n = \begin{pmatrix} 5 \\ 11 \\ 1 \end{pmatrix} \text{ B1}$$

- *Dot must be seen*
- *Award for a cross product*

Equation of the plane; $r \cdot \begin{pmatrix} 5 \\ 11 \\ 1 \end{pmatrix} = \begin{pmatrix} 5 \\ 11 \\ 1 \end{pmatrix} \cdot \begin{pmatrix} 2 \\ -1 \\ 0 \end{pmatrix} \text{ M1}$

$$\begin{pmatrix} x \\ y \\ z \end{pmatrix} \cdot \begin{pmatrix} 5 \\ 11 \\ 1 \end{pmatrix} = 10 - 11 + 0$$

$$5x + 11y + z = -1 \text{ A1}$$

13. Solution thirteen

a.

$$4 \sin x = 7 \tan 2x$$

$$4 \sin x = \frac{7 \sin 2x}{\cos 2x} \quad \text{B1} \quad \text{M1}$$

$$4 \sin x \cos 2x = 7 \sin 2x$$

$$4\sin(1 - 2\sin^2 x) = 14\sin x \cos x = 0$$

$$2\sin x(1 - 2\sin^2 x - 7\cos x) = 0$$

either

$$\sin x = 0 \Rightarrow x = \sin^{-1}(0)$$

$$x = \{0^\circ, \pm 180^\circ\} \mathbf{A1}$$

$$\text{OR; } 4\sin^2 x + 7\cos x - 2 = 0$$

$$4(1 - \cos^2 x) + 7\cos x - 2 = 0 \mathbf{M1}$$

$$4\cos^2 x - 7\cos x - 2 = 0$$

$$(4\cos x + 1)(\cos x - 2) = 0$$

$$\text{Either; } 4\cos x + 1 = 0 \Rightarrow \cos x = -1/4 \Rightarrow x = \cos^{-1}(-1/4) \text{ for all correct}$$

$$x = \{\pm 104.48^\circ\} \mathbf{A1}$$

$$\text{OR; } \cos x = 2 \quad (\text{discard } x)$$

$$\therefore \{0^\circ, \pm 104.48^\circ, \pm 180^\circ\}$$

b.

$$\cot c = \frac{a}{c} \operatorname{cosec} B - \cot B$$

let

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} = K \mathbf{B1}$$

$$\frac{a}{c} = \frac{K \sin A}{K \sin C}$$

$$\frac{a}{c} = \frac{\sin[180 - (B + C)]}{\sin C} \mathbf{B1}$$

$$\frac{a}{c} = \frac{\sin B \cos C + \cos B \sin C}{\sin C} \mathbf{B1} \quad (\text{for expanding})$$

$$\frac{a}{c} = \sin B \cot C + \cos B \mathbf{B1} \quad (\text{simplifying})$$

$$\frac{a}{c} \operatorname{cosec} B = \cot C + \cot B \Leftrightarrow \cot C = \frac{a}{c} \operatorname{cosec} B - \cot B \quad \mathbf{B1}$$

14. Solution fourteen

a.

$$\int_0^{\frac{\pi}{4}} \frac{2 \cos x - \sin x}{2 \sin x + \cos x} dx = [\ln(2 \sin x + \cos x)]_{0-\pi/4}$$

$$= \left[\ln \left(2 \sin \frac{\pi}{4} + \cos \frac{\pi}{4} \right) - \ln(2 \sin 0 + \cos 0) \right] \quad \mathbf{B1} \quad \mathbf{M1}$$

$$= \left[\ln \left(\sqrt{2 + \sqrt{\frac{2}{2}}} \right) - \ln 1 \right] \quad \mathbf{M1} \quad \text{simplification}$$

$$= \ln \left(\frac{3\sqrt{2}}{2} \right)$$

$$= 0.752 \text{ (3dps)} \quad \mathbf{A1 (3dps)}$$

b.

$$\int \frac{5 \ln x}{x - 4x(\ln x)^2} dx$$

$$\text{Let } u = \ln x \Rightarrow \frac{dy}{dx} = \frac{1}{x} \Rightarrow dx = x du \quad \mathbf{B1}$$

$$\therefore \int \frac{5 \ln x}{x - 4x(\ln x)^2} = \int \frac{5u}{x(1 - 4u^2)} \cdot x du$$

$$= \int \frac{5u}{1 - 4u^2} du$$

$$\text{Let } \frac{5u}{(1+2u)(1-2u)} \equiv \frac{A}{1+2u} + \frac{B}{1-2u} \quad \mathbf{B1} \quad \text{splitting in partial fraction}$$

$$5u \equiv A(1-2u) + B(1+2u) \quad \mathbf{M1} \quad \text{simplification}$$

$$\text{When } u = \frac{1}{2}; 5 \left(\frac{-1}{2} \right) = 2B \Rightarrow B = \frac{5}{4}$$

$$\text{When } u = -1/2; 5(-1/2) = 2A \Rightarrow A = \frac{-5}{4} \text{ A1}$$

$$\begin{aligned} \therefore \int \frac{5u}{1-4u^2} du &= \frac{5}{4} \int \frac{1}{1-2u} du - \frac{5}{4} \int \frac{1}{1+2u} du \\ &= \frac{5}{4} \cdot -\frac{1}{2} \ln(1-2u) - \frac{5}{4} \cdot \frac{1}{2} \ln(1+2u) + c \text{ M1} \\ &= \frac{-5}{8} \ln(1-2u) - \frac{5}{8} \ln(1+2u) + c \end{aligned}$$

$$\therefore \int \frac{5 \ln x}{x-4x(\ln x)^2} = \frac{-5}{8} \ln(1-2 \ln x) - \frac{5}{8} \ln(1+2 \ln x) + c \text{ A1}$$

15. Solution fifteen

a. $\frac{dy}{dx} = x e^{x+3y}$

$$\frac{dy}{dx} = x \cdot e^x \cdot e^{3y}$$

$$\int e^{-3y} dy = \int x e^x dx \text{ M1} \quad \text{A1} \quad \text{Identifying variable}$$

$$\text{Let } u = x$$

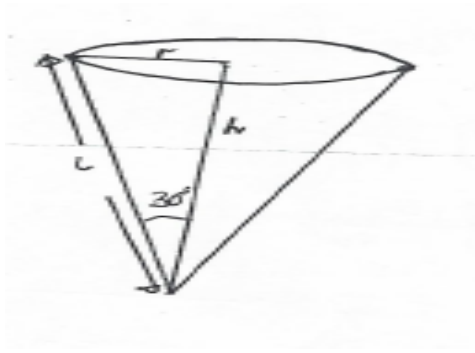
$$\frac{dv}{dx} = e^x \Rightarrow \frac{du}{dx} = 1 \text{ M1}$$

$$v = e^x$$

$$-\frac{1}{3} e^{-3y} = x e^x - \int e^x dx \text{ M1} \quad \text{M1}$$

$$-\frac{1}{3} e^{-3y} = x e^x - e^x + c \text{ A1}$$

b.



$$\frac{dv}{dt} = 3 \text{ cm}^3/\text{s}$$

$$A = \pi r l$$

$$A = \pi r (h \sec 30^\circ) \text{ B1}$$

$$\text{But } \tan 30^\circ = \frac{r}{h} \Rightarrow r = \frac{1}{\sqrt{3}} h \text{ B1}$$

$$A = \frac{\pi}{\sqrt{3}} \cdot \frac{2}{\sqrt{3}} h^2$$

$$A = \frac{2\pi}{3} h^2 \Leftrightarrow \frac{dA}{dh} = \frac{4}{3} \pi h \text{ B1}$$

$$\text{But } v = \frac{1}{3} \pi r^2 h \Rightarrow v = \frac{1}{3} \pi \left(\frac{1}{\sqrt{3}} h \right)^2 \cdot h \Rightarrow v = \frac{\pi}{9} h^3$$

$$\frac{dv}{dh} = \frac{1}{3} \pi h^2$$

$$\text{When } v = 81 \pi \text{ cm}^3; 81 \pi = \frac{\pi}{9} h^3 \Rightarrow h = 9 \text{ B1}$$

$$\therefore \frac{dA}{dt} = \frac{dA}{dh} \cdot \frac{dh}{dv} \cdot \frac{dv}{dt}$$

$$= \frac{4\pi h}{3} \cdot \frac{3}{\pi h^2} \cdot 3 \text{ M1}$$

$$= \frac{12}{h}$$

$$\text{At } h=9, \frac{dA}{dt} = \frac{12}{9} = \frac{4}{3} \text{ cm}^2/\text{s}$$

\therefore The surface area is decreasing at a rate of $4/3 \text{ cm}^2/\text{s}$ A1

16. Solution sixteen

a.

$$2a=6 \Rightarrow a=3 \text{ M1 A1}$$

$$\text{From } b^2 = a^2 (1-e^2)$$

$$b^2 = 9(1-7/16)$$

$$= 9\left(\frac{9}{16}\right) \text{ M1}$$

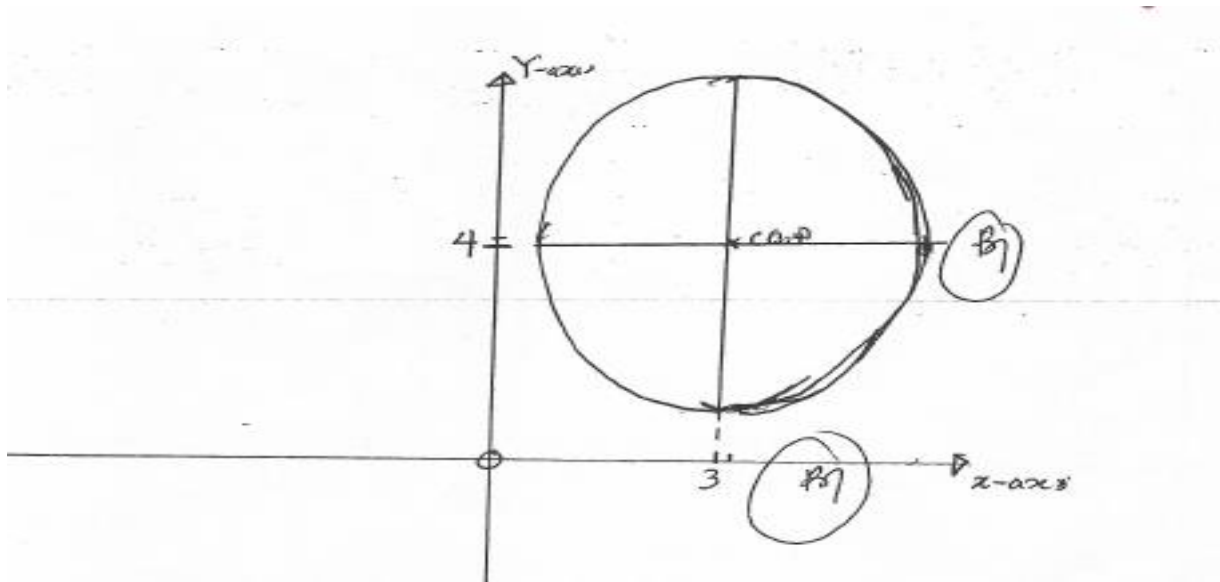
$$b^2 = \frac{81}{16} \Rightarrow b = \frac{9}{4} \text{ A1}$$

$$\text{Equation; } (x-3)^2 / \frac{81}{16} + (y-4)/9 = 1$$

M1

A1

b.



$$\text{Parametric equations: } (y-4)^2/9 = \sin^2 \theta \Rightarrow y-4 = 3 \sin \theta \Rightarrow y = 4 + 3 \sin \theta \text{ B1}$$

$$(x-3)^2 = \frac{81}{16} \cos^2 \theta \Rightarrow x-3 = \frac{9}{4} \cos \theta$$

$$= x + \frac{9}{4} \cos \theta \text{ B1}$$

$$\text{Length of latus rectum} = 2b^2/a = 2\left(\frac{81}{16}\right) \cdot \frac{1}{3} \text{ M1}$$

$$= \frac{27}{8}(3.375)units$$

-----THE END-----

**ACEITEKA MARKING GUIDES 2017
MOCK
MATHEMATICS P.2**

1.

c ₁₁	r ₁₁	d ²
6	7	1
5	5	0
2	1	1
7	6	1
4	2.5	2.25
3	4	1
1	2.5	2.25

B₁ obtaining d². All of them correct.

$$\Sigma d^2 = 8.5 \quad B1$$

$$P = 1 - \frac{6(8.5)}{7(49-1)}$$

$$= 0.8484 \quad (4dp)$$

Comment: very high positive relationship

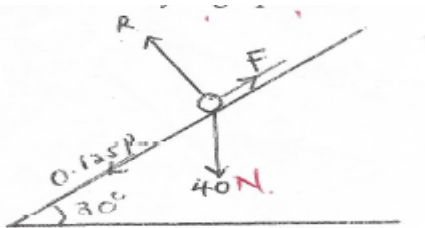
M1

A1

B1

05

2.



Correct forces, ruler (diagram)

B1

$$(\rightarrow) R - 40 \cos 30^\circ = 0$$

B1

$$R = 20\sqrt{3} \text{ N} = 34.6410 \text{ N}$$

$$(\rightarrow) F - 0.125R - 40 \sin 30^\circ = 0$$

B1

$$F = 0.125(20\sqrt{3}) + 40 \left(\frac{1}{2} \right)$$

M1

$$= 24.33 \text{ N}$$

A1

$$F = 24.3301 \text{ N}$$

05

3 (i)

48.11	x	46.93
7.612	8.614	9.043

B1(floating)

$$\frac{x - 48.11}{8.614 - 7.612} = \frac{46.93 - 48.11}{9.043 - 7.612} = \frac{-1.18}{1.431} \quad \text{M1}$$

$$x = 47.28 \frac{x - 48.11}{1.002} = \frac{-1.18}{1.431} \quad \text{A1}$$

(ii)

$$1.431 \times -68.8454 = -1.1824$$

51.07	50.24	48.11
f	4.16	7.621

$$1.431 \times = 68.8454 - 1.1824$$

$$x = 47.2837$$

$$\frac{f - 4.116}{51.07 - 50.24} = \frac{7.621 - 4.116}{48.11 - 50.24} \quad \text{M1}$$

$$f = 2.750$$

A1

$$4. P(A/B) = \frac{P(AnB)}{P(B)}$$

consider A/B, AnB, AuB

$$P(AnB) = \left(\frac{3}{7}\right)\left(\frac{7}{20}\right)$$

$$= \frac{3}{20}$$

B1

$$(i) P(B) = P(AnB) + P(AuB)$$

$$\frac{7}{20} = P(AnB) + \frac{3}{20} \text{ M1}$$

$$P(AnB) = \frac{1}{5} \text{ A1}$$

$$(ii) P(A/B) = \frac{P(AnB)}{P(B)}$$

$$= \left(\frac{1}{5}\right)\left(\frac{20}{7}\right) \text{ M1}$$

$$= \frac{4}{7} \text{ A1}$$

5.

x	0	2000	5000	10,000
P(x=x)	$\frac{27}{64}$	$\frac{27}{64}$	$\frac{9}{64}$	$\frac{1}{64}$

B1

$$(b) P(\text{at least } 5000) = P(5000) + P(10,000)$$

M1

$$= \frac{9}{64} + \frac{1}{64}$$

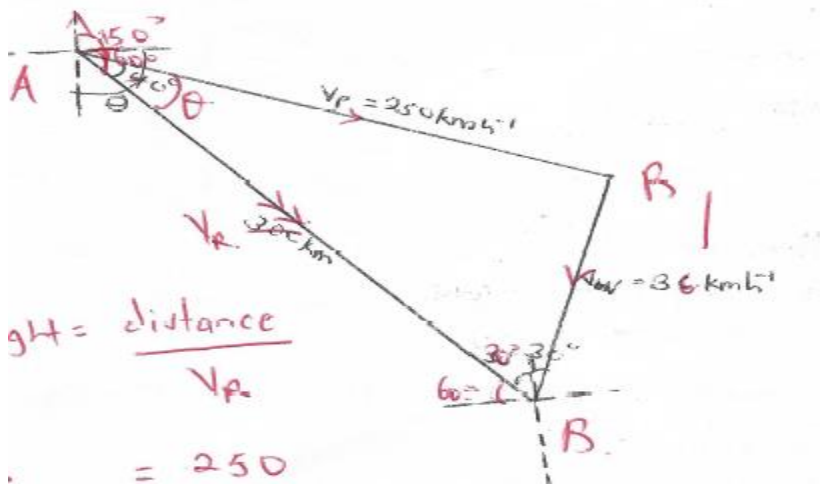
$$= \frac{5}{32} \text{ A1}$$

$$E(x) = 0 \left(\frac{27}{64} \right) + 2000 \left(\frac{27}{64} \right) + 5000 \left(\frac{9}{64} \right) \text{ M1}$$

$$= 1703.125$$

A1

05



6.

$$\text{Time of flight} = \frac{\text{distance}}{V_R}$$

$$\frac{36}{\sin \theta} = \frac{250}{\sin 60^\circ}$$

$$\theta = 7.16^\circ \quad \text{B}$$

$$\frac{250}{\sin 60^\circ} = \frac{V_R}{\sin 112.84^\circ}$$

Also consider, Victoria approach

$$\frac{250}{\sin 80^\circ} = \frac{36}{\sin \theta}$$

$$V_R = 266.0408 \text{ kmh}^{-1}$$

M1

$$\theta = \sin^{-1}(0.1418)$$

$$T = \frac{300}{266.0408} \text{ M1}$$

$$= 8.15^\circ$$

$$T = 1.1276 \text{ hours}$$

A1

$$\frac{250T}{\sin 80^\circ} = \frac{300}{\sin(180 - 80 - 8.15^\circ)} \text{ M1}$$

$$T = 1.18$$

A1

05

7. Min value = (12.545) (4.245) (8.15)

B1M1

$$= 434.0162$$

A1

Moxvalue = (12.555)(4.255) (8.25)

M1

$$= 440.23 \text{ / (434.02, 440.73 specifically)}$$

A1

$$\frac{2dp}{}$$

05

8. Let e = extension

At the lowest point

$$\text{Total energies} = \frac{19.6e}{2(4)} + 0 + 0 \text{ B1}$$

$$= \frac{49e^2}{20}$$

At the highest point,

$$\text{Total energies} = 0.5(9.8)(e+4) \text{ gravitation potential} = mgh$$

B1

$$= 4.9 (e+4)$$

B1

$$\frac{49e^2}{20} = 4.9(e+4) \quad \frac{1}{2} Fe \quad \frac{1}{2} EPQ = \frac{\lambda e^2}{21} \frac{19.6C^2}{2x4} \quad \text{M1}$$

$$e^2 - 2e - 8 = 0$$

$$(e+2) (e-4) = 0$$

M1

$$e = 4\text{cm}$$

A1

05

9. (a) $f(a) = \frac{2}{13}(a+1) = \frac{2}{13}(5-a) \text{ B1 M1}$

$$a+1 = 5-a$$

$$a = 2$$

A1

$$1 = \frac{2}{13} \int_0^2 x+1 dx + \frac{2}{13} \int_2^5 5-x dx$$

$$\frac{13}{2} = \left(\frac{x^2}{2} + x \right) \int_0^2 + \left(5x - \frac{x^2}{2} \right) \int_2^b$$

M1

$$= \left(\frac{4}{2} + 2 \right) - 0 + \left(5b - \frac{b^2}{2} \right) - \left(10 - \frac{4}{2} \right)$$

M1

$$b^2 - 10b + 21 = 0$$

$$(b-3)(b-7) = 0$$

M1

$$b = 3, b = 7$$

B1

$$f(3) = \frac{2}{13}(5-3)$$

conclusion required

$$= \frac{4}{13} \neq 0$$

B1

$$f(7) = \frac{2}{13}(5-7)$$

$$b = 3$$

A1

$$(b) P(x \leq 2.5) = 1 - P(x \geq 2.5)$$

$$= 1 - \frac{2}{13} \int_{2.5}^3 5 - x dx$$

$$= 1 - \frac{2}{13} \left(5x - \frac{x^2}{2} \right) \int_{2.5}^3$$

M1

$$P(x \leq 2.5) = 1 - \frac{2}{13} \left(15 - \frac{9}{2} \right) - \left(12.5 - \frac{6.25}{2} \right)$$

M1

$$= 0.8269$$

A1

12

$$10. \quad (a) \quad \frac{2\pi}{w} = \frac{\pi}{10} \quad T = \frac{2\pi}{w} = \frac{\pi}{10}$$

M1

$$w = 20 \text{ radius } w.d = \frac{1}{2} mw^2 x^2 \quad \text{B1}$$

$$\text{Work done} = \frac{1}{2} (0.04) (20^2) (0.05^2) - 0 \quad \text{M1}$$

$$= 0.02\text{J} \quad \text{A1}$$

(b) At equilibrium,

$$2.5(9.8) = \frac{\lambda(0.75 - 0.5)}{0.5} \quad mg = \frac{\lambda e}{l} \quad \text{M1}$$

$$\lambda = 49\text{N} \quad \text{B1}$$

$$2.4x = 2.5 (9.8) - \frac{49(x + 0.25)}{0.5} \quad \text{M1}$$

$$= -98x$$

$$x = -39.2x \quad \text{A1}$$

This is simple harmonic equation $w^2 = 39.2$

motion is toward the center hence $x = a \cos \omega t$

$$\text{when } x = 0, \quad a = 0.25 \quad x = a \cos \omega t$$

$$0 = 0.25 \cos t_1 \sqrt{39.2}$$

$$t_1 = \frac{\pi}{4\sqrt{39.2}}$$

$$t_1 = 0.1245\text{s} \quad \text{B1}$$

When $x = 0.125$

$$0.125 = 0.25 \cos t_2 \sqrt{39.2}$$

$$t_2 = \frac{\pi}{3\sqrt{39.2}}$$

$$t_2 = 0.1673$$

$$= 0.1673 \quad \text{B1}$$

$$t = 0.1673 - 0.1254 \quad \text{M1}$$

$$= 0.04 \text{ seconds} \quad \text{A1}$$

12

|

Mode = 49
Range = 82
Mean = 49

Axes should be labelled

labelling R_1 axis

clear R_1 and R_2

mode 49

frequency
density

0 20 30 45

11.

x	f	xf	x ² f	fd
25	4	100	2500	0.4
37.5	3	112.5	4128.75	0.2
47.5	9	427.5	20306.25	1.8
57.5	21	1207.5	69431.25	1.4
70	3	210	14700	0.3
77.5	5	387.5	30031.25	1.0
90	14	1260	113400	0.7

$$\sum f = 59 \quad \sum xf = 3705 \quad \sum x^2 f = 254587.5$$

B1

B1

$$\bar{x} = \frac{3705}{59}$$

$$= 62.797$$

$$s = \sqrt{\left(\frac{254587.5}{59} - \left(\frac{3705}{59} \right)^2 \right)}$$

$$= 19.28$$

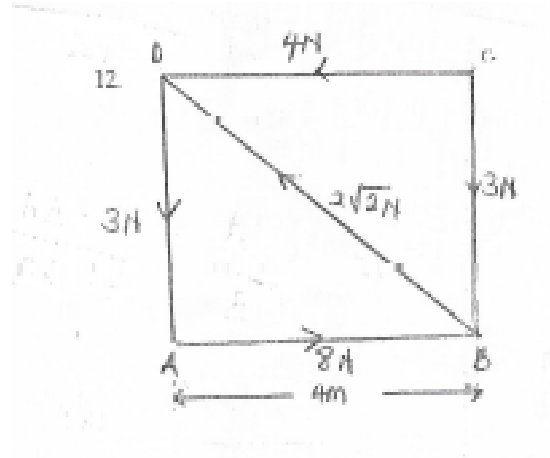
M1

A1

M1

A1

12.



B1 correct diagram

Take moments about A.

$$\sum M_A = 0$$

$$\begin{aligned} (\uparrow) \quad Y &= 2\sqrt{2} \cos 45^\circ - 3 - 3 \\ &= -4\text{N} \end{aligned}$$

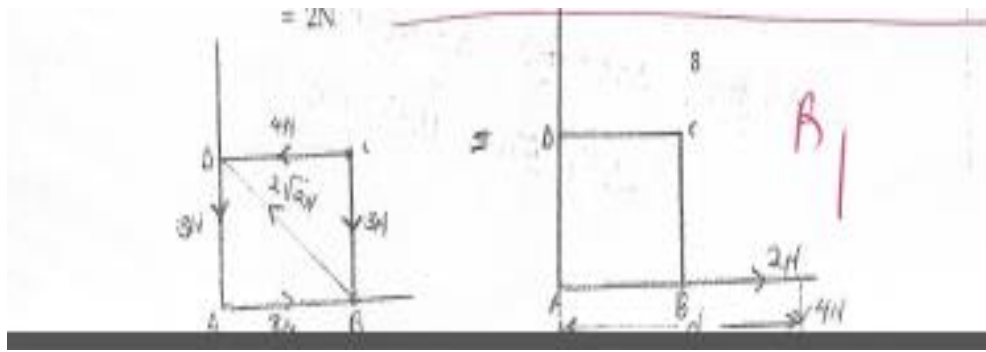
M1

B1

$$\begin{aligned} (\rightarrow) \quad X &= 8 - 4 - 2\sqrt{2} \cos 45^\circ \\ &= 2\text{N} \end{aligned}$$

M1

B1



B1

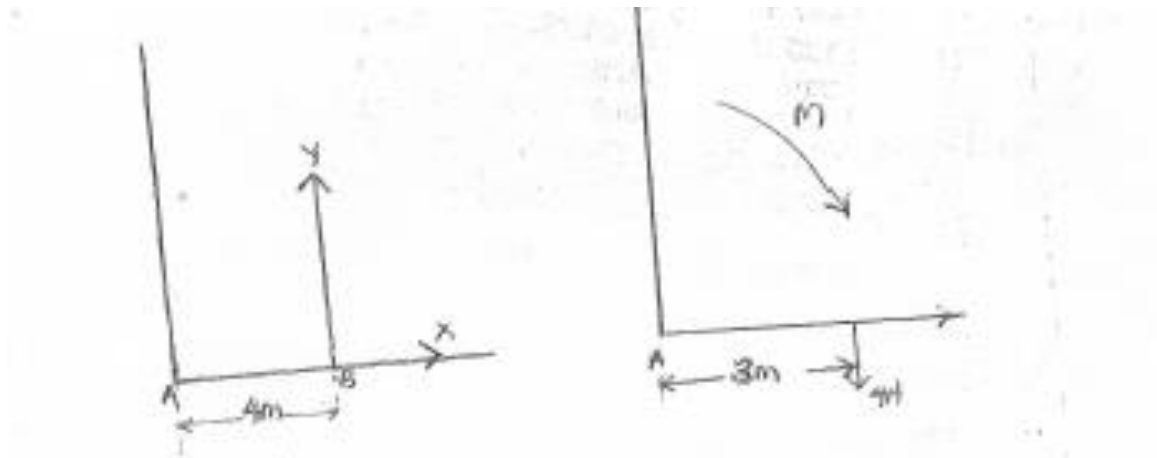
Construct for even one using equation of action

$$A \quad 4(4) - 3(4) + 4(2\sqrt{2} \cos 45^\circ) = -4d$$

M1 M1

$$d = -3m$$

A1



$$(\rightarrow) \quad x = 2N$$

$$(\uparrow) \quad y = -4N$$

$$A - 4(4) = -4(3) + M$$

$$M = -4$$

M1

B1

M = 4 in the direction ADCB.

B1

12

$$13. (a) \text{ Min value} = \frac{a - \Delta A}{b + \Delta B} \cdot \frac{A}{B} = \frac{a + \Delta A}{b + \Delta B}$$

$$\text{Max value} = \frac{a + \Delta A}{b - \Delta B}$$

B1

$$\text{Error} = \frac{1}{2} \left(\frac{a + \Delta A}{b - \Delta B} - \frac{a - \Delta B}{b + \Delta B} \right)$$

M1

$$= \frac{1}{2} \left(\frac{(a + \Delta A)(b + \Delta B) - (a - \Delta A)(b - \Delta B)}{b^2 - (\Delta B)^2} \right)$$

$$= \frac{1}{2} \left(\frac{aB + a\Delta B + b\Delta A + \Delta A\Delta B - a\Delta B - b\Delta B - b\Delta A + \Delta A\Delta B}{b^2 - (\Delta B)^2} \right)$$

For small ΔA & ΔB ,

$$\Delta A \Delta B \ll 0, \Delta A \Delta A \ll \Delta B \Delta B \rightarrow 0$$

$$(\Delta A)^2 \ll (\Delta B)^2$$

B1

$$\text{Error} = \frac{1}{2} \left(\frac{2a\Delta B + 2b\Delta A}{b^2} \right)$$

$$= \frac{a\Delta B + b\Delta A}{b^2}$$

$$|\text{Error}| \leq \frac{1a\Delta B + b\Delta A}{b^2}$$

M1

$$|\frac{\text{max error}}{\frac{a}{b}}| = \frac{a}{b} \left(\frac{a\Delta B}{b^2} + \frac{b\Delta A}{b^2} \right)$$

$$= \frac{\Delta A}{a} + \frac{\Delta B}{b}$$

$$\text{Max error} = \frac{a}{b} \left(\frac{\Delta A}{a} + \frac{\Delta B}{b} \right)$$

B1

(b) bet $A - B = D$

error in $D = \Delta A + \Delta B$

B1

$$\text{error in } \frac{D}{C} = \frac{d}{c} \left(\frac{\Delta D}{d} + \frac{\Delta C}{C} \right) \quad \text{Hence}$$

A1

$$\text{error in } \frac{A - B}{C} = \frac{a - b}{c} \left(\frac{\Delta A + \Delta B}{1a - b1} + \frac{\Delta C}{C} \right)$$

B1

$$\text{percentage error} = \frac{0.0005 + 0.005}{4.314 - 1892} + \frac{0.00005}{15.0214} \times 100$$

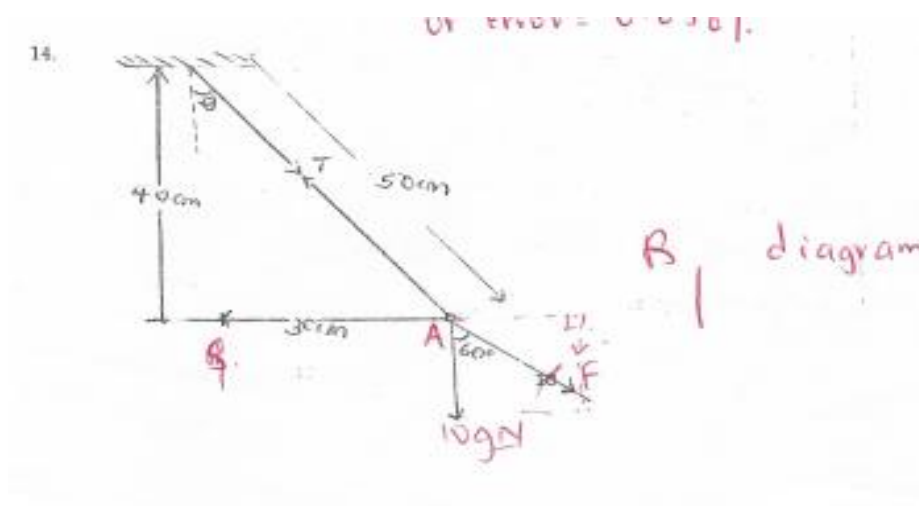
B1 B1 M1

$$= 0.038 \quad \frac{25f}{\quad}$$

A1 12

Or Error = 0.038%

14.



B1 diagram

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

$$(\uparrow) \cos\theta - 10(9.8) - F\cos 60^\circ = 0 \quad \text{Vertically}$$

B1

$$\frac{4}{5}T - 98 = \frac{F}{2}$$

$$(\rightarrow) T\sin\theta - F\sin 60^\circ = 0 \quad \text{Horizontally}$$

B1

$$\frac{3}{5}T = \frac{F\sqrt{3}}{2}$$

$$T = F \frac{5\sqrt{3}}{6}$$

$$\frac{4}{5} \left(\frac{F(5\sqrt{3})}{6} \right) - 98 = \frac{F}{2}$$

M1

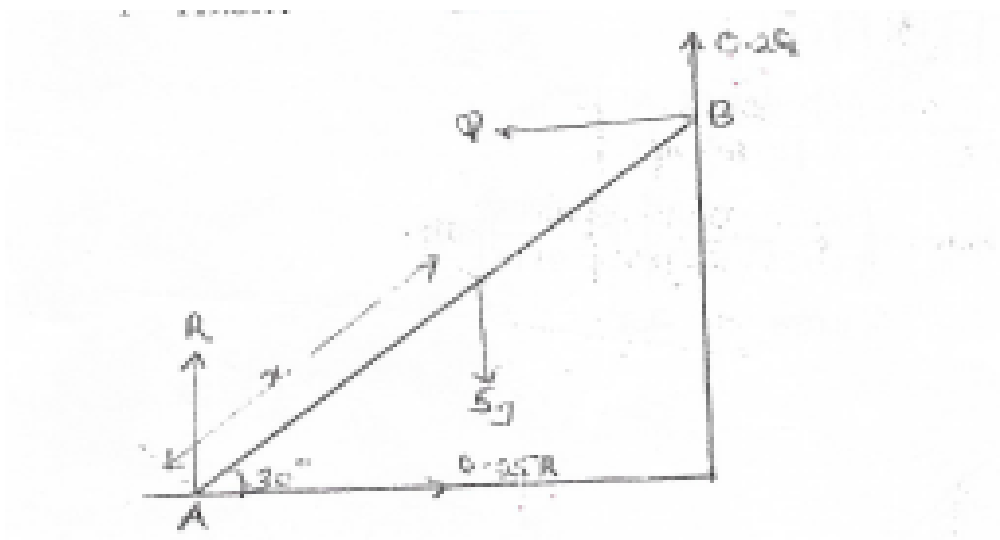
$$F \left(\frac{2\sqrt{3}}{3} - \frac{1}{2} \right) = 98$$

$$F = 149.69\text{N}$$

A1

05

(b)



$$\frac{R}{4} - Q = 0$$

$$Q = \frac{R}{4} \quad R = 4Q$$

$$(\rightarrow) 0.25R - Q = 0$$

$$R = 4Q$$

$$(\uparrow) R + \frac{Q}{5} - 5(9.8) = 0$$

$$5R + Q = 245$$

$$5(4Q) + Q = 245$$

$$Q = \frac{35}{3} N$$

$$A \quad Q(6\sin 30^\circ) + 0.2Q(6\cos 30^\circ) = 5(9.8)(x\cos 30^\circ) \text{ . Taking moments about A}$$

$$\frac{35}{3}(6)\left(\frac{1}{2}\right) + 0.2\left(\frac{35}{3}\right)(6)\left(\frac{\sqrt{3}}{2}\right) = \frac{49x\sqrt{3}}{2}$$

$$35 + 7\sqrt{3} = \frac{49x\sqrt{3}}{2}$$

$$X = 1.11\text{m.}$$

B1

B1

M1

B1

M1

A1

12

07

15. (a) $n = 50$, $p = 0.4$ & $q = 0.6$

$$\mu = 50(0.4)$$

$$= 20$$

B1

$$\sigma = \sqrt{20(0.6)}$$

$$= \sqrt{12}$$

B1

$$(b) P(x=24) = P(23.5 \leq Y \leq 24.5)$$

B1

$$P\left(\frac{23.5 - 20}{\sqrt{12}} \leq Z \leq \frac{24.5 - 20}{\sqrt{12}}\right)$$

M1 M1

$$= P(1.01 \leq Z \leq 1.299)$$

$$= 0.40303 - 0.34375$$

B1

$$= 0.0866$$

A1

$$P(18 \leq x \leq 27)$$

$$= P\left(\frac{17.5 - 20}{\sqrt{12}} \leq Z \leq \frac{27.5 - 20}{\sqrt{12}}\right)$$

$$= P(-0.722 \leq z \leq 2.165)$$

$$= 0.26485 + 0.48481$$

$$= 0.74966 = 0.7497 \text{ (4dp cal)}$$

A1

$$(i) P(18 \leq x \leq 27) = P(19 \leq x \leq 26)$$

$$= P\left(\frac{18.5 - 20}{\sqrt{12}} \leq Z \leq \frac{26.5 - 20}{\sqrt{12}}\right)$$

B1M1 M1

$$= P(-0.433 \leq Z \leq 1.876)$$

$$= 0.16749 + 0.46967$$

B1

$$= 0.63716$$

A1

$$16. (a) h = \frac{1.0 - 0.5}{6}$$

B1

$$= \frac{1}{12}$$

x

y

$\frac{6}{12}$	0.4		}
$\frac{7}{12}$	0.43523		
$\frac{8}{12}$	0.46145		
$\frac{9}{12}$	0.48	B1	
$\frac{10}{12}$	0.49180		
$\frac{11}{12}$	0.49811		
1.0	-0.5 subtract		

$$0.9 + 2(2.36668) = 5.63336$$

$\int_{0.5}^{1.0} \frac{x}{1+x^2} dx = \frac{1}{24} (5.63336)$	M1	
$= 0.2347 \text{ (4dp)}$		A1

(b) $\int_{0.5}^{1.0} \frac{x}{1+x^2} dx = \frac{1}{2} \ln(1+x^2) \Big _{0.5}^{1.0}$	M1
$= \frac{1}{2} (\ln(1+1^2) - \ln(1+0.5^2))$	M1
$= \frac{1}{2} \ln\left(\frac{2}{1.25}\right)$	
$= 0.2350$	

Percentage error = $\frac{0.2350 - 0.2347}{0.2350} \times 100$	B1
--	----

M1

$$= 0.13 \text{ (25)}$$

A1

12

END

ACEITEKA MARKING GUIDES 2017
MOCK
PHYSICS P.1

1. (a) (i) A vector quantity is a physical quantity with both magnitude and direction
e.g force.

A scalar quantity is a physical quantity with magnitude only,
e.g work. (3mrks)

- (ii) For a body in equilibrium the algebraic sum of moments about any
point is zero. (1mrk)

- (iii) Resultant force equals to zero. Algebraic sum of moments about
any point is zero. (1mrk)

$$\cos \theta = \frac{6}{10} \Rightarrow 53.1\%$$

$$F_2 = 700 + 300 = 1000\text{N}$$

$$F_1 = F_3 = \text{----}(1)$$

$$F_2 \times 6 - 300(6 - 5\cos 53.1) - 700(6 - 6\cos 53.1)$$

$$F_1 \times 10 \sin 53.1 = 0 \longrightarrow F_2 = 1000\text{N from which } 6000 - (899.4 + 1046.6) = 7.997$$

$$F_1 506.9\text{N.} \longrightarrow \text{From (i) } F_3 = 506.9\text{N Let the reaction of the ground be } F \text{ at an}$$

$$\text{an angle } \alpha \text{ to the horizontal. } F = \sqrt{(1000^2 + 506.9^2)} = 1121.1\text{N. at } \alpha =$$

$$\tan^{-1} \frac{(1000)}{506.9} = 63^\circ.$$

(c) (i) Velocity is the rate of change of displacement .

$$(ii) \text{ From } V^2 = u^2 - 2gh \longrightarrow V^2 = 40^2 - 2 \times 9.81 \times 16, V = 43.75\text{ms}^{-1}.$$

$$(iii) \text{ k.e } \longrightarrow \text{k.e + p.e } \longrightarrow \text{p.e } \longrightarrow \text{p.e + k.e } \longrightarrow \text{k.e } \longrightarrow \text{heat and sound.}$$

2. (a) (i) Tensile stress is force per unit A-sectional area. Tensile strain is extension per unit original length Young's modulus is the ratio of tensile stress to tensile strain of a material provided Hooke's law is obeyed.

Some weights are added to the wires

to make them taut. The length to diameter d of the specimen wire are measured and recorded. A known weight L is added to the specimen

wire

and extension e recorded. The X-area of specimen is calculated from $\pi d^2/4$. The strain e/h and stress L/A are obtained.

The procedure is repeated for different values of L and each time L is removed

to ensure that the proportional limit has not been exceeded. A graph of stress against strain is plotted and the slope, E is obtained which is Young's modulus.

(b) A wire of length, l x-sectional area A has a volume Al . $W = \frac{1}{2} Fx$, where x is

extension. Work done per unit volume = $\frac{\frac{1}{2} FX}{Al} = \frac{1}{2} \left(\frac{F}{A} \right) \left(\frac{x}{l} \right) = \frac{1}{2} \times \text{stress} \times \text{strain}$.

(c) $AC = BC = \sqrt{(0.075^2 + 12)} = 1.003\text{m}$

$$ACB = 2 \times 1.003 = 2.006\text{m}$$

$$\text{Extension} = 2.006 - 2.00 = 6 \times 10^{-3}\text{m strain} = e/l =$$

$$6 \times 10^{-3}/2 = 3 \times 10^{-3}\text{m stress} = E \times \text{strain} = 2 \times 10^{11} \times$$

$$3 \times 10^{-3} = 6 \times 10^8 \tan \theta = 85.7^\circ. 2T \cos \theta = 5 \times 9.81 =$$

$$49.05. T = 327.1\text{N. Energy stored} = \frac{1}{2} Te = \frac{1}{2} \times 327.1 \times 6 \times 10^{-3} = 0.98\text{J}$$

$$(d) e = \alpha l \Delta \theta \Delta \theta = (6 \times 10^{-3}) \div 1.7 \times 10^{-5} \times 2 = 1.77 \times 10^2 \text{ } ^\circ\text{C}$$

3. (a) (i) Frictional force opposes relative motion between two surface in contact. Friction is independent of area of contact of the surfaces provided normal reaction is constant limiting frictional force is proportional to normal reaction and where motion occurs it is independent of relative velocity.

(ii) Surface rest on each other's projections, and actual area of contact is very small high pressure at contact points, the projections are welded and a force that opposes motion results. Hence law. The actual areas of tiny projections that adhere to each other which is nearly independent of surface area hence law 2. Normal force determines the actual area of contact. When the force increases the inter locking of projections is stronger and hence frictional force increase hence law 3

(b) Small weights are added to the scale pan S in bits as small push is given to the block A of weight, W until A moves with uniform velocity. The weight of scale pan and contents of determined $\mu = \frac{F}{W}$

(c) (i) Coefficient of surface tension is the force per unit length acting in the surface perpendicular to one side of the imaginary line drawn in the surface.

(ii) Streamline flow- equidistant fluid layers from axis of flow have same velocity and lines of flow are always parallel to the axis of flow.

(iii) Viscous drag is the frictional force acting on a body which is moving in a viscous fluid.

(d) Molecules in the surface are more widely spaced than those in the bulk. The molecules experience a net attractive force downwards. This puts the molecules in a state of tension. Thus the liquid surface behaves like a stretched elastic skin.

(e) Loss in k.e = work done against friction + elastic p.e, $\frac{1}{2} (m+m)V^2 = \mu(m+m)gs + \frac{1}{2} kx^2$. $\frac{1}{2} (3.98+0.02) V^2 = 0.3(3+9.8+0.02) 9.81 \times 0.4 + \frac{1}{2} \times 100 \times 0.4^2$
 $V = 2.52\text{ms}^{-1}$. Also $\mu (m+m)v$. $\rightarrow u = [(3.98 + 0.02)2.52] \div 0.02 = 504\text{ms}^{-1}$.

4. (a) (i) Every particle of matter in the universe attracts every other particle in the universe with a force which is proportional to the produce of their masses on inversely proportional to the square of their distance apart.

(ii) let m, M be the mass of the planet and sun respectively. T the period and R radius orbit $\frac{Gmm}{R^2} = \frac{mv^2}{R}$ but $V = \frac{2\pi R}{T}$

$$\text{Thus } \frac{GM}{R^2} = \frac{1}{R} \left(\frac{2\pi R}{T} \right)^2 = \frac{4\pi^2 R}{T^2}$$

$$\rightarrow T^2 = \frac{4\pi^2 R^3}{GM} = KR^3 \text{ since } \frac{4\pi^2}{GM} = \text{a constant.}$$

$$(b) (i) \quad \sin \theta = \frac{0.4}{0.8} \quad \theta \rightarrow 30^\circ$$

$$T \cos \theta = mg - (i) \quad T \sin \theta = \frac{mv^2}{r} \dots (ii) \text{ divide (ii) by (i)}$$

$$\tan \theta = \frac{v^2}{rg}$$

$$v^2 = rg \tan \theta = 0.4 \times 9.81 \tan \theta \quad v = 1.5 \text{ ms}^{-1}$$

$$(ii) \text{ from (i) } T = \frac{mg}{\cos \theta} = \frac{0.2 \times 9.81}{\cos 30} = 2.27 \text{ N.}$$

$$(iii) \text{ From } v = rw \rightarrow w = \frac{v}{r} \quad T = \frac{2\pi}{w} = \frac{2\pi}{\frac{v}{r}} = \frac{2\pi r}{v} = \frac{2\pi \times 0.4}{1.51} = \frac{2\pi r}{v}$$

(c) Consider a body oscillating between points A and B and C being the centre of A and B.

- (i) The distance AC is the amplitude and is the maximum displacement from the equilibrium position.
- (ii) The time taken for the particle to move from A to B and back to A is known as the period and is the time for one complete oscillation.

(d) Damped oscillation is where a body is subjected to dissipative forces, energy of oscillation decreases as time increases and amplitude decreases with time.

Forced

oscillation is where a body is subjected to periodic forces. When forcing frequency equals the natural frequency of the system resonance occurs.

5. (a) (i) Fixed points are temperatures at which water changes from one phase to another.

(ii) The triple point of water, the temperature of pure melting ice and the temperature of pure boiling water.

$$(iii) \quad T = \frac{P_t}{P_{tr}} \times 273.16 \text{ K}$$

Where P_t is the pressure at the unknown absolute temperature, t and P_{tr} is the pressure at the triple point of water.

(b) (i)

The eye piece is focused on the blackened copper disc. The gold plated mirror is adjusted until the rays from the hot body is focused on the copper disc. The radiation from the hot body warms the functions of the thermocouple attached to the copper disc and sets up an electromotive force. The temperature of the is read from the galvanometer calibrated in Kelvins.

(ii) Advantages: direct reading, measures temps above 1500°C.

Disadvantage: can not measure very low temps.

(c) Collisions between molecules of a real gas are inelastic while that of ideal gas are elastic intermolecular attractions of a real gas are appreciable while that of ideal gas is negligible. Volume occupied by molecules of a real gas is appreciable while that of ideal gas is negligible.

(d) Total volume = 225 + 25 = 250cm³, P₁ = 75, P₂ = ? P₂V₂ = P₁V₁ → P₂ × 250 = 75 × 225 →
P₂ = 67.5 cm Hg for 2nd stroke, P₂ = 67.5, V₂ = 225, V₃ = 250, P₃ = ?
P₃ × 250 = 67.5 × 225 → P₃ = 60.8cmHg

6. (a) (i) Is rate of heat flow per unit cross-sectional area per nit temperature gradient.

(ii)

The specimen AB is heated electrically at end A and cooled at end B by circulating water which runs through copper foil soldered to the specimen. The length, l between T₁ and T₂ is measured. The apparatus is let running until the thermometer readings are constant. The thermometer reading θ₁, θ₂, θ₃ and θ₄ are recorded. The mass, M of water flowing per second through the foil is determined. The diameter of the specimen is measured and the cross-sectional area, A calculated. If K is the thermal conductivity of the specimen and C the specific heat capacity of water,

$$\frac{Q}{t} = KA \frac{(\theta_2 - \theta_1)}{l} = Mc(\theta_2 - \theta_1) = mc (\theta_4 - \theta_1)$$

$KA \left(\frac{\theta_2 - \theta_1}{l} \right) = mc(\theta_4 - \theta_3)$. Hence K is calculated.

(b) $450^\circ\text{C} \quad \theta_1 \quad 20^\circ\text{C} \quad \theta_2 \quad \text{from} \quad \frac{\theta}{t} = KA \left(\frac{\theta_2 - \theta_1}{l} \right)$

$$0.6A \frac{(45 - \theta_1)}{15 \times 10^{-2}} = 0.02A \frac{(\theta_1 - \theta_2)}{5 \times 10^{-2}} = 0.6 \frac{(\theta_2 - 20)}{15 \times 10^{-2}}$$

$$0.2(45 - \theta_1) = 0.02(\theta_1 - \theta_2) = 0.2(\theta_1 - \theta_2) = 0.2(\theta_2 - 20)$$

$$9 - 0.2\theta_1 = 0.02\theta_1 - 0.02\theta_2 \quad 22\theta_1 - 2\theta_2 = 900 \text{ -----(i)}$$

$$0.02\theta_1 - 0.02\theta_2 = 0.02\theta_2 - 4 \quad 22\theta_1 - 2\theta_2 = 400 \text{ -----(ii),}$$

$$\theta_1 = 42.90^\circ\text{C} \text{ and } \theta_2 = 22.1^\circ\text{C} \text{ [Calc]}$$

(c) (i) nature of material, temp. gradient or area of x-section.

(ii) In metals atoms are closely packed and have strong intermolecular forces of attraction as they vibrate within a fixed lattice. When one end is heated, atoms at the heat end vibrate with large amplitudes. Collides with neighbours and lose energy to them. These in turn collide with neighbours and loose energy to them. Through a chain of collisions heat flows from the hot end to the cold end. Good conductors contain free electrons. When heated at one end, the free electrons at the hot end gain kinetic energy move faster longer distances and transfer energy as they collide with the atoms in the solid lattice.

7(a) (i) $\Delta Q = \Delta U + \Delta W$ where ΔQ = heat supplied ΔU = increase in internal energy, ΔW = work done.

(ii) During isothermal expansion $DT = 0$ all heat energy supplied reappears as work done by the gas during expansion. In an adiabatic change, no heat is allowed to enter or leave the gas $\Delta \theta = 0$ and $\Delta U = \Delta W$ for expansion work is done at the expense of its internal energy the gas cools.

(b) Along AB: $PV^\delta = \text{a constant}$ a constant

$$\begin{aligned} P_1 V_1^\delta &= P_2 V_2^\delta = K \text{(i) but } \Delta W = \\ &= \int_{V_1}^{V_2} P dv = k \int_{V_1}^{V_2} \frac{1}{V^\delta} dv \\ &= \frac{k}{(1-\delta)} \left[V^{1-\delta} \right]_{V_1}^{V_2} \end{aligned}$$

$$\Delta w = \frac{k}{(1-\lambda)} \left(v_2^{1-\lambda} - v_1^{1-\lambda} \right) \dots \dots (ii) \text{ combining (i) and (ii)}$$

$$\Delta w = \frac{1}{1-\delta} \left(P_2 V_2^\delta - P_1 V_1^\delta \right) = \frac{P_2 V_2 - P_1 V_1}{(1-\delta)}$$

$$(c) \text{ (i) Using } T_1 V_1^{\delta-1} = T_2 V_2^{\delta-1} \Rightarrow T_2 = 318 \left(\frac{1.25 \times 10^{-3}}{2.5 \times 10^{-3}} \right)^{1.41-1} = 239.3 K$$

$$\text{From } P_1 V_1 = P_2 V_2 \Rightarrow P_2 = 8.5 \times 10^4 (2.5 \times 10^{-3} / 1.25 \times 10^{-3}) = 1.7 \times 10^4 \text{ Pa}$$

$$\text{Also } P_2 V_2^\delta = P_3 V_1^\delta \Rightarrow P_3 = 17 \times 10^4 (1.25 \times 10^{-3} / 2.5 \times 10^{-3}) = 6.4 \times 10^4 \text{ Pa}$$

$$(ii) \text{ Work done during isothermal contraction, } W_i = nRT \ln \left(\frac{V_2}{V_1} \right) = P_1 V_1 \ln \left(\frac{V_2}{V_1} \right)$$

$$= 8.5 \times 10^4 \times 2.5 \times 10^{-3} \ln (1.25 \times 10^{-3} / 2.5 \times 10^{-3}) = 1.473 \times 10^2 \text{ J}$$

Work done during adiabatic expansion.

$$W_a = (P_3 V_1 - P_2 V_2) / (1-\delta) = \frac{(6.4 \times 2.5 \times 10^{-3} - 1.7 \times 10^4 \times 1.25 \times 10^{-3})}{(1-1.41)}$$

$$\text{Total work done} = -1.473 \times 10^2 + 1.28 \times 10^2 = -19.25 \text{ J}$$

d (i) Dalton's law states that the pressure of a mixture of gases is the sum of the partial

Pressures of the component gases.

(ii) Consider two gases 1 and 2

$$P_1 V_1 = \frac{1}{3} N_1 M_1 \langle C_1^2 \rangle = \frac{2}{3} N_1 \left(\frac{1}{2} M_1 \langle C_1^2 \rangle \right) \dots \dots (i)$$

$$P_2 V_2 = \frac{1}{3} N_2 M_2 \langle C_2^2 \rangle = \frac{2}{3} N_2 \left(\frac{1}{2} m_2 \langle C_2^2 \rangle \right) \dots \dots (ii)$$

If $P_1 = P_2$ and $V_1 = V_2$, then

$$N_1 \left(\frac{1}{2} m_1 \langle C_1^2 \rangle \right) = N_2 \left(\frac{1}{2} m_2 \langle C_2^2 \rangle \right)$$

$$\text{If } T_1 = T_2 \Rightarrow \frac{1}{2} M_1 \langle C_1^2 \rangle = \frac{1}{2} M_2 \langle C_2^2 \rangle \Rightarrow N_1 = N_2$$

8. (a) (i) Electrons in a hydrogen atom revolve in certain allowed orbits and while in that orbit they do not radiate energy.

The angular momentum of an electron in the orbit is an integral multiple of

$$\frac{h}{2\pi}$$

$$(ii) F = \frac{e^2}{4\pi\epsilon_0 r^2} \rightarrow \frac{mv^2}{r} = \frac{e^2}{4\pi\epsilon_0 r^2} \quad \frac{1}{2} mv^2 = \frac{e^2}{8\pi\epsilon_0 r}$$

$$\text{but angular momentum of an electron is equal to } \frac{nh}{2\pi} \Rightarrow mvr = \frac{nh}{2\pi}$$

$$\text{i.e. } m^2 v^2 r^2 = \frac{n^2 h^2}{4\pi^2} \Rightarrow \frac{1}{2} mv^2 = \frac{n^2 h^2}{8\pi^2 m r^2}$$

$$\frac{e^2}{8\pi\epsilon_0 r} = \frac{n^2 h^2}{8\pi^2 m r^2} \Rightarrow r_n = \frac{6\pi\epsilon_0 h^2 n^2}{\pi m e^2}$$

(b) (i) A line spectrum is that which consists of separated lines which arise from electron transitions from higher to lower energy levels.

(ii) When atoms of a gas are heated, electrons in them gain energy and rise to higher energy levels. The atoms become excited and unstable. Electrons in higher energy levels make transitions to lower energy levels to fill the vacancies left. Electron transitions are accompanied by giving off and electromagnetic radiation in form of a line emission spectrum.

(c) (i) Low vapour pressure oil does not evaporate easily, hence size of oil drop does not change appreciably.

$$(ii) W = \frac{4}{3} \pi r^3 \delta g = \frac{4}{3} \pi (9.2 \times 10^{-7})^3 \times 800 \times 9.81 = 2.561 \times 10^{-14} N$$

$$U = \frac{4}{3} \pi r^3 \delta g = \frac{4}{3} \pi (9.2 \times 10^{-7})^3 \times 1 \times 9.81 = 3.201 \times 10^{-17} N$$

$$W = u + Eq \Rightarrow 2.501 \times 10^{-14} - 3.201 \times 10^{-17} = 4.0 \times 10^{-14} q$$

$$q = 6.394 \times 10^{-19} C \text{ but } q = ne$$

$$\Rightarrow n = \frac{6.394 \times 10^{-19}}{1.6 \times 10^{-19}} = 4 \text{ electrons.}$$

9. (a) (i) The time between irradiation and emission is negligible. Photocurrent is proportional to intensity maximum kinetic energy of emitted electrons depends

on the frequency of the incident radiation. For a given metal there is minimum frequency below which no photoelectric emission occurs.

(ii) Instantaneous emission: by wave theory radiation energy is uniformly spread over the whole wave front. This implies electrons absorb only a fraction of the total energy. Then there should be a time lag between start of radiation and emission. No time lag is observed.

Variation of k.e : by wave theory increasing intensity mean's more energy hence greater maximum k.e but maximum k.e depends on frequency of incident radiation not intensity .

Existence of threshold frequency: wave theory predicts continuous absorption and accumulation of energy. Radiation of high enough intensity even though the frequency is being the minimum should cause emission. Hence the theory cannot account for threshold frequency.

(b) (i) The leaf remains unaffected.

(ii) When the leaf is positively charged, the ejected electrons are attracted back to the plate so that no charge is lost and the leaf remains unaffected.

(c) (i) Work function is the minimum energy required to remove the most loosely bond electron. Stopping potential is the minimum potential difference which reduces photocurrent to zero.

(ii) $\frac{1}{2} mu^2 = eV (=) (mu)^2 = 2meV$ i.e $mu = \sqrt{2meV}$

$\lambda = h/\text{momentum} = h/\sqrt{2meV} =$

$$\frac{6.63 \times 10^{-34}}{(2 \times 9.11 \times 10^{-31} \times 1.6 \times 10^{-19} \times 100) \frac{1}{2}} = 1.22 \times 10^{-10}$$

10. (a) Radioactivity is the spontaneous disintegration of certain atomic nuclei accompanied by emission of alpha, beta particles or gamma radiation.

Half-life is the time for half the number of radioactive nuclei to disintegrate.

Decay constant is the fractional number of atoms which decay per second.

(ii) At $t = 0$, $N = N_0$ and at $t = \frac{T_1}{2}$, $N = N_0/2$. From $N = N_0 e^{-\lambda t}$ $2^{-1} = e^{-\lambda \frac{T_1}{2}}$.

Taking loge of both sides $-\ln 2 = \lambda \frac{T_1}{2} \Rightarrow \frac{T_1}{2} = \ln 2 / \lambda$ argon and bromine vapour.

When ionizing particles enter the tube, ion-pairs are produced through collisions with argon gas. The electrons produced are accelerated towards the anode and more ion pairs are produced through repeated collisions. The electrons so produced more ion pairs resulting into gas amplification or an avalanche. On reaching the anode a discharge occurs and causes a current pulse through R. The voltage pulse which develops is amplified and operates a counter which registers the passage of ionization. The tube is made ready (quenched /for the next count. The positive ions which would have caused secondary discharge on reaching of the cathode are showed down by collisions with bromine molecules.

(c) (i) Dead time is the time ions take to travel towards the cathode before the electric field at the anode returns to a level large enough for an avalanche to (occur) start. Ionising, particles arriving within this time will not be detected.

(ii) A quenching agent is a gas or vapour inside the G-M tube to ensure that only one pulse is produced by each ionising particle that enter the tube. It slows down the positive ions and prevent further ionization.

(d) (i) Unified atomic mass unit is $\frac{1}{12}$ th of the mass of one atom of carbon 12 isotope.

Binding energy per nucleon is the ratio of energy needed to split the nucleus into its individual nucleons, to the number of nucleons in the nucleus.

(ii) Mass defect = $(80 \times 1.008 + 80 \times 5.454 \times 10^{-4} + 122 \times 1.009) - 201.971 = 1.8106324$

Binding energy = $1.810632 \times 931 = 1685.698392\text{meV}$. Binding energy per nucleon = $1685.698392 \div 202 = 8.35\text{MeV}$.

END

PROPOSED ACEITEKA MOCK - MARKING GUIDE 2017

FOR PHYSICS PRACTICAL

P510/3 PAPER 3

QUESTION 1

A₁ - Recording the average diameter of the material of a spring (2 dp) Value + unit - ½ mark.
= 0½

A₃ - Recording diameter of the spring 3 times (2 dp) Value + unit - ½ mark.
= 0½

A₂ - Correctly cal. value of r, the radius of the material of the spring (in m) 4dp - ½ mark.
0.0030-0.0038 1 ½

A₄ - Correctly cal. value of R, the radius of the spring (in m) 3dp - ½ mark.
0.0070-0.0080 1 ½ mark

A₅ - Recording down the number of turns N, of the spring provided (> 30 turns) - ½ mark.
= 0½

Sub total = 04½

B₁ - Recording initial pointer position P₁(in cm - 1dp or in m - 3 dp) Value + unit 1½ mark
= 0½

B₂ - Recording Final pointer position P₂(in cm - 1dp or in m - 3 dp) + unit -½ mark
= 0½

B₃ - Recording the extension of the spring, x (in m – 3 dp)+ unit @ ½ mark

$$= 0\frac{1}{2}$$

B₄ - Recording time t for 20 oscillation for $M = 0.200\text{kg}$ (SC – 1dp .0 or .5, SW – 2dp) + unit

$$= 0\frac{1}{2}$$

B₅ - Recording Correctly calculated value of period T (2sf or 2dp if $t_{20} < 10\text{ s}$) or T

(3sf or 3dp if $t_{20} > 10\text{ s}$) based on spring used and tr's sample Rts; Value + unit @ ½ mark.

$$= 01$$

Sub total=03

T₁ - Closed columnar table labeled M , P_2 , x , t , T , and T^2 @ ¼ mark

Any 2 ½ =

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

Any 2 ½

T₂ - Units on labels; kg, cm or m, m, s, s, and s² respectively @ ¼ mark

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

T₃ - Column of recorded values of P_2 increasing, (in cm – 1dp or in m – 3 dp) @ ½ mark

$$= 03$$

Differences btn consecutive values 3.0-5.0

T₄ - Column of correctly calculated values of x (in m – 3dp) increasing, @ ¼ mark

10.0-23.0s @2 ½ mark

T₅ - Column of correctly recorded values of s (in s SC – 1 dp, SW – 2 dp)@ ¼ any 2 ½

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

T₆ - Column of correctly recorded values of T (2sf or 2 dp) or (3sf or 3 dp)@ ¼ each ½

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

T₇ - Column of correctly recorded values of T^2 (2sf or 2 dp) or (3sf or 3 dp)@ ¼ any ½

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

Sub total= 13 ½

C₁ - Calculation of slope, S_1 , substitution of M_2 , M_1 , x_1 , x_2 , @ pair ½ mark value + unit

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

C₂ - Correctly calculated value of S_1 , [value + unit, (3sf.)] value @ ½ mark

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

C₃ - Correctly calculated value of, ρ_1 , [Sub, value + unit, (2 or 3sf.)]

02

=

Sub total= 04

G₁ - Title of the graph i.e. A graph of T^2 against M with no units attached.

= 0½

G₂ - Axes drawn, labelled and marked with convenient origins @ ½ mark

= 01

G₃ - Scale covering at least ½ graph page for each axis @ ½ mark

= 01

G₄ - Correctly plotted points using table values @ ½ mark

= 03

G₅ - Best line drawn through the majority of correctly plotted values or (points)

= 0½

G₆ - Indication of Δ covering all plotted points and covers at least ½ graph page

= 0½

Sub total= 07½

D₁ - Calculation of slope, S_2 , reading of coordinates & sub,@ pair ½ mark value + unit

= 1 ½

D₂ - Calculation of ρ_2 sub. of N , g , R , r and S_1 , in SI units @ ½ mark

= 01

D₃ - Correctly calculated value of ρ_2 , value + unit, (2 or 3 sf.)

= 01

D₄ - Correctly calculated value of $W = 0.5(\rho_1 + \rho_2)$, sub, value + unit, (2 or 3 sf.)

= 01

Sub total= 04

Question 1:

Sample Results based on one type of helical Nuffield spring:

$$M_1 = 200\text{g} = 0.200\text{ kg}$$

$$\text{Diameter of the material of the spring} = 0.68\text{ mm}, \therefore r = 3.40 \times 10^{-4}\text{ m}$$

Diameter of the spring(External) = 1.50 cm, $\therefore R = 1.50 \times 10^{-3} \text{ m}$

$t = 10.5 \text{ s}$ $T = 0.525 \text{ s}$ $T^2 = 0.276 \text{ s}^2$

$P_1 = 28.2 \text{ cm} = 0.282 \text{ m}$

$P_2 = 35.3 \text{ cm} = 0.353 \text{ m}$

M(kg)	P ₂ (m)	P ₂ (m)	x(m)	t(s)	T(s)	T ² (s ²)
0.200	0.282	0.353	0.071	10.5	0.525	0.276
0.300		0.392	0.110	13.0	0.650	0.423
0.400		0.430	0.148	15.5	0.775	0.570
0.500		0.468	0.186	17.0	0.850	0.723
0.600		0.503	0.221	18.5	0.950	0.855
0.700		0.538	0.256	20.0	1.000	1.000

GRAND TOTAL FOR QUESTION NUMBER 1

= 34 MARKS

A3-r

A4-n1 (1.4 - 1.6)

A5-y1 (40 - 42)

QUESTION 2

Part I

A₁ - Evidence of the normal drawn/constructed at point R @ ½ mark 1

A₂ - Recorded measured distance, a (in cm - 1 dp.) value + unit @ ½ mark 1 ½
= 01

Part II

Sub total= 02

B₁ - Closed columnar table labelled; x , α , $\frac{1}{x}$, $\tan \alpha$, and $\frac{1}{\tan \alpha}$ @ ½ mark any 2 ½ 1
½

B₂ - Units on all corresponding quantities cm, °, cm⁻¹, , and , , @ ½ mark any 2 ½
1 ½

B₃ - Column of 5, values of α , (0 dp); @ 1 mark.
= 05

B₄ - Column of 5, correctly calculated values of $\frac{1}{x}$, (2 dp or 2 sf); @ ½ mark any 2- 1
½

B₅ - Column of 5 correctly calculated values of $\tan \alpha$ (3 dp) @ ½ mark any 2- 1
½

B₆ - Column of 5 correctly calculated values of $\frac{1}{\tan \alpha}$, (3 sf or 2 dp) @ ½ mark any 2- 1 ½

B₇ - W measures at least 3 tries ½

B₈ - Value of $5.5 \leq w \leq 7.00$ 1 ½

G₁ - Title of the graph [A graph of $\frac{1}{\tan \alpha}$ against $\frac{1}{x}$] with no units attached = 0½

Sub total= 15½

G₂ - Axes drawn, labelled, marked with convenient origins @ ½ mark = 01

G₃ - Scale covering at least ½ graph page for each axis, @ ½ mark = 01

G₄ - Correctly plotted points using values from table of results @ ½ mark = 03

G₇ - Best line drawn through the majority of correctly plotted values or (points) = 0½

G₈ - Indication of Δ covering all plotted points and at least ½ graph page = 0½

Sub total= 6 ½

E₁ - Calc. of, slope S, reading of co-ords on both correct axes from the graph @ pair 1 mark = 02

E₂ - Value of slope (3.0 – 5.0) unit

E₃ - Correctly calculated value of γ_2 , accuracy + unit @ ½ mark = 01½

Correctly calculate the value of n_2 1mark

E₄ - Correctly calculated value of γ , accuracy + unit 1 + ½ mark = 0½
(40°-42°)

E₅ - Correctly calculate values of γ (40°-42°) 1

Sub total= 05½

Question 2

Sample Results based on a glass prism of about 6.9 cm × 11.5 cm × 1.8 cm

When $x = 1.5 \text{ cm}$ $\alpha = 20^\circ$

Table of Results:

$x(\text{cm})$	$\alpha (^\circ)$	$\frac{1}{x} (\text{cm}^{-1})$	$\tan \alpha$	$\frac{1}{\tan \alpha}$
1.5	20	0.67	0.364	2.75
2.0	27	0.50	0.510	1.96
2.5	30	0.40	0.577	1.73
3.0	37	0.33	0.754	1.33
3.5	45	0.28	1.000	1.00

GRAND TOTAL FOR QUESTION NUMBER 2 = 33 MARKS

QUESTION 3

Method I

A₁ - Recorded balance length L_0 (3 sf or 3dp in m) ($L_0 > 0.400 \text{ m}$) Value + unit @ $\frac{1}{2}$ mark = 01½

A₂ - Calculation of δ ; sub. of in expression in s.1 units

= 0½

A₃ - Same of δ + unit Vm^{-1} ½ 2dp

Sub total= 04

Method II

T₁ - Closed columnar table labeled, I, L, $\frac{1}{I}$ and $\frac{1}{L}$ @ $\frac{1}{2}$ mark

=

02

T₂ - Units on all corresponding quantities (A, m, A^{-1} , m^{-1}), @ $\frac{1}{2}$ mark

= 02

T₄ - Column of at least 6 values of L, increasing, (0.400 – 0.850 m) (3 dp) @ 1 mark

= 06

Depending on the potentiometer wire used (See Teacher's Sample Range of values)

T₅ - Column of calculated values $\frac{1}{I}$ recorded (1, or 0 dp.) @ $\frac{1}{2}$ mark

=

03

T₆ - Column of calculated values $\frac{1}{L}$ recorded (3sf, or 3 dp.) @½ mark
= 03

Sub total= 16

G₁ - Title of the graph i.e. (A graph of $\frac{1}{I}$ against $\frac{1}{L}$) with no units attached
= 0½

G₂ - Axes drawn, labelled and marked with convenient origins @ ½mark
01

G₄ - A convenient scale with $\frac{1}{R}$ axis starting at 0, @ ½ mark
= 01

G₅ - Correctly plotted values from the table of results @ ½ mark
= 03

G₆ - Best line drawn through the majority of correctly plotted points
= 0½

G₇ - Indication of Δ covering all plotted points.
= 0½

Sub total= 07½

H₁ - Calc. of, slope S₃ (Correct coordinates and subtract in formula 2 or 3sf
= 01

H₂ - Value of slope, S₃,
=01

1 ½ + ½ =

H₃ - Calculation of δ, Sub of S₃(value + unit)@ ½ mark
01

H₄ - value of δ and unit

(2sf) 2 + ½

Question 3

Sample Results

Sub total= 04½

I(A)	L (m)	$\frac{1}{I} (A^{-1})$	$\frac{1}{L} (m^{-1})$
0.10	0.320	10.00	3.13
0.12	0.410	8.33	2.44
0.14	0.473	7.14	2.11
0.16	0.535	6.25	1.87
0.18	0.620	5.56	1.61
0.20	0.650	5.00	1.54

GRAND TOTAL FOR QUESTION NUMBER 3

= 33 MARKS

ACIETEKKA FRENCH 330/(2,3,4) 2017

Barème de P330/1. P330/2. P330/3. P330/4.

P330/1 : SECTION A : (5 pts @ réponse) = 50 points.

1. C
2. D

3. B
4. B
5. C
6. C
7. A
8. B
9. A
10. D

P330/2

SECTION I : (10 points)

1. C
2. B
3. C
4. A
5. C
6. B
7. D
8. A
9. D
10. B

SECTION II. (10 points)

1. avait
2. sont sortis
3. se vendent
4. ira / va aller
5. fait
6. apprenne
7. vous êtes assis
8. choisissent
9. Levez-vous
10. n'est pas en panne

SECTION III : (1/2 @ réponse) = 10 points

- | | |
|--------|-----------|
| 1. du | 11. Comme |
| 2. qu' | 12. vous |
| 3. où | 13. aux |
| 4. te | 14. dont |

- | | |
|----------|-----------|
| 5. de | 15. miens |
| 6. soif | 16. des |
| 7. Quel | 17. au |
| 8. Si | 18. le |
| 9. Celui | 19. à |
| 10. d' | 20. que |

SECTION IV : (20 points)

- | | |
|----------------|-------------------|
| 1. avait | 11. Ont partagé |
| 2. étaient | 12. touchaient |
| 3. chantaient | 13. cassait |
| 4. prenaient | 14. dire |
| 5. dormaient | 15. devaient |
| 6. pouvaient | 16. demande |
| 7. savoir | 17. démontrent |
| 8. a assemblés | 18. ont |
| 9. rencontrer | 19. entend |
| 10. visitaient | 20. S'identifient |

SECTION V : (2 pts @ réponse) =30 points

1. C'est parce que Marine a perdu sa place que tout le monde a pitié d'elle.
2. Grand père adore des papayes autant que grand-mère.
3. Je vous prie de vous asseoir.
4. Étant donné que le piano est l'activité préférée de Rodney, il en fait.
5. C'est à cause de la chaleur au mois de janvier que les citoyens se sont plaints.
6. On oubliera jamais Camara qui était un bon écrivain.
7. Comme Gérald est travailleur il sera riche.
8. Bien que Madame Olinga soit vieille elle aime danser.
9. Mon frère adore voyager car c'est avantageux.
10. La souffrance du malade continue parce que le médecin n'est pas présent.
11. Les touristes ont dit qu'ils avaient faim.
12. Puisque le fou avait peur de l'agent de police, il a crié.
13. Bernard a trop de travail pour dormir.
14. Grâce aux prières des croyants tous les dimanches, Dieu leur répondra.
15. Si vous avez l'espoir vous réussirez dans la vie.

SECTION VI : (10 points)

Lundi dernier, Kalou a écrit à sa mère, l'a saluée et lui a dit qu'il partait(1) parce que c'était(2) tard et il ne pouvait(3) pas l'(4)attendre. Il a dit qu'il allait(5) prendre le train à la gare de Jean d'Arc. Il a assuré sa mère qu'il viendrait/ irait(6)la(7) voir chez elle. Il a

demandé si sa sœur **était(8)** partie à Kigali. Il a fini en disant que sa mère **lui(9)** raconterait son aventure quand il y **passerait(10)**.

SECTION B : (10 points)

1. B
2. C
3. C
4. A
5. A
6. B
7. C
8. D
9. B
10. A

P330/3

SECTION A1 : FRENCH LITERATURE

- I. La personne qui parle est un amant qui est abandonné par son amante/ son amour.
(2 pts)

- II. Il s'agit d'un homme qui chante/ se lamente et partage son souvenir pénible parce que son amour n'est plus là. (3 pts)
- III. Le genre littéraire est un poème. (2 pts)
- IV. Les éléments justificatifs sont : Les strophes, les vers, les répétitions, la rime et le refrain. (4 pts)
- V. Les procédés de style possibles sont : L'anaphore, l'assonance, l'allitération, l'enjambement, la répétition. (4 pts)
- VI. Le ton est triste et lyrique. (2 pts)
- VII. Le poète a acheté les cadeaux parce qu'il exprimait l'amour et il voulait aussi enfermer son amante. (4 pts)
- VIII. Les thèmes : **L'amour impossible/pénible** : Même si l'amant a exprimé les sentiments, l'amante l'a abandonné. (2 pts)
La liberté : L'amante du poète a été renfermée mais le moment de s'en fuir l'a rendue libre. (2 pts)
- IX. Ce qu'on apprend du poème est qu'on doit avoir l'amour non conditionnel. On ne peut pas forcer l'amour. (2 pts)

SECTION A2 : FRANCOPHONE LITERATURE

- I. Les personnages évoqués sont : Les voisines, les islamistes, une amie coiffeuse, des musiciennes ... (4 pts)
- II. Le travail fait par les voisines est celui de couture. (2 pts)
- III. Le problème auquel font face les femmes est l'interdiction des salons de coiffure aux femmes. (2 pts)
- b) La solution proposée est le salon privé à domicile de la coiffeuse. (2 pts)
- IV. Les temps verbaux dominants sont : Le présent et le passé composé (2 pts)
- V. Les exemples des procédés de style : (4 pts)
 La répétition : 'Les femmes', interdit ... L'effet graphique : Les italiques et les points de suspension. L'accumulation : Coupe, couleur, permanente... La comparaison : Chassées comme des voleuses
- VI. Le thème principal est la **discrimination sexuelle** ; (3 pts) les droits des femmes et leur liberté ne sont pas respectés. Elles ne choisissent pas ce qu'elles veulent, on leur impose des règles cruelles.
- VII. Les rôles sociaux des femmes qui les rendent importantes: (6 pts)
1. Elles sont mères Elles mettent les enfants au monde.
 2. Elles préparent à manger pour toute la famille.
 3. Elles instruisent les enfants et elles leur apprennent les mœurs.

SECTION B1 : BACKGROUND STUDIES : FRANCE

- I. Les Français considèrent le sport comme activité de loisirs. (2 pts)

- II. Le pourcentage des femmes pratiquant le sport est $\frac{3}{4} \times 100 = 75\%$.
(2 pts)
- III. Les facteurs qui favorisent la participation au sport sont : l'âge et le niveau social.
(4 pts)
- IV. Les Français du milieu élevé s'intéressent au sport parce qu'ils sont soucieux de l'apparence physique.
(2 pts)
- V. Les sports de loisirs sont le tennis, le jogging, la natation et le cyclisme.
(4 pts)
- b) On les appelle les sports de loisirs parce qu'ils sont pour le plaisir et la détente.
(2 pts)
- VI. Les sports préférés chez les femmes sont la gymnastique, la musculation et la danse.
(3 pts)
- VII. Les sports populaires faits dans les écoles sont : (6 pts) Le football- une activité jouée par les garçons et les filles.
Le rugby – C'est une activité rigoureuse jouée par les garçons forts et rarement par les filles.
Le basket : C'est un sport joué par les personnes très grandes.

SECTION B2 : BACKGROUND STUDIES : FRANCOPHONE

- I. Les textes constitutionnels garantissent le principe de l'égalité entre les hommes et les femmes.
(3 pts)
- II. Les faits qui démontrent l'égalité entre les hommes et les femmes : La polygamie et toute discrimination sexiste sont interdites. (2 pts) On a un nombre égale des filles et des garçons à l'école. (2 pts)
- III. L'État assure les pensions alimentaires. (2 pts)
- IV. La vieille tradition fait référence au rôle important jouaient dans le fonctionnement de la cité.
(3 pts)
- V. Les avantages associés à l'émancipation des femmes : (2 pts) a) Leur statut social a une valeur, le respect et elles ont du travail comme les hommes.
Les problèmes associés à l'émancipation : Elles ne respectent pas leurs époux et elles sont agressives. (2 pts)
- VI. Les hommes et les femmes contribuent ensemble au développement d'un pays :
1. Les deux ont des enfants et ils leur donne l'éducation. 2. Les deux payent les taxes qui contribuent au revenu. 3. Les femmes et les hommes luttent pour la paix du pays,

P330/4 :

SECTION A : COMPOSITION

La distribution des notes pour chaque composition :

10 points		Les idées	
points		La grammaire	10
L'orthographe	05 points	Le vocabulaire	10 points
expressions	05 points	Les	
05 points		La cohérence	
		Les consignes	05 points

1. L'éducation des filles est la clé au développement des pays africains.

L'éducation fait référence à faire acquérir la connaissance de façon formelle et ordonnée dans un établissement scolaire. **Les filles** sont les êtres femelles.

C'est nécessaire d'instruire les filles pour des raisons suivantes :

- Ce sont les filles qui deviennent des femmes et mères de tous les personnes responsables pour le développement du continent.
- Elles sont à la base de la discipline des futurs hommes politiques.
- Elles préparent et surveillent des l'alimentation de toute la nation.
- Elles assurent la stabilité des nations individuelles et du continent.
- Elles sont les infirmières naturelles qui assurent la santé des personnes en charge du développement.
- Elles conseillent et guident leurs maris.
- Elles réconfortent leurs maris quand ils sont surchargés des responsabilités de bâtir leur continent.
- Le succès de beaucoup de personnes qui développent les pays du continent africain dépendent du foyer où on a des femmes instruites.
- Elles contrôlent les dépensent avec responsabilités, donc le revenu des nations africaines.
- Les femmes qui ont le niveau d'éducation suffisante travaillent plus que les hommes du même niveau.

(Les élèves peuvent donner beaucoup d'autres points positifs qui montrent l'importance d'une femme instruite)

2. La stabilité politique promeut le développement économique.

Quand un pays est stable dans toutes les affaires associées à la politique (le gouvernement, le parlement et les lois,...) c'est sur que la croissance économique est assurée.

- Les lois sont très importantes parce qu'elles donnent la direction à tous les hommes politiques et les citoyens/ les civils.
- La mise en place des élections des dirigeants assurent la stabilité.
- Quand on a les hommes politiques qui ne pratiquent pas la corruption.
- La provision des conflits entre les opposants du gouvernement.
- La provision des services essentiels et e base ex. la santé, l'alimentation...
- La mise en place des mesures importants pour s'assurer qu'il y a la paix entre les pays voisins.
- La mise en place des organes de sécurité

(Pour chaque point proposé il faut que les élèves y attachent l'argument qui accentue le fait que ceci promeut le développement. économique)

3. Les avantages de la fédération des pays de l'Afrique de l'Est.

La fédération réfère à l'association et à la coopération politique, économique et culturelle entre les cinq pays membres.

Les avantages :

- La coopération politique cordiale
- Le marché commun
- Les accords de paix
- Les impôts équilibrés
- L'amitié entre les citoyens de ces pays
- Le commerce profitable
- Les prix stables des marchandises échangés
- Le mouvement libre
- La sécurité fortifiée et assurée

4. Si vous étiez ministre de l'Agriculture de votre pays...

C'est une question très personnelle et on attend que les candidats donnent les points qui tournent autour du développement du secteur agricole comme :

- Mettre le secteur agricole en place prioritaire.
- Distribuer les graines de semence aux fermiers.
- Obliger les familles de s'engager dans les activités agricoles en ayant les jardins dans chaque domicile.
- Fournir les pesticides pour combattre les parasites agricoles.
- Former les jeunes à l'université en techniques agricoles.
- Donner des bourses aux fermiers pour échanger avec les pays forts dans le secteur agricoles comme la Hollande.
- Employer les spécialistes qui partageraient les techniques agricoles.
- Assurer l'achat des produits excédentaires pour encourager les fermiers.
- Interdire l'export des cultures vivrières.
- Réduire les impôts imposés aux produits comestibles.
- Prêter l'argent aux fermiers extensifs aux petits intérêts.

(Les candidats devraient expliquer comment ces points supportent la provision de la nourriture efficace).

SECTION B1 : Traduction en anglais

Electoral propositions

After failing to adopt a law on the question in the past parliament, the Conservatives promise to hold a referendum in upholding the United Kingdom in the European Union.

They wish to "protect the British economy from more integration with the Euro zone" ask to

end applying the European Convention of the human rights on the United Kingdom. Finally, the conservatives are campaigning by emphasizing that the possibility of a minority parliament could open the door to an alliance between other political groups, what would be a chaotic coalition'.

SECTION B2: Traduction en français

L'Israël se trouve au Moyen Orient sur la mer de la Méditerranée, et il se situe entre au milieu de trois continents : l'Europe, l'Asie et l'Afrique. Il est considérée comme la Terre Sacrée Biblique par les Juifs, les Chrétiens et tous ceux qui croient à la Bible, dont la plupart des sites sacrés sont à Jérusalem, sa capitale. L'Israël a été fondé par l'homme le 14 mai 1948 et il a la population d'environ 8 millions habitants, selon la Banque mondiale 2013.

A noter: Le candidat ne pourrait pas donner la traduction exacte donc il faut corriger tous les mots qui correspondent à la bonne traduction, compter et utiliser le calcul : $X/100 \times 25$ (X c'est le nombre de mot corrects) Ceci se fait pour chacune des traductions.

Total générale : **Section A = 50 points, Section B = 50 points.**

..... THE END.....

CRE P245/1 GUIDE

1. (a) Examine the nature of God as portrayed in Genesis 1 - 3. (13marks)

- ✓ God is pre-existent. His spirit was moving over water before His acts of creation
- ✓ God is the initiator of everything
- ✓ God is omnipotent as He used the command of "Let there be ..."
- ✓ God is a planner ie worked in an orderly way following the sequence of days
- ✓ God is spiritual ie His spirit moved over the water
- ✓ God is three persons in one; the trinity "And now we will make human beings..."
- ✓ God is a provider provided human beings with all kinds of grain and fruit
- ✓ God is a worker. He worked for six days and rested on the seventh day
- ✓ He is the source of life. He breathed a life giving breath into the nostrils
- ✓ God is immortal
- ✓ God is all knowing for He knew that Adam and Eve had eaten the forbidden fruit.
- ✓ God is omnipresent as He was with Adam and Eve in their hide out.
- ✓ God is all seeing for He followed Adam and Eve to their hiding place.
- ✓ He is patient for He gave time to both Adam and Eve to explain themselves
- ✓ God is forgiving He forgave Adam and Eve despite eating the forbidden fruit
- ✓ He judges all that people do.
- ✓ He is immortal for He pronounced death on Adam and Eve.
- ✓ God is omnipotent as He spoke with authority.
- ✓ God loves. He showed His love to Adam and Eve by clothing them.
- ✓ God punishes any form of evil.
- ✓ God is merciful as He continued relating with Adam and Eve.
- ✓ God is righteous for He punished Adam and Eve for wrong deeds.
- ✓ He is holy and cannot tolerate acts of disobedience.

(b) Discuss the character of man in the above chapters. (12marks)

- ✓ Man is a unique creature ie made in the image of God
- ✓ Man is equal before God
- ✓ Man is a procreator for God blessed them to have many children

- ✓ Man co-creators with God ie given the responsibility of bringing the world under control
- ✓ Man is a weak creature ie formed from the soil
- ✓ Man is a worker ie he was put in the Garden of Eden to cultivate and guard it
- ✓ Man is dependent on God. depended on God's provisions of all kinds of grain and fruit
- ✓ Man desires companionship ie was lonely before the woman was made from his own rib
- ✓ Man is a supreme creature ie put in charge of other creatures
- ✓ Man is knowledgeable that they would differentiate between good and bad
- ✓ Man is greedy
- ✓ Man is proud and arrogant
- ✓ Man is easily tempted
- ✓ Man is a liar
- ✓ Man is rebellious
- ✓ Man is unrepentant
- ✓ Man is a betrayer
- ✓ Man is selfish
- ✓ Man is disrespectful
- ✓ Man is disobedient
- ✓ He is unfaithful

2(a) Discuss the importance of the Passover celebration to the Israelites. (13marks)

- ✓ It marked the end of the Jewish slavery and exile in Egypt
- ✓ It proved the omnipotence of God
- ✓ It confirmed Moses as the leader of the chosen people of God
- ✓ It confirmed Israel as the chosen people of God
- ✓ It fulfilled the promises that God had made to Israel's ancestor, Abraham
- ✓ It signified God's protection over the people of Israel
- ✓ It revealed God's love for the people of Israel
- ✓ It became an annual religious festival in the Jewish calendar
- ✓ Israel became a monotheistic community
- ✓ Israel became a theocratic nation
- ✓ It created unity among the Israelites
- ✓ It separated the Israelites from the Egyptians
- ✓ It showed the holiness of God
- ✓ It proved the omnipresence of God
- ✓ It marked the beginning of prophetic institution in Israel
- ✓ It signified Israel as the firstborn sons of God
- ✓ It became the basis of teaching

(b) How significant is Jesus' death on the cross to modern Christians? (12marks)

- ✓ Christians should believe in Jesus Christ as the messiah
- ✓ Christians should believe in the resurrection of Jesus
- ✓ Christians should spread the good news of salvation
- ✓ Christians should repent their sins
- ✓ Christians should be ready for the second of Jesus Christ
- ✓ Christians should love each other

- ✓ Christians should forgive and reconcile each other
- ✓ Christians should resist temptation
- ✓ Christians should pray to God
- ✓ Christians should seek protection from God

3(a) Comment on Israel's obligations towards God Deuteronomy 6 and 10. (13 marks)

- ✓ Israel had to obey the commandments that God had given them
- ✓ The Israelites had to obey the Lord their God
- ✓ They were expected to worship God alone
- ✓ The Israelites were required to love the Lord their God
- ✓ They were to teach their children about the commandments of God
- ✓ Had to serve God with a lot of commitment
- ✓ Israel to recognize the supremacy of the Lord their God over all other gods
- ✓ Had to remember the greatness of the Lord upon settling in the Promised Land
- ✓ Had to treat the disadvantaged fairly
- ✓ Israel was required to be faithful to the Lord
- ✓ Israel had to praise the Lord their God
- ✓ The people of Israel to keep their covenant with God
- ✓ They were required to dedicate themselves to God alone and serve Him as His priests
- ✓ They were to make other nations know about the divine nature of their God
- ✓ They had to remain holy since they were serving a holy God
- ✓ They had to keep their promises God particularly that of obedience
- ✓ They had to thank God for the great things He had done for them

(b) Explain the obligations of Christians today towards the church (12 marks)

- ✓ Paying their tithe
- ✓ Participating in fellowship
- ✓ Participating in missionary journey
- ✓ Praying on a daily basis
- ✓ Going for pilgrimage
- ✓ Taking part in praise and worship
- ✓ Offering charity work
- ✓ Taking the Holy Communion
- ✓ Preaching the good news of salvation
- ✓ Fasting
- ✓ Active participation in bible studies
- ✓ Carrying out baptism
- ✓ Repenting their sins

4(a) Justify God's disappointment with Eli and his family (13 marks)

- ✓ Paid no attention to the Lord or to the regulations concerning sacrifices
- ✓ They were greedy for people sacrifices
- ✓ Used force to demand for the sacrificial meal from the worshippers
- ✓ Had sex with the women serving at the entrance of the Tent of the Lord's presence

- ✓ Disrespected their own father
- ✓ They were rude and arrogant to the worshippers
- ✓ The sons failed to copy the good example of their father
- ✓ They were proud of their status of being the priestly house
- ✓ They intimidated the worshippers
- ✓ They would pick the people's sacrifices using their three-pronged fork
- ✓ Eli's sons were quarrelsome
- ✓ The sons were so impatient with the worshippers
- ✓ The sons were also liars
- ✓ They were blasphemous
- ✓ Eli remained ignorant of the misconduct of his sons
- ✓ Eli allowed his sons to continue serving in the Lord's temple despite their misconduct
- ✓ Eli having honoured his sons more than God
- ✓ Eli was irresponsible as a father. He failed to control the misbehavior of his sons using his age and wisdom.
- ✓ Eli appointed his sons as priests without consulting the Lord

**(b) What lessons can modern Christians learn from the above disappointment?
(12marks)**

- ✓ Christians should always be contented or satisfied with their possession
- ✓ Christians should be patient in their service
- ✓ Christians should be morally upright
- ✓ Christians should obey the rules and regulations of the society
- ✓ Christians should humble themselves when serving other
- ✓ Christians should listen to the people they serve
- ✓ Christians are called upon to respect places of worship
- ✓ There is need for Christians to speak the truth
- ✓ Christians are called upon to serve God with holiness
- ✓ There is need for Christians to serve all people equally
- ✓ There is need for Christians to discipline their children
- ✓ Christians are called upon to realize and accept their mistakes
- ✓ Christians should offer their service with honesty and diligence
- ✓ Christians should consult God through prayer before doing anything
- ✓ There is need for Christians to worship only God
- ✓ Christians should repent their sins

**5(a) Examine the impacts of the building of the Jerusalem temple on the Israel community
(13marks)**

Positive Impacts

- ✓ It centralized worship at Jerusalem
- ✓ It united the people of Israel
- ✓ It promoted monotheism in Israel
- ✓ Became a reminder of the presence of God
- ✓ Symbolized God's protection over the people

- ✓ The temple attracted foreign visitors to the kingdom
- ✓ It boosted trade in Israel and with the neighbours
- ✓ It strengthened the diplomatic relations between Israel and her neighbours
- ✓ It was an administrative centre for the kingdom (1 Kings 8:14ff)

Negative Impacts

- ✓ It led to forced labour in Israel during the construction of the temple (1 Kings 5:13)
- ✓ It led Israel into a huge national debt
- ✓ It led to loss of twenty towns in the region of Galilee (Kings 9:10-11)
- ✓ The temple gave false security and protection to the people
- ✓ It promoted religious hypocrisy among the Israelites
- ✓ The Israelites took God for granted because of the temple
- ✓ It hindered repentance among the Israelites
- ✓ The people later worshipped the temple itself (idol worship)
- ✓ Promoted pagan practices in Israel
- ✓ The people of Israel to be over taxed
- ✓ It led to foreign influence in the kingdom
- ✓ It made the people of Israel proud and arrogant against their own God

(b) What are the impacts of the continued putting up of more church buildings in Uganda? (12marks)

Positive

- ✓ Increased gospel out reach
- ✓ More religious leaders are being ordained or are coming up
- ✓ Easy access to places of worship
- ✓ Vigorous preaching
- ✓ Creation of employment opportunities

Negative

- ✓ Exploitation of believers through over demanding for donation/support
- ✓ Conflict among religious leaders
- ✓ Ex-communication of religious leaders
- ✓ Emergence of false prophets
- ✓ Commercialized worship

6. (a) Analyse the circumstances that led Micaiah's prophesy about the death of King Ahab. (13marks)

- ✓ There was relative peace between Israel and Syria for 2 years
- ✓ King Jehoshaphat of Judah visited King Ahab of Israel
- ✓ King Ahab thought getting back Ramoth in Gilead from the king of Syria
- ✓ King Ahab sought the support of King Jehoshaphat
- ✓ King Jehoshaphat assured King Ahab of his support and readiness
- ✓ King Jehoshaphat suggested the need to consult the Lord first
- ✓ King Ahab called in 400 prophets and consulted them
- ✓ King Jehoshaphat inquired whether or not there was another prophet
- ✓ King Ahab recalled that there was a prophet named Micaiah
- ✓ King Ahab hated Micaiah because he could never prophesy anything good for him

- ✓ King Ahab sent one of the court officials to call prophet Micaiah
- ✓ The two kings dressed up in their royal robes
- ✓ The four hundred prophets continued to prophesy
- ✓ The court official told Micaiah that the other prophets had already prophesied success
- ✓ Micaiah swore that he would only say what the Lord would tell him
- ✓ Micaiah first predicted victory for the two kings
- ✓ King Ahab demanded the truth from Prophet Micaiah
- ✓ Micaiah foresaw the army of Israel scattered over the hills like sheep without a shepherd
- ✓ Micaiah revealed that the men of Israel had no leader
- ✓ He also requested the king to allow the army go back home in peace
- ✓ King Ahab was disappointed by Micaiah's revelation
- ✓ Micaiah told King Ahab to listen to what the Lord
- ✓ Micaiah revealed that four hundred prophets of Ahab told him lies
- ✓ Zedekiah, slapped Micaiah on the face wondering
- ✓ King Ahab ordered one of his officers to arrest Micaiah
- ✓ He was taken to the governor of the city and thrown in prison
- ✓ Micaiah warned King Ahab that he would only return safely if the Lord had not spoken through him

(b) In what ways should Christians today respond to persecution by the political leaders? (12marks)

- ✓ Christians should pray to God for protection, strength and guidance
- ✓ Christians should remain calm
- ✓ Christians should tolerate their conditions
- ✓ They should remain united
- ✓ Christians should continue preaching the gospel
- ✓ They should forgive and reconcile with persecutors
- ✓ Christians should be hope that their situations would change for the better
- ✓ Christians should continue showing love
- ✓ They remain happy that they persecuted because of the gospel
- ✓ They should guide and counsel political leaders
- ✓ They should seek peace

7(a) Discuss Amos' oracles of judgment and punishment on Israel (13marks)

- ✓ God would crush Israel to the ground making her to groan like a cart loaded with corns
- ✓ An enemy would surround and destroy Israel's defenses (3:11)
- ✓ Israel would be like a devoured sheep (3:12)
- ✓ The lord would destroy the altars of Bethel (3:14)
- ✓ The winter and the summer houses of the rich would be destroyed (3:15)
- ✓ The rich women of Samaria would be dragged away into exile just like fish on hooks
- ✓ God would sweep down like fire on the people of Israel (5:6)
- ✓ The rich people who obtained their wealth through unfair means enjoy them (5:11)
- ✓ There would be wailing and cries of sorrow in the city streets Israel (5:16-17)
- ✓ Israel would be taken into exile
- ✓ The people's feasts and banquets would come to an end (6:7)

- ✓ The Lord would give Israel's capital city and everything in it to an enemy (6:8)
- ✓ All family members would be wiped out and upon the Lord's command (6:9-11)
- ✓ A foreign army would occupy Israel's land (6:14)
- ✓ Amos saw the Lord sending a swarm of locusts (7:1-2)
- ✓ Amos saw the Lord preparing to punish Israel with fire (7:4-5)
- ✓ The Lord was determined to punish His people without changing his mind (7:7-9)
- ✓ The Lord revealed to Amos that the end had come for the people of Israel (8:1-3)
- ✓ The Lord would make the sun to go down at noon (8:9)
- ✓ The Lord would turn Israel's festivals into funeral (8:10)
- ✓ The Lord would make the people of Israel to shave their heads (8:10)
- ✓ There would send famine on the land of Israel (8:11)

(b) Why Amos come up with such oracles on Christians in Ugandatoday? (12marks)

- ✓ Sexual immorality like rape, defilement
- ✓ Exploitation and oppression of each other
- ✓ Corruption ie bribery, discrimination and embezzlement
- ✓ Prejudice
- ✓ Grabbing property like land
- ✓ Telling lies/making promises
- ✓ Murder
- ✓ Strikes/riot
- ✓ Inhuman torture
- ✓ Smuggling
- ✓ Use of magic or witchcraft
- ✓ Materialism
- ✓ Power struggle
- ✓ Pride and arrogance
- ✓ False teaching
- ✓ Alcoholism

8(a) Examine Hosea's prophesy on the future restoration of Israel (13marks)

- ✓ Israel would become like the sand of the sea, more than could be counted or measured
- ✓ The Lord would spare some of his people
- ✓ Israel would live in plenty again ie enough corn and fruits from their vineyards
- ✓ They would once again prosper in their own land
- ✓ Israel would once again be called God's people
- ✓ God would show love to Israel ie the "Unloved" would become "Loved"
- ✓ Yahweh would choose a leader for Israel from the line of David
- ✓ The Lord would make a new covenant with Israel
- ✓ The people would forget their differences and live as one people as was before
- ✓ God would answer their prayer as He did when they were still young
- ✓ Israel would return to monotheism
- ✓ The Lord would shelter His people making them to be like an ever green tree
- ✓ Israel would be famous as His chosen people once again
- ✓ The Lord would be a source of blessing to His people
- ✓ Israel would return to her land after a life in exile
- ✓ Israel would once again be peaceful ie their enemies would no longer attack them
- ✓ Israel would do away with their idol worship

(b) What is the relevance of the above prophecy to modern Christians? (12marks)

- ✓ Christians should worship only one God
- ✓ Christians should repent their sins
- ✓ Christians should forgive each other
- ✓ Christians should seek protection from God
- ✓ Christians should treat each other equally
- ✓ Christians should discipline their children
- ✓ Christians should love each other unconditionally
- ✓ Christians should tolerate the behaviour of each other.
- ✓ Christians should be patient with one another
- ✓ Christians should remain hopeful especially in times of difficulties
- ✓ Christians should keep or fulfil their promises
- ✓ Christians should accept their mistakes
- ✓ Christians should seek blessings from God

9 (a) Account for God's punishment of Judah during Isaiah's time (13marks)

- ✓ Rebelliousness among the people of Judah
- ✓ Corruption and bribery in the court of law (Isaiah 5:23)
- ✓ The people offered empty sacrifices to God
- ✓ The people cherished evil and hated good (Isaiah 5:20)
- ✓ The people trusted their own wisdom
- ✓ Women were too proud that they walked with their noses high in the air (Isaiah 3:16ff)
- ✓ The people were unrepentant (Isaiah 9:13)
- ✓ They turned and listened to fore tellers and mediums (Isaiah 8:19)
- ✓ The people asked for messages from the spirits and consulted the dead (Isaiah 8:19)
- ✓ Judah took Yahweh for granted (Isaiah 1:11-14)
- ✓ The people had become murderers (Isaiah 1:15)
- ✓ There was cheating and over charging in Judah
- ✓ The land of Judah was full of idol worship (Isaiah 1:29 and 2:8-9)
- ✓ Judah entered into alliance with foreign pagan nations
- ✓ The people were greedy (Isaiah 5:8ff)
- ✓ The people were over drinking wine (Isaiah 5:11-12 & 24)
- ✓ The poor and the weak were being exploited by the rich
- ✓ Money lenders oppressed the people of God (Isaiah 3:12)

(b) What is the significance of the above punishment to Christians today? (12marks)

- ✓ Christians should seek protection from God.
- ✓ Christians should trust God
- ✓ Christians should remain optimistic
- ✓ Christians should repent their sins so that they can be forgiven
- ✓ Christians should serve God with commitment
- ✓ Christians should endure suffering
- ✓ Christians should preach the good news of salvation
- ✓ Christians should speak the truth
- ✓ Christians should pray to God for their needs
- ✓ Christians should obey the rules and regulations governing them

- ✓ Christians should humble themselves before the people they serve
- ✓ Christians should treat each other equally
- ✓ Christians should forgive one another
- ✓ They should continue loving each other
- ✓ Christians should be patient with one another

10(a) Comment on the suffering Jeremiah encountered during his prophetic ministry (13marks)

- ✓ Jeremiah was ridiculed, scorned and persecuted
- ✓ He was pained to pronounce judgement upon the people he loved so much
- ✓ He was told that everyone in the land would be against, resist and oppose him (Jer.1:18-19)
- ✓ The people in Jeremiah's home town plotted to have him killed (Jer.11:18ff)
- ✓ He felt a lot of pain to see the wicked and the dishonest prosper (Jer.12:1ff)
- ✓ He had to quarrel and argue with everyone in the land (Jer.15:10)
- ✓ Jeremiah cursed the day he was born because of his suffering (Jer.15:10)
- ✓ He was beaten up, chained and arrested after his temple sermon (Jer.20:1ff)
- ✓ Jeremiah was forbidden from preaching in public by King Jehoiakim (Jer.20:9)
- ✓ His scroll was burnt by King Jehoiakim (Jer.36:20)
- ✓ The people conspired and refused to listen to his preaching
- ✓ He was tied up, thrown in a dry well and left alone to die (Jer.38:1ff)
- ✓ Felt tired of shouting and crying out words of violence and destruction (Jer. 12:1ff)
- ✓ Longed for the day he would revenge on those persecuting him but it never came to pass
- ✓ He endured the burden of carrying the wooden yoke (Jer.27:1ff)
- ✓ Jeremiah was among those the Babylonians captured and took into exile
- ✓ His friends would wait for him to make the slightest mistake for them to take advantage
- ✓ Jeremiah wished he was better off dead than alive
- ✓ He was arrested, imprisoned and fed on only a loaf of bread upon (Jer.37:11ff)
- ✓ He was forbidden from attending any feast in his entire life

(b) What lessons can the present day religious leaders draw from Jeremiah's suffering? (12marks)

- ✓ Religious leaders should seek protection from God.
- ✓ Religious leaders should trust God
- ✓ They should remain optimistic
- ✓ They should treat each other fairly.
- ✓ Religious leaders should repent their sins so that they can be forgiven
- ✓ Religious leaders should serve God with commitment
- ✓ Religious leaders should use the church for the rightful purpose
- ✓ Religious leaders should endure suffering in life
- ✓ Religious leaders should speak the truth
- ✓ Religious leaders should serve without fear and favour.
- ✓ Religious leaders should preach the good news of salvation
- ✓ Religious leaders should humble themselves in times of their troubles

11 (a) Discuss Ezekiel's teaching on the good shepherd hood of Yahweh (13 marks)

- ✓ Yahweh himself would look for sheep and take care of them
- ✓ He would bring his sheep back from all the places where they were scattered
- ✓ He would take his sheep out of foreign countries
- ✓ Yahweh would lead his flock back to the mountains and the streams of Israel
- ✓ Yahweh would let his sheep graze in safety in the mountains and valleys
- ✓ He would be the shepherd to his sheep and find a place for them to rest
- ✓ Yahweh would look for the sheep lost
- ✓ He would bandage the injured sheep and heal those that were sick
- ✓ Yahweh would only do what was right thus destroy fat and the strong sheep
- ✓ He would judge each of his sheep and separate the good from the bad ones
- ✓ Yahweh would rescue his sheep and never would they be ill-treated any more
- ✓ He Lord would give his sheep a king like his servant David to be their ruler
- ✓ Yahweh would make a new covenant with his sheep
- ✓ He would get rid of all the dangerous animals in the land
- ✓ Yahweh would bless his sheep with showers of rain when needed
- ✓ He would give his sheep fertile fields and put to an end hunger in their land

(b) How can religious leaders in Uganda show that they are good shepherds? (12 marks)

- ✓ Offering works of charity
- ✓ Offering guidance and counseling services
- ✓ Praying for the wellbeing of the people they are serving
- ✓ Constant home visits
- ✓ Organizing retreats, seminars or camps and conferences
- ✓ Preaching the good news of salvation
- ✓ Providing social services like education and health
- ✓ Performing miracles
- ✓ Organizing fellowship
- ✓ Creating employment opportunities
- ✓ Promoting the talents of the people they serve
- ✓ Acting as agents of forgiveness and reconciliation

12(a) Analyze the plight of the exiles in Psalm 137 (13marks)

- ✓ They were sorrowful and full of grief for what the Babylonians had done
- ✓ The exiles helplessly and hopelessly remembered the destruction of their city
- ✓ They were oppressed by their captors
- ✓ The exiles mourned for the loss of their homes and families
- ✓ Their captors mocked them to entertain them with songs of joy
- ✓ The exiles were tormented by their captors
- ✓ The exiles had a view that they could only sing to the Lord from their own land
- ✓ The exiles took it that the land in which they were was ungodly
- ✓ The exiles felt that they had left their God in their land
- ✓ Nothing at all could ever make them forget their city, Jerusalem
- ✓ The exiles wished they could go back to their land
- ✓ Their ways of worshipping had been interrupted by their captivity
- ✓ They lose their musical skills than forget their city and temple of God

- ✓ They were bitter that the Edomites rejoiced in their pain
- ✓ The exiles hated the Babylonian cruelty
- ✓ They were desperate to see Babylonian suffer in the same way

(b) In what ways can modern Christians be of help to the oppressed people?(12marks)

- ✓ By extending acts of charity
- ✓ Christians can offer guidance and counseling services
- ✓ Act as agents of forgiveness and reconciliation
- ✓ By organizing seminars and conferences highlighting the plight of the oppressed
- ✓ Providing employment opportunities
- ✓ Visiting the oppressed constantly
- ✓ Praying for and with the oppressed
- ✓ Preaching the good news of salvation
- ✓ Organizing fellowship
- ✓ Seeking external help
- ✓ Living an exemplary life

1(a) In which ways did the members of the apostolic age contribute to the maintenance of the Christian faith in the early age.

- _They lived communally and proclaimed message orally by word of mouth
- They shared material wealth bringing Christians together
- -They lived exemplary life following in the footsteps of Jesus as their role model
- _They associated with all kinds of people regardless of social-economic status
- -They carried out catechesis which equipped the converts with the fundamental teachings of Christianity
- _They mutually settled disputes amongst themselves
- _They sold their property and helped the needy
- _They performed miracles which accompanied their preaching e.g. peter and john healed at the beautiful gate of the temple
- _The leaders baptized the newly converted
- _they made missionary journeys e.g. Paul's missionary journeys throughout the Mediterranean lands of Europe
- -they celebrated the lord's supper/holy communion.
- -they defended the gospel from heresy/false teachings through public debates e.g. Apollos
- -leaders laid hands on the sick
- -they held communal prayers and would sometimes fast
- -they gave testimonies about God's work in their lives
- -they encouraged those facing persecution
- -they engaged in worship and all that it entails
- -some wrote encouraging letters.
- -some deacons were appointed to assist the apostles
- -they confessed their wrongs/sins to one another/ repented of them
- -they held agape feasts from time to time
- -some accepted to die as martyr's e.g. Stephen and apostles
- -they defended Christianity before the roman government/ wrote apologetic letters

11 Marks

(b) Show the way in which the Holy Spirit manifested itself in the early church.

- through baptizing the apostles and early Christians with the power/ authority to preach
- -enabled them to act boldly without fear or favor

- -enabled apostles to perform miracles e.g. peter and john who healed a lame man at the temple
- -enabled them to endure persecution and suffering
- -enabled the Christians to live morally good lives in the community e.g. loving one another
- -convicted Christians to sell their property and donate to those in need
- -by enabling Christians to live communally
- -through endowing the apostles and early Christians with the gift of the holy spirit
- Such as -faith, endurance, speaking in tongues, interpreting tongues, bold preaching, discernment, (any two of these as SH)
- Endowed them with the fruits of the spirit e.g. -love, kindness, patience, joy, peace
- -endowing the church with ministries such as teachers, evangelists, prophets, healers
- -converting the enemies of the church e.g. Paul and using them to minister to others
- Convicting Christians to confess and repent of sins
- -inspiring the writers to write gospels
- Writing letters of encouragement
- Guiding selection of the books which become part of the new testament
- enabling missionary journeys e.g. Paul
- Encouraging fellowships, worship, baptisms, Lord's supper despite persecution

13 marks

2 "The eyewitnesses of Jesus greatly influenced the spread of the gospel in the apostolic age" comment

- -apostolic age refers to the period of the early church during which the message was proclaimed orally by word of mouth between 30-64 A.D (SH)
- -the eye witnesses of Jesus greatly influenced the spread of the holy spirit in the following ways.
- Performed miracles e.g. peter healed the lame man at the temple gate
- Laid hands on the sick
- Baptized new converts Paul baptized 3000 converts
- Carried out catechism
- Performed acts of charity
- Endured persecution and suffering
- Accepted martyrdom
- Visited the sick prayed for and anointed them
- Exercised spiritual gifts e.g. spoke in tongues, prophecy
- Founded churches e.g. Paul in Galatia, Thessalonica, Corinth

- Wrote letters containing moral teachings e.g. Paul wrote to Ephesians
- Performed the Eucharist they encouraged believers to attend love feasts/agape meals
- They encouraged self-control in times of temptation
- They consoled and comforted believers who were suffering.
- Organized religious conferences e.g. Jerusalem council
- Wrote apologetic letters
- Appointed more people to serve the churching e.g. the seven deacons
- Settled disputes
- Held theological debates non issues like the law and faith
- Held fellowship
- Held fellowship meetings in their houses
- They led extemporary lives

However, other factors also helped in the spread of the gospel, namely

- The Holy Spirit
- Jesus 'command to the apostles to go and spread the good new
- Belief in the imminent Parousia
- The resurrection of Jesus
- Paul's dual citizenship
- The use of Greek language as an official language in Roman empire
- Development of literacy
- Presence of peace in Roman Empire

(20, 05 sh)

3(a) Justify the temptation of the Jesus in the gospel of mark

- He was being prepared for his conflict with the devil during his ministry
- He was being prepared for endurance of temptation in his ministry
- To show the role of the holy spirit in Jesus' work it led him to the wilderness
- To show believers the need to resist the devil as a good fight of faith
- To show the need for constant prayer during temptation
- To urge believers to refer to scriptures when undergoing temptation
- To show that temptation is part of human life
- To show that believers have the ability to overcome temptation
- to show believers that God is always willing to help believers overcome temptations
- To show that Jesus is a spiritual messiah
- To prove to the believers that Jesus resisted the Satan right from the beginning

- To enable believers to be on guard against the devil
- To prove that Jesus is a Divine being
- To equip Jesus for the future temptation in his ministry
- For him to receive inspiration of the Holy Spirit to start his public ministry

(12 arks)

(b)Asses the effects of temptation to modern Christians

Positive effects

- Strengthen their faith
- Enables them to repent of their sins
- Encourages them to read tread biblical scriptures
- Enables Christians to pray to God so as to resist the devil
- It tests their faith giving them a chance to grow in spirit
- Enables Christians fast to overcome the devil
- Enables them to develop self-control
- It builds their love for God when they overcome temptations

Negative effects

- May lead them to commit sin
- They lose their faith
- May curse God thinking he is the source of temptation
- May backslide
- Make them to waver in faith
- Cause suffering if they fail to resist
- May revert to pagan practices
- May destroy their souls if they fail to repent

8pos, 5neg

4 “she came in the crowd from behind him saying to herself if I just touch his cloak I will be made well” mark 5:27-28

(a) Discuss the meaning of the above incident in the Mark’s gospel

- The healing of the woman with a blood flow meant that Jesus was indeed Divine(was healed instantly yet had suffered for long time)
- The healing meant that Jesus was human had compassion for those who were suffering.

- That he was the messiah who could heal by mere touch
- That had come to reveal the glory of the kingdom
- That those with total faith in him were to benefit from the ministry
- The miracle of the woman increased the faith of those present after Jesus asked who had touched him and the woman identified herself
- The healing exposed the lack of faith of the disciples who wondered how they could tell who had touched Jesus when he stopped to ask amidst the crowd
- The healing meant that Jesus had divine power to heal
- The healing meant that Jesus was indeed the son of God
- that Jesus was the savior of the world
- that he come to fulfil the old testament scriptures of restoring the health of the sick like child of the widow
- that there is nothing impossible with Christ
- That he is the answer to all problems/ way to the kingdom

13 marks

(b) What lessons can modern Christians learn from the above incident

- Should believe in Christ the son of God
- Should accept Jesus the savior of the world
- Should have total faith in Christ like the woman with the blood flow
- Should trust in the Lord
- Rely on the lord at all times
- Should be steadfast in the lord
- Should stand firm in faith despite challenges
- Should seek for healing in the lord
- Should turn to the lord for healing
- Pray for healing in Jesus 'name
- Rebuke the devil/ sickness in Jesus' name

12marks

5 In the gospel of mark, James and John asked to sit on the right and another on the left in his glorious kingdom

(a) Explain what was wrong with the request of James and John

- -their request was wrong because it was secretly done away from other disciple
- -it was wrong because it was an expression of lack of faith
- They were taking Jesus for granted asking for what they didn't deserve
- They were being inconsiderate to other disciples who were not present
- They were being over ambitious
- They were behaving like self-seekers
- They were trying to corrupt Jesus

- They were behaving in an opportunistic way
- They were trying to divert Jesus' opinion
- They were behaving like discontented people
- They were being unreasonable
- They were seeking for special favour in the wrong way

12marks

(b)Examine the relevance of this request of James and John

should have faith in the lord unlike James and John

- Should trust the lord
- Should rely on the word
- Should believe in Jesus' message of salvation
- Should be content with God's provision
- Should accept the positions God puts them in
- Should be grateful with what God has blessed them with
- Should submit to the will of God
- should accept to be humble in the service of the lord
- should be fair to others in the service of the lord
- should be considerate to their bosses
- they should lower themselves in the service of God
- should be ready for whatever assignments given to them should resist whatever temptation

12 marks

6 Analyze the characteristics of the gospels of John and Mark

John

- Has an opening prologue
- The prologue is also the summary
- Characterized by signs
- Has different arrangement timing and of events
- Jesus regularly refers to God as the father
- Uses the Iam sayings
- Presents Jesus' passion events
- Characterized by referring to the message as the word of the truth
- It is a gospel of numbers
- It is a gospel of symbols

- Exposes messiah ship of Christ
- Emphasizes Christ as son of God
- Emphasizes Jesus' ministry in Judea
- Jesus teaching in long discourses
- A lot of theology and philosophy involved
- Humanity
- Divinity
- Judgement of Christ
- Jesus' mission is universal
- Transformation from old to new order

13marks

Mark

- Salvation is gradual
- Jesus son of God
- Explain why called Jesus the Christ
- Messianic secret
- Universal
- Messiah ship
- Message is about kingdom
- Short gospel/ brief
- Poor grammar
- Greek style of writing
- Present tense
- Incomprehensive statements
- Action gospel
- Jesus' ministry is in galilee
- Miracles
- Fewer parables
- Mainly for gentiles
- Vivid expresses of Jesus' mission
- Open opposition from teachers of the law
- Urgency
- Suffering messiah
- Good news of Christ

12 marks

- 7(a) **Discuss the unique features that distinguish the discourses of Jesus in the Gospel John**
- They are lengthy in duration
- Jesus is very involved by answering people's questions e.g. Samaritan woman asked Jesus where he would get life giving water without a bucket
- Jesus explains message for people to understand the message e.g. nicodemus
- Jesus intends to make them believe in him e.g. Martha and Mary about death of their brother Lazarus
- Jesus wants them to see and appreciate the power of God
- Intended to convert listeners
- Intends to show the way to the father
- To develop faith of the listeners
- Demonstrate that he comes from the father
- They urge listeners to accept the word because it is the truth
- They reveal his messiah ship
- Prove Jesus' son ship to God
- They increase the faith of those involved e.g. nicodemus
- They help to proclaim the message

12 marks

(b) what lessons are there for Christians from the discourse of Jesus with the Samaritan woman

- learn to proclaim the message like the Samaritan woman
- should seek clarification on things they don't understand
- should believe in Christ
- should have faith in the lord
- should draw others to the lord
- should trust in the lord
- should accept Christ as the savior
- should repent of their faults
- should change in behavior after receiving messages
- should be all embracing in interacting with people
- should worship only one God
- should give up materialism for the lord
- should search for inspiration of the Holy spirit
- should be hospitable to those who want to learn
- should put all their hope in God
- should be good disciples
- should love one another

13 marks

8(a) Examine the significances of Jesus' appearances to the disciples at lake Tiberius in the fourth gospel

- It showed that Jesus really resurrected from death
- It showed Simon peter as the leader of the disciples
- Exposed the lack of understanding of Jesus 'disciples i.e. they didn't know first that it was Jesus
- Jesus takes the initiative as the logos i.e. he asked the disciples whether they had caught any fish and helped them to get some
- It showed Jesus 'divinity i.e. when he ordered them to throw the net into the water they were able to catch a lot of fish
- It showed Jesus' humanity i.e. Jesus ate with his disciples
- It showed growth of the Christian faith is a gradual process i.e. at first the disciples didn't recognize Jesus but later they came to understand him
- The feeding of the disciples on the disciple son bread and fish reflected the sign of feeding the people
- Showed the messiah ship of Jesus i.e. disciples referred to him as lord
- The 153 different types of fish that were caught shows abundance in God's kingdom
- Showed the love of Jesus for his disciples enabling them to catch fish
- Showed the disciples becoming witnesses to the resurrection of Jesus
- Strengthened the faith of the disciples
- Peter's jumping into the water was sign of baptism

12 marks

(b)In what ways does Jesus appear to the Christians Today?

- Through miracles
- Through visions
- Through dreams
- Through church songs and hymns
- Through prophecy
- Through answered prayers
- Through spiritual gifts e.g. speaking in tongues
- Through being born again
- Through conversion of hardened criminal e.g. murderers
- Through scientific discoveries of modern medicines e.g. vaccine for pneumonia in children
- Through accident survivors
- Through making barren/ impotent persons to bear children after they are prayed for
- Through healing people with incurable ailments

13 Mark

*******THE END*******

ACEITEKA JOING MOCK EXAMINATION 2017
CRE P245/3
UACE MARKING GUIDE

1. (a) Discuss the importance of circumcision in the traditional African society.

- Circumcision was a public recognition that an individual was graduating from childhood to adulthood.
- Provided identification mark for recognition as a member of a given community
- Provided the youth physical training that cultivated courage, endurance and perseverance.
- It promoted unity among people in the community and society in general.
- Blood shed during circumcision bound the person to the land and consequently to the departed members of his society.
- Initiated an individual into marriage since one was now considered an adult.
- It offered spiritual blessings to an individual as ancestors could be invoked to witness the occasion.
- Promoted unity in the society
- It was a sign of obedience to the community and cultural norms
- Offered a platform for sex education as the circumcised would be seriously engaged in learning a lot about sex in marriage.

- Qualified the individual for full responsibility at home.
- Promoted good health as it reduced cases of containing sexually transmitted diseases like gonorrhea and syphilis.
- Gifts to the one circumcised *AT-011 SH-02*

(b) Account for the condemnation of some African traditional rituals

- Some African traditional rituals deserve to be condemned because of the following reasons;
- Some were very painful for normal human life such as circumcision and female genital mutilation since no pain killing herbs were used.
- Some caused health hazards that involved in severe bleeding for boys and girls.
- Some rituals violated the sex rights of girls and their liberty to enjoy sex which is a gift from God.
- Some rituals violated the right to life for instance human sacrifice.
- Undermine God's image through putting off some body parts.
- Some rituals denied people the right to make personal choices for instance parental choice of a marriage partner.
- Some rituals involved use of obscene language.
- Undermined the role and influence of the young and women who were often considered to be inferior and unclean.
- Created classes in which females were suppressed.
- Took long to heal developed into blisters *CH-11 SH-02*

2. "In African traditional society everyone was expected to marry".

Comment (25)

- Yes it is true in African tradition everyone was expected to marry.
- Marriage was necessary for the existence and continuity of the society.
- It was a way of showing belongingness to a particular society.
- It was the only avenue for enjoying sex.
- Sex in marriage was a remedy to other forms of sex misuse committed by the unmarried.
- Polygamy was highly valued for it was a symbol of status and prestige. This solved the problem of excess women.
- Marriage provided a link between the living and the dead through renaming of children after the dead.
- Widow inheritance was practiced.

- Bride wealth was very much respected as a seal of marriage. This in a way made parents to encourage their daughters to get married.
- Marriage was for companionship without which one would stand to be lonely.
- Marriage was a source of prestige as such all wished to be married.
- Sex education prepared the young for marriage.
- There was parental choice of a marriage partner.
- Virginity was highly valued until marriage. Those found to be virgins were given respect and honor.
- Marriage was the only avenue for producing children.
- Initiation rituals prepared the youth for marriage such as circumcision.
- Marriage was a sign of adult hood.
- Marriage created social relationship and bonds. However under certain circumstances one would remain unmarried.
- In case one was married to the spirits (ancestral spirits)
- In case of madness one would remain single.
- In case one was found to be impotent.
- Women/men who served as divinities.
- People with anti-social behaviours. *AT + 15 SH-03 AT-07*

3. (a) **Examine the ways in which traditional Africans approached the spirit world.** (12marks)

(b) **Compare the traditional African approach to that of Christians.** (13marks)

(a) Africans approached the spirit world through the following ways:

- Africans approached the spirit world through prayers in which they expressed their human wants to divine beings such as ancestors and God.
- Through offerings which included material and physical things that were given to God and ancestors.
- Singing and dancing to please the ancestors and God.
- Celebrating life events such as rites of passage which included birth, naming, marriage and death.
- Through diviners there were people who had powers to foretell the future.
- Whispering messages to the dead so as to pass it on to the ancestors.
- Observing of initiation ceremonies so as to keep in touch with the ancestors.

- Having respect for elders who were believed to be near to the spirit world.
- Visiting holy/sacred places like mountain, hills, water falls, caves among others.
- Sacrificing animals and birds to gods and ancestors.
- Carrying on names of the ancestors so as to appease those that were in the spirit world.
- Observing of taboos in the different societies.

(b) Similarities between African tradition and Christian approach to the spirit world:

- In both there is prayer as a key doctrine to approach the spirit world
- Respect for elders is common in both.
- In both there is visiting of sacred places.
- In both there is respect for leaders who are believed to have special knowledge about God.
- In both there is respect for rites of passage.
- In both there is respect for intermediaries.
- In both there is giving of offerings.

Differences

In African traditional society:

- Sacrifices would be given while to Christians Jesus was the final sacrifice.
- In African tradition circumcision was one way of approaching God whereas in Christianity it's through baptism.
- In African tradition they believed in ancestral worship while Christians pray through saints.

4. (a) Evaluate the impact of missionary activities in East Africa.

Missionary activities had the following positive impact in East Africa:

- Developed African commercial agriculture which equipped Africans with a source of income.
- Helped in development of legitimate trade through the development of commercial agriculture.
- Led to spread of Christianity.
- Introduced high value goods which uplifted people's livelihood.
- Taught people how to read and write.
- Developed health centers and in away saved Africans from deadly diseases.
- Provided employment to Africans as catechists and priests which earned than income.
- Contributed to civilisation of Africans who gradually abandoned backward African cultural practices.
- Promoted the dignity of women through preaching equally and providing women with education and employment.
- Promoted linguistic study with Ludwig Krapf publishing the first Swahili dictionary.
- Eased transport through the construction of roads.
- Opened up East Africa to the outside world making it cease to be a dark region.
- Improved on the peoples' standard of living given peoples incomes which were boosted through the introduction of cash crops.

CH+11 SH-03 CH-09 SH-02

Negative effects

- Missionary activities laid ground for colonization of East Africa.
- Resulted into religious wars which claimed lives of many people of East Africa.
- Divisions among people based on the different religious denominations.
- Undermined the development of talents since instruments such as drums and xylophones where perceived as being satanic.
- Loss of cultural values since missionaries interpreted most cultural norms as being satanic, and backward
- Breaking up of families to match with the Christian values such as monogamy.

- Disobedience towards tradition leaders as people changed their allegiance from the traditional leaders to the missionaries.
- Loss of independence since the coming of missionaries foreshadowed the coming of colonialists.
- Decline in the African craft industry

5. (a) Discuss the contribution of Ludwig Krapf in the spread of Christianity in East Africa (12 Marks).

- Ludwig Krapf was the first missionary to express interest into coming to East Africa in 1837.
- He established friendship ties with the coastal Muslim Arabs such as Sultan Seyyid said thereby laying a foundation for the spread of the gospel.
- He constructed the first mission station at RabaiMpya in 1846
- He translated the dictionary and part of the New Testament into Kiswahili.
- He eased tension between the British and the Germans in East Africa.
- He preached against slave trade and slavery.
- He build the first school at RabaiMpya where Africans were trained literacy, civilisation and bible study.
- He carried out expeditions as an explorer which attracted many other missionary groups
- He converted people into Christianity especially the Chagga and Galla.
- He represented the church missionary society at the coast.

(b) Examine the challenges that the early missionaries faced in East Africa.(13marks)

- The early missionaries faced the following challenges in East Africa.
- Unhealthy competition and rivalry between themselves that is Catholics and Protestants over converts.

- Hostility from some African tribes like the Akamba and the Nandi
- Tropical diseases like Malaria and sleeping sickness which claimed their lives for instance wife to Ludwig Krapf shortly after arriving at the coast of East Africa.
- The threat of wild animals especially lions (the man-eaters) of Tsavo.
- Poor transport due to impenetrable forests in the interior.
- Theft by the robbers and their potters who could steal their property leaving them without facilities.
- The threat of Islam which had already spread at the coast.
- The hostile tropical climate characterized by heavy rains and not temperatures. This threatened the lives of the missionaries.
- Inadequate finances to facilitate their work of evangelization.
- Language barrier.
- Influence of African traditional religion, Africans were deeply rooted in their traditional faith therefore making it hard for the missionaries to change them.

6. Account for the religious confusion at the court of the Kabaka towards the end of the 19th century. (25 marks)

- The death of Kabaka Muteesa I of Buganda, a mature, experienced and tactful leader.
- The rise to office of the young inexperienced leader i.e. the 18 year old Kabaka Mwanga.
- Buganda's autocracy that made the king to have unquestionable powers.
- The unethical character of Kabaka Mwanga trying to induce people into homosexuality especially convert who were at the same time pages
- Ill advice given to Kabaka Mwanga by the Prime Minister Mukasa against Christianity.
- Influence of African traditional religion which was threatened by the rise of Christianity.

- Buganda's traditional belief that a foreigner from East would erode the independence of the Baganda.
- Buganda's desire to preserve their cultural heritage.
- Conflicts among missionaries over converts, these were between Catholics and protestants
- Disobedience among the pages
- Imperialistic designs of the foreign religions which presented the political interests of their home countries.
- Struggle for political favours from Buganda kingdom by each religion.
- The influence of Arab Muslims xxx continuously denounced Christianity
- Influenced of Captain Fredrick Lugard who in 1890 allied with the Protestants to fight the Catholics.
- Buganda's desire to protect and preserve her independence against the European imperialism led to a confusion and hence disagreements which later turned into wars.
- The unhealthy teachings of religions against one another as ungodly caused mistrust and hence resulting into wars.
- Struggle for more converts by Catholics and Anglicans.
- Christian disagreements over the distribution of political offices in Buganda.
- Islamisation of Buganda
- Mwanga's plan to chase away foreigners
- Burning of palace granaries
- Influence/ wrong advice from the prime minister mukasa
- Death of kabaka mwanga's mother whom he attributed to the missionaries

7. (a) Discuss the ways in which indigenization of Christianity has been achieved in East Africa. (13 Marks)

- Indigenization or enculturation refer to the incorporation of some African ways of life into the church.
- Christianity has been indigenized through the following ways;
- Adopting African names as Christian names for instance Kizito, Balikuddembe etc.
- Conducting prayers in local languages
- Translating the Bible into local languages.
- Enculturation of offertories. Some offer millet, eggs, bananas etc.

- Accepting African ways of dressing.
- Presiding over ritual ceremonies like funeral rites.
- Accepting the payment of bride wealth.
- Accepting African musical instruments to be used during worship such as drums and xylophones.
- Africans becoming/serving as missionaries thereby disseminating the gospel to different places. Such as Adrian Atman.
- African Art and symbols are used in the church such as Art paintings of Jesus Christ.
- African independent churches were recognized and accepted by the missionaries.
- Recognizing customary marriage before church marriage.

(b) Analyze the challenges that are associated with indigenization. (12 Marks)

- Inculturation has led to emergence of cults and occults.
- Some practices have induced people into sex misuse especially the provocative African dances.
- Discouraged some people from joining Christianity.
- Indigenization has led to further splitting of the church.
- It has led to pride and arrogance among some African church leaders.
- Made some churches to be associated with witchcraft.
- It has increased competition from the African traditional religion.

- Indigenization has resulted into changing of high bride wealth hence scaring away people from church marriages.
- It has led to emergence of more independent churches.
- It has increased divisions within the church.

8. (a) Discuss the characteristics of the Islamic faith.

(13marks)

- Belief in Allah as the creator.
- Belief in ritual prayers (salat) which must be performed five times a day.
- Prayers and teachings are conducted in Arabic language
- Muslims use the Quran as their holy book with verses revealed to Mohammed by God.
- Muslims believe in life after death and the Quran emphasizes bodily resurrection.
- Islamic faith emphasizes a belief that prophets are human not divine and some are able to perform miracles to prove their claims.
- Islamic faith has got the star, moon and the sun as religious symbols.
- Emphasizes moral conduct as such tough punishments are recommended to offenders. It's totally against prostitution and stealing.
- Islamic official day for prayer is Friday and it's referred to as Juma.
- Islamic etiquettes include wishing others peace "assalamalaykumu", using only the right hand for eating and drinking.
- It maintains the sharia law which constitutes a system of duties that are incumbent upon a Muslim by virtue of his/her religious belief.
- It has got food prohibitions which includes pork, blood and alcohol marriage in the Islamic faith consists of an offer and acceptance between two qualified parties in the presence of two witnesses. The bride receives a gift from the groom referred to as Mahr.
- Marrying up to a maximum of four on the side of man in case he can treat them equally. However a woman is allowed to be married to one man.
- Islam emphasizes making of holy journeys/pilgrimages to Mecca at least once in a life time.
- Emphasizes fasting during the month of Ramadhan. It's aimed at bringing people closer to Allah(God).

(b) Explain the contribution of Islam towards the development of education in East Africa. (12marks)

- Islam led to establishment of schools that is primary and based on Islamic principles
- The education system in East
- African countries consider Islam as one of subjects in their curriculum.
- Madrasa education which mainly cherishes the Islamic principles provoked Muslims to enroll for the secular education.
- Construction of hospitals which are Muslim-founded provided a basis for secular education as courses like medicine require learners to be affiliated to a certain hospital.
- Muslim founded institutions train teachers who help in imparting of knowledge and skills to learners in the different schools.
- Scholarships are given to learners in Muslim founded schools.
- Islamic faith has helped to instill discipline in the learners therefore creating a conducive environment for learning.
- Funding from the countries of origin of the Islamic faith has resulted into construction of infrastructure in terms of roads school buildings, mosques all of which have aided the development of education.

9. To what extent should a Christian participate in politics? (25 Marks)

- To a greater extent a Christian should participate in politics
- A Christian is the light of the world and salt of earth therefore must shine in the darkness of politics
- The fear of the lord is the beginning of wisdom therefore Christian having this wisdom better they engage in politics to use it.
- Both Christians and politicians are set to uphold the fundamental rights of mankind therefore the two need to operate jointly.
- Christians should participate because even Jesus submitted to political authority.
- God raises leaders as such Christians should participate in politics
- All authority comes from God hence political authority is God given therefore need to participate.
- It's a duty of Christians/church leaders to fight social injustices and this can only be done by participating in politics.
- Christians have the capacity to overcome temptations because they are guided by the holy spirit as a result they should participate in politics to check temptations like rigging and corruption.
- Jesus himself came into the world which was so sinful in the same way Christians should participate in politics much as it is dirty.
- Christians have dual citizenship for they belong to both heaven and the world therefore they should participate in politics.
- A Christian is in position to save the world.
- St. Paul says disobeying of civil authority is equivalent to rebelling against God therefore a Christian should participate in politics since it's approved by God.
- Jesus supported the payment of taxes to the emperor.
- Christians need to participate in politics to pray for political leaders.

However Christians should not participate in politics because of the following reasons:

- Politics is associated with telling lies.
- It's difficult to serve two masters at ago for one may neglect God due to politics.
- Participating in politics may lead to loss of life.
- Politics involves temptations.
- Incase politics involves engaging in witchcraft.

- In case it is to deprive one of time to worship God.
- In case politics involves persecute innocent people.
- In case politics involves corruption and embezzlement.

10. (a) Account for the rise of independent churches in East Africa. (12 marks)

Independent churches are churches that broke away from the mainstream churches mainly due to doctrinal and leadership reasons.

The reasons for the rise of these churches include the following:-

- Translation of the Bible scripture into local languages
- Use of foreign languages in worship like Latin, English and French which limited African participation in church affairs.
- Claim by some Africans to have been inspired by the Holy Spirit.
- Influence of Pan-Africanism of Marcus Garvey through his magazine, the Negro World inspired Sparta's of the African Greek Orthodox.
- Missionary education to Africans as catechists and priests equipped them with the required knowledge to run churches on their own.
- Too many restrictions in the mainstream churches compelled some Africans to form their own churches for liberty concerns
- Colonial entrance in the offer of social services especially education and health made some Africans to neglect missions.
- Missionary dislike to Africanize church leadership prompted some Africans to establish their own churches.
- Missionary disregard for women made some Africans to break away for gender reasons.
- Reaction to European missionary segregation in church especially when it came to offering of social services in which Africans were undermined.
- Missionary double standard as imperialists compelled some Africans to denounce their churches.
- Cultural clashes between Africans and missionaries made the former to start their own churches to safeguard their cultures.
- The African offer of the same services from 1920's made some Africans to breakaway.
- Missionary open conflicts especially between Catholics and Protestants.
- Introduction of the boarding schools

■

(b) What are the main characteristics of African independent churches?
(13 Marks)

- Practice emotional worship, for they are loud while praying, usually cry etc.
- Emphasize African forms of Christian expression in Music, dance and prayer
- They believe in the authority of a gathered force church that is free from xxx interference.
- Built on personality therefore stand a risk of disappearing following the death of their leaders.
- Emphasize high moral conduct opposing the missionary quarrelsome life rivalry and conflict.
- Practice adult baptism by immersion
- Mainly a movement led by common people not well educated.
- Emphasize the teaching of the Old Testament.
- Have a less restricted qualification to membership and baptism.
- Most independent churches reject anything foreign such as western medicine, education and language.
- Maintain the African sense of community and togetherness with a lot of concern for one another.
- Believe in charismatic abilities and authority.
- Relate Christianity to African forms of cultural initiation like circumcision.
- Believe in unity of the soul and body.

11. (a) Account for the rise of women liberation movement. (13marks)

Women liberation is the struggle to free all women from all forms of injustices and oppression.

- To enable women have their freedom as provided for in the fundamental human rights declaration of 1948.
- To acquire equality in matters of education, economic status and general well-being.
- Desire for independence by women in terms of decision making in matters of marriage and family size.
- Need to overcome all forms of exploitation and oppression by men especially in homes, places of work and churches

- Need to eliminate all forms of discrimination against women for instance relating to food taboos.
- Need to create a harmonious living environment between man and woman who should be partners in the struggle.
- To restore the glory and position of a woman as a child bearing person.
- To free women from the oppressive cultural practices like female genital mutilation.
- Need by women to participate actively in the religious matters.
- Need to acquire and own property especially at the death of their husbands.
- To fight the mistreatment imposed on to them. Women are out to fight the habit of domestic violence, wife battering and marital rape.
- Need to overcome male domination and superiority especially in matters of family management.

(b) Assess the effects of women liberation movements.
(12marks)

Positive effects

- Some women today contribute to family income especially those who are employed.
- Today a number of girls enjoy equal education opportunities with boys.
- Some women are respected due to their distinguished roles in families and society.
- Today women are able to play significant roles in politics as members of parliament and ministers.
- Women today are acting as religious leaders and these have helped in winning of many souls. For instance Joyce Mayor.
- Women have the freedom to enjoy family planning methods to control birth and live health lives.
- Some women today own property in families and this has promoted hard work and living responsibly.
- Women have been freed from bad cultural practices like female circumcision, forced marriages and wife inheritance.
- Both men and women work towards the development of the society through paying taxes.

Negative effects

Women liberation movement has increased divorce as women over push for their rights.

- Some women have ended up leaving family responsibilities to house girls because they want to be equal to men.
- Some women and girls have ended up into prostitution as they struggle for economic empowerment.
- Some women dress indecently knowing that no one can rebuke them.
- Because of stubbornness of women, some men have resorted to concubines to escape from the pigheaded housewives.
- Increased number of single parents.
- Some women end up taking their husbands to courts of law where men are harassed by women lawyers of FIDA.

12. (a) Examine the causes of family break ups in Uganda today.

(13marks)

- Cruelty and violence on the part of man.
- Unfaithfulness especially on the side of women.
- Long separation due to education, work and imprisonment.
- Contracting of sexually transmitted diseases like AIDS
- Laziness resulting into failure to meet the basic necessities of life.
- Barrenness of women
- Poverty, that failure to meet the basic needs of life.
- Anti-social behavior such as theft, selfishness and witchcraft.
- Bad role models.
- Alcoholism making some people neglect their responsibilities as family heads.
- Influence of drugs like cocaine making some people turn out to be a public nuisance.
- High cost of living.
- Differences in political ideologies.

(b) What can the church do to address this challenge? (12 Marks)

- The church can organize seminars for the family heads to remind people of their roles in families.
- Open up employment ventures to boost people's incomes.
- Emphasize reconciliation among family members
- Emphasized the reading of scriptures to realize the need for permanence in marriage.
- The wrong partner should be willing to forgive since we are all sinners.
- The church should urge partners to seek pastoral guidance from priests.
- Christians should be taught that what God has put together no man should put a sunder.
- The church should urge couples to be patient.
- The church should urge people to pray to God just like Hannah.

*****END*****

CHRISTIAN RELIGIOUS EDUCATION P245/4
CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES
ACEITEKA JOINT MOCK EXAMINATIONS 2017

SECTION A: SEX; MARRIAGE AND FAMILY

1[a] Account for the increasing acts of permissiveness in Uganda.

-Permissiveness refers to a situation where people base on the principal of total freedom to do whatever they want regardless of its effects on the society.

-In a permissive society there is a rebellion against the established authority and the absolute moral principles which they reduce to being useless and unfair. The following are the causes of increased acts of permissiveness.

NOTE: The candidate must explain the points clearly in order to earn the first mark, after the candidate can earn the second mark with a relevant specific example indicating: Who, What, When, Where, Why. / *SH Definition PS-09 SH-02*

-Decline in religious conviction-people fail to get satisfied with religious morals which don't seem to pay immediate material benefits and decide to do whatever pleases them.

-Formal education encourages people to question the traditional morals and accepted norms under the guise that, such traditions are out dated, hence they take on a life style that pleases them regardless of its effects on society.

-The loosening family ties, the young people normally ignore the advice of their parents and relatives whom they brand old fashioned and outdated.

-Affluence, the desire to accumulate wealth has made people to engage in unaccepted acts like prostitution, gambling and sell of drugs.

-Influence of mass media, this publishes pornography, unscrupulous advertisements and immoral behavior, e.g. in 2014 pictures of Ugandan local artist Desire Luzinda

were leaked to the public through the social media by her Nigerian boyfriend Franklin showing her nudity and soon after that many socialists began posting their nude pictures through social media.

- Bad examples from respected adults who engage in sexual immorality, indecent dress code all are copied by the young ones.

- Political instabilities, this causes insecurity in society giving room to a lot of immoral character to thrive.

- Unguided leisure activities, leisure centers have turned out to be centers where immorality thrives.

- Influence of drugs and alcohol, this affects ones judgment, reasoning capacity and gives them excessive energies to carry out any illegal acts.

- Weak enforcement of government policies giving giving room to people to engage in immoral acts.

- Influence from the western liberal culture, this tolerates homosexuality, some countries have legalized prostitution, abortion causing some youths in Uganda to take on these habits.

- Poverty, people are forced into immoral habits such as prostitution, homosexuality as a means of survival.

- Frustrations and disappointment, some people who are infected with STDs are frustrated and aim at infecting others, some due to frustrations pour Acid on others,

- Misconception of women empowerment, some women have misused the women liberation movement to mean it's their right to engage in an act even when it affects society negatively e.g. the indecent dressing.

- Children's rights, some parents have relaxed disciplining their children and this has left the children to behave in a permissive well knowing the limitations of parents.

- Irresponsible parents, they have no time for their children.

- Bad peer influence, bad company ruins good morals, the young are influenced by their friends mostly in a negative way into gang raping, using drugs.

- Science and technology, there are many inventions leading inventing sex machines for sex satisfaction, dildos, and pills. Condoms

-Too much unguided love from parents to their children, the parents have turned out to be too protective to their children and have failed to discipline their children when in wrong.

-Weak punishments given to permissive people, these. Continue in the same negative behavior without fear of being reprimanded.

-Generation gap today, the young undermine the advice from the elders.

[b]Examine the role the church can play in ensuring sexual morality in society.

MAX CH-10 SH-03

-The church can play the following role in ensuring sexual morality in society.

-Pray for the flock to have the spirit of self-control.

-Offer guidance and counselling to those involved in sexual immorality and those who are sexually pure.

-Provide sex education to the flock to honor the gift of sex.

-Church leaders be exemplary in their acts and practice what they preach, i.e. priests and nuns be faithful to their vows of celibacy, the married be faithful to the vows made.

--discipline those involved in misuse of sex by denying them some sacraments and certain privileges such as not going for holy Eucharist, e.g. in 2001 the Anglican church under the leadership of the then archbishop Henry Luke Orombi expelled now retired bishop of Namirembe diocese for having been a sympathizer to homosexuals.

-Organize mass weddings at a cheap cost attract many into holy matrimony instead of co-habiting, e.g. in 2017 pastor Robert Kayanja of Rubaga miracle center held mass wedding where 200 couples got holy matrimony including Kapere the comedian.

-Write Christian literature indicating proper use of sex.

-Use music, dance and drama to convey message about proper use of sex, e.g. Watoto church Kampala under the leadership of Pastor Gary Skinner organize drama every December holiday Heavens gates and Hells Flames, those who misuse sex end up in hell.

-Call for repentance and accept reformed prostitutes, homosexuals into church e.g. in 2017, former prostitute Shanita Namuyimbwaa.k.a bad black attended prayer session

at Rubaga Miracle center in pastor Robert Kayanjas church during the 77 days of glory[dogs], were she repented.

-Offer charity to those in need to prevent them from engaging in prostitution as a way for survival.

-Call for responsible parenthood.

-Sensitize the flock on the need for proper use of leisure.

-Preach and condemn sexual immorality.

2[a] Discuss the grounds on which the traditional African society permitted divorce.

SH 01-Definition MAX at-09 SH-02

-Divorce is a permanent dissolution/end of a marriage. In ATS marriage was largely permanent, however, divorce was accepted under the following circumstances.

-If a man/woman was greedy, cruel, selfish or jealous, Africans lived communally, so no one could tolerate such behavior.

-In case of bareness, this was mainly blamed on the woman, if this barren woman failed to accommodate the new woman who had been brought to produce, she would be divorced. In OkotP'Blteks book Song ofLawino,he states that even when one was toothless due to age, bald and had grey hair but with no child he was a nobody.

-If the man failed to complete the payment of dowry as agreed, theparents' girl would advise her to leave the man.

-Incase the wife or husband was a thief, everyone would be scared to leave with such an in-law.

-In case of continued unfaithfulness/adultery the woman would be divorce, the man would only be warned.

-Failure to undergo initiation rites especially for those tribes were initiations/puberty rites were a necessary step to marriage, e.g. among the Bagisu of Eastern Uganda the boys had to be circumcise, among the Sabiny in Kapochorwa, the girls had to be circumcised and among the Baganda of central Uganda the girls had to visit the bush[okyaliraensiko] to pull the labia to required length with the help of the aunt for sexual satisfaction in marriage.

-Insanity when one had gone mad, this person would not lead a normal married life.

- If a man or woman was a wizard or night dancer.
- If one was discovered to have undesirable incurable diseases/chronic diseases such as leprosy, epilepsy.
- In case of impotence/frigidity, for a man in most cases his brother would come in and produce with his wife but a frigid woman would not survival.
- Incase the girl had lost her virginity before marriage and yet her parents were not willing to pay the fine demanded by the boy's family, this could lead to divorce.
- In case of cruelty/violence of the man towards the woman/his wife.
- Incase the leader like a king had appreciated someone's wife, then the husband would let go of his wife to the king, this was common in Buganda where all wives belonged to the king[Kabaka].
- If the marriage partner had committed an abomination in society and had been banished from the society as a punishment, the other partner had nothing to do but to let go.
- In case of conflicting cultural practices, like those who would eat the first born, [bamulyaasooka] the other partner would run away from the marriage, this was common among the Bakiyende of Bugisu land of Eastern Uganda.
- Laziness, work was compulsory in ATS no one could tolerate a marriage partner who could not work.
- In case a woman had misfortune/bad omen, misfortunes such as killing children at birth, disappearance of wealth were divorced for fear of continuity of the bad omen.

[b] Examine the Christian view on marriage and divorce.

1 SH stand Point MAX CTM-05 MAX CTM-05 SH01 SH01

- In Christianity divorce is condemned
- Christian view on marriage
- Marriage is a gift from God, it is a divine institution, initiated by God. In Genesis, man shall leave his father and mother and join with his wife.
- Marriage is for procreation, in Genesis, God commanded man to go forth and procreate.

- Marriage is monogamous, at creation God did create them one man and one woman.
 - Marriage is heterosexual, God made them male and female and punished those who engaged in homosexuality, God burnt the cities of Sodom and Gomorrah using burning Sulphur for having engaged in homosexuality acts,
 - Love is the basis of marriage, the book of songs of songs portrays messages of love between a husband and a wife, st Peter calls upon the husbands to love their wives just as Jesus loved the church.
 - Marriage is for companionship, at the beginning Adam was lonely, god made him a companion and Adam was happy.
 - Marriage is permanent, in Malachi, God says "I hate divorce", I hate when a man does such a cruel thing to his wife, Jesus taught that what God has put together no man should separate.
 - There should be respect in marriage, St Peter teaches husbands to treat their wives with care and wives to submit to their husbands for it's through good conduct that they will win husbands to God, he tells wives to follow examples of devout women of the Old Testament like Sarah who referred to her husband Abraham as Master,
 - Faithfulness is needed in marriage, one of the commandment clearly states do not commit Adultery, those who committed adultery were punished by God e.g. God punished King David for the adulterous act with Uriah's wife Bathsheba by killing their first son fall sick and later died.
 - The married should fulfil their conjugal rights so as to do away with temptation
 - There should be unity in marriage, the two join and become one as indicated in Genesis.
 - There should be tolerance, forgiveness and reconciliation, all have sinned and fallen short of Gods glory, and e.g. Prophet Hosea had to forgive his wife Gomer who had turned into a prostitute
 - There should be equality in marriage, both male and female were made in the image of God, St Paul says before God there is no male or female, no Jew or Gentile ,
- Christian view on Divorce.
- Divorce is condemned, it's a forbidden act in marriage.

Jesus forbade divorce by teaching that what God has joined together no one should separate.

-Marriage should stay permanent God says I hate divorce in Malachi.

- St, Paul says if a Christian man is married to a non-believer, he should not divorce, if the non-believer is committed to staying with the believer.

-Tolerance, patience, perseverance are taken as the Christian view on marriage in spite of difficulties so there is no divorce.

-Partners to love one another amidst difficulties, so there is no divorce.

-In Genesis God said for this reason a man shall leave his father and mother and join with his wife and the two become one, no room for divorce.

-The wronged partner should be willing to forgive because all have sinned and fallen short of Gods glory. [Mathew 6:14], prophet Hosea had to forgive Gomer his wife who had turned into a prostitute.

-Faith in A God can help when the marriage is about to disintegrate, the married should always turn to God.

-Christians should seek pastoral guidance from the priests, pastors in case things are difficult, these will help them stay together instead of divorcing.

-Jesus forbade divorce saying it was allowed in the Old Testament just because of the hardness of people's hearts [Mark 10]

-Who ever divorces and marries another commits the sin of adultery against the other partner

-In the book of Romans ,its stated for a woman who has a husband is bound by the law to her husband so along as he lives and vice versa and if she be married to another man, she will be called adulterous [Romans 7:3]

-St, Paul teaches a man should not leave his wife and a man should not leave her husband, this implies that marriage is permanent, there is no room for divorce.

-In Malachi marriage makes children born to be truly Gods people and it leads to responsible parenthood, hence no divorce,

-To Christians divorce is a cruel thing to the wife and hinders man's prayers to God, in Malachi 2:1ff, God says, I hate when a man does such a cruel thing to his wife, the

prophet warns the Israelites that they wondered why their prayers were not being answered by God but it was because they had divorced the wives they had while still young.

-Christians are the light of this world and the salt of the earth, they are called upon to lead the example of having permanent marriages with no divorce.

3[a] Compare the attitude towards the unmarried in African traditional society to the attitude towards the unmarried today.

AT/PSt 05 SH02, AT/PS-05

-Below are the similarities

-In both A.T.S and today, they are suspected to be married to the spirits.

-In both A.T.S and today some stay unmarried for religious purposes.

-In both A.T.S and today the unmarried are suspected to be misusing sex and encroaching on other people's husbands and wives for sex satisfaction.

-In both A.T.S and today the unmarried are mocked and given demeaning names like in Buganda "Nakyeyombekedde" to unmarried women.

-In both A.T.S and today one who stays unmarried due to impotence/frigidity, they try to find medicine either by use of herbs, medically or traditionally.

-In both A.T.S and today the unmarried are denied certain positions of responsibilities, today in traditional churches, the unmarried key positions of the church and in A.T.S, the unmarried could not be given responsibilities of leadership in society.

-In both the unmarried especially those not for religious purpose are a disgrace or shame because they destroy the lineage of the family'

-In both A.T.S and today, close friends and family members try to find marriage partners for the unmarried.

-In both A.T.S and today the unmarried are suspected to be having a health challenge of impotence/frigidity.

-Differences

-In A.T.S harsh punishments were given to relatives of those who remained unmarried while today punishments are ignored because it's right to marry or not to marry.

-In A.T.S the unmarried were considered to be cursed by the gods and society while today it can be a call to serve God or a person's decision to serve God.

-In A.T.S the unmarried were isolated and lived lonely lives while today they are free to associate with any one in society.

-In A.T.S the unmarried were considered young referred to as children regardless of one's age even at 40yrs while today adulthood is determined by age but not according to marriage status.

-In A.T.S, the unmarried were denied descent burial, they had fewer days of mourning/ vigil while today the unmarried are given descent burials/sendoff depending on one's status in society.

-The unmarried in A.T.S were denied responsibilities while today the unmarried people hold positions of responsibilities in society, e.g. it's alleged that, the former U.P.C presidential candidate and the then party president Olara Ottunu is unmarried.

-In A.T.S polygamy catered for the unmarried to get partners and so everybody had to get married while today monogamy has left many unmarried due to failure of getting a marriage partner.

-Unmarried in A.T.S were undermined and had no status while today as long as the unmarried are successful they have a status in society.

-The unmarried in A.T.S were denied a share of the parents' property while today the unmarried are considered and they share part of the parents' property.

[b] Analyze the Christian view on celibacy.

MAX CT10 SH02

-Celibacy is accepted by the Christians, it is the state of being unmarried for the purpose of serving God.

-Celibacy is God's calling, God is able to call a person to stay unmarried for the purpose of serving the church e.g. Prophet Jeremiah was commanded by God not to marry at the time of his call.[Jeremiah 16:2].

-Jesus is a good example of celibacy, he stayed single without marrying until he accomplished his mission of establishing God's kingdom on earth.

-In the New Testament St Paul accepted celibacy as a gift from God as well as marriage, the two institutions bring glory to God if followed.

- In 1ST Corinthians, it is stated its better to stay single and serve God better, without any hindrances.
- St Paul called upon others to stay single as he was, he remained single to serve God and states that celibacy is good and doesn't do any harm to any person.
- The unmarried are cautioned, it's better to get married than to burn with passion for sex, for it becomes a sin.
- Those who marry do well but those who stay unmarried for the service of God do even better, Celibacy is recognized in the bible.
- In the New Testament the married puts all his concern on his wife so as to please her but a celibate man is only concerned with pleasing God.
- Celibacy according to Christianity saves one from the daily troubles of marriage.
- It is neither celibacy nor marriage that makes one to inherit the kingdom of God but faith in God through Christ.
- In the gospel of Mathew Jesus gave three reasons as to why people do not marry [Mathew 19:11-12]
- Some are unmarried because they were born that way, they have no interest in marriage.
- Some are unmarried because men made them that way i.e. through castrations especially the slaves who worked at the palaces were castrated so that they could not encroach on the wives of the king and the princesses.
- some do not marry for the sake of the kingdom of God, they sacrifice their lives into total service to God.
- Jesus concluded by saying let him who can accept this teaching do so, indicating that celibacy is optional, out of ones will and to bring glory to God.

4[a] Account for the changing patterns in family life today.

1SH-Definition Max PS 09 SH-02

- A family is a basic social unity of society comprised of father, mother, and children, aunts,' uncles, grandparents and other relatives
- Political instabilities, these leave many families displaced, leaves others as widows orphans.

- Urbanization, people move from villages to towns and resort to the habit of concubines.
- Introduction of family planning methods, this has led to few children being born in the family.
- The AIDS scourge, this has led to widowhood and widowers, killed the practice of widow inheritance and limited the practice of polygamy.
- Influence of modernity and formal education has led to nuclear families.
- Influence of the western culture, this has led to individualism and nuclear families.
- Permissiveness in society, it has led to homosexuality i.e. gay marriages in family life and single parenthood'
- Economic hardships/poverty, many families have failed to cater for the family members leading to child sacrifice so as to get money, street children and prostitution as a means of survival.
- The nature of job, some people work far away from their families and have no time for their families, this has left room for adultery, family conflicts and eventually divorce.
- Influence of religion especially Christianity that has led to monogamy vis-a-vis the traditional practice of polygamy.
- The women liberation movement, women have become independent and struggle for equality challenging the African concept of submissive women in African families supposed to be seen but not heard.
- Human rights, the minority rights, such as the right to marry same sex.
- Decline in cultural values, virginity is not emphasized, sex education is optional, and marriage is optional.
- High cost of living leading to a change from extended family life to nuclear family life.
- Decline in religious values [evasion of God], this has led to a lot of immoral behavior in family life, the Africans were notoriously religious and to annoy their gods through immoral behavior.

[b] Discuss the bible teaching on family life.

MAXBTOT-05 SH-02 MAXBTNT-05 SH01

- Family is a divine institution initiated by God, God blessed Adam and Eve, told them to multiply and fill the earth.
- Children are a blessing from God in family life, barren women of the old testament were always sad e.g. Hannah often cried to God for a child and God blessed her with Samuel, Sarah and Abraham were blessed with Isaac, Elizabeth and Zechariah were blessed with John the Baptist.
- Children are to respect parents as commanded in the Ten Commandments, obey your father and mother so that you can live a long life on earth.
- Parents are to discipline their children, in Proverbs it's clearly written spare the rod and spoil the child, a little spank will not kill the child but drive out foolishness bound in the child's heart.
- Family is the basis of education, in the Old Testament, God instructed parents to pass on information to the young generation regarding the Passover feast, in the New Testament St. Paul calls upon parents to pass on Christian instructions to their children.
- Families are monogamous in nature, God created one man and one wife.
- There should be equality between man and woman in family life, for they were both made in the image of God.
- Marriage is center on which family life is built.
- The husband/man is the head of the family just as Jesus is the head of the church.
- The family has a responsibility to provide for its members basic needs of life such as food, shelter, and clothing. St. Paul teaches that a father who does not provide for his family is worse than a non-believer.
- There should be respect in family life, husbands to treat wives with care knowing that they are a weaker sex, wives to submit to their husbands through good conduct and win them to the Lord. E.g. St. Peter calls upon wives to follow the example of devout women of the Old Testament like Sarah who called her husband Master.
- Love is the basis of family life, St. Peter teaches the husbands to love their wives just as Jesus loved the church, St. Paul calls upon parents to love their children and treat them in a way that does not annoy them and children are to love their parents.

SECTION B: WORK, LEISURE AND MONEY

5[a] Discuss the duties and rights of employers.

1SH Definition PSR-05, SH-01, PSD-04 SH01

-duties, responsibilities that one has to perform as a result of moral or legal obligation.

-Rights, these are natural freedoms which employees freely enjoy without any interpretation.

-Rights of an employee

-To receive a fair return for labor, i.e., a just wage.

-To keep the work load within reasonable limits and to work in tolerable and fair conditions.

-To have reasonable hours of work.

-To good health and safety while working.

-To have fair opportunity for promotion.

-To be free to join or form trade unions but also to be free to join a trade union if there is good reason not to.

-To retire if the age is favorable or due to personal events.

-To resign from the job if circumstances deem it fit.

-DUTIES

-To observe the term of the contract with the employer honestly.

-To do a fair days work for a fair days pay, no lateness, absenteeism, wasting time and leaving early.

-To exercise skills conscientiously, no poor quality work when the employer is capable of better.

-To treat the employers property carefully, no damage which is deliberate or due to carelessness.

-To join the workers union where solidarity requires it, but not to use economic sanctions, such as the strike or "go-slow", for non-economic purposes such as supporting a political group.

- To seek personal fulfilment in work and to carry out duties to family, dependents and society.
- To promote the success of the enterprise, this can be motivated through profit sharing, participating in ownership or management.
- To give work reports to their managers.

[b] Using the bible teaching show how an employee can enjoy his work.

MAX BT-10 SH-03

- God worked by creating the Universe so an employee can enjoy his work by following the example of God who was pleased with what he had created and follow the example of Jesus who assisted his father as a carpenter.
- God rested after working for six days, after preaching Jesus slept in the boat, those over working should take off time and rest to restore the lost energies.
- An employee should value work and continue working because God commanded man to subdue the earth.
- An employee should have the spirit of interdependence, co-operation with others while at work just as in the book of Ezra 3 the people worked together to build the temple
- People should work to develop the God given talents [35:30-33], Jesus calls upon people to exploit their talents to the full, and in the parable of talents the master praised and rewarded the two servants who had used their talents well [Mt25:14-30].
- An employee should do good work because work well done is praised, God was happy and pleased with the creation of the universe, king Solomon was praised for building the temple of Jerusalem and in proverbs a hardworking woman is praised.
- Work to earn, prophet Jeremiah teaches that a laborer should be paid according to work done before sunset, in the parable of the vineyard, Jesus says workers should be paid well. [Mt 20:1-20].
- An employer should work to get basic needs, St. Paul condemns laziness by saying, and whoever does not work should not eat [2Thesolonians 3:1-9]
- Employees should respect the employers, St .Peter teaches the servants to obey their masters even the harsh masters.

- Work creates independence, one stops being a burden to others, by an employee working he/she stop being a burden to the church, and e.g. St. Paul had to be a tent maker in order not to depend on the church.
- An employee should enjoy his work by serving others, Jesus taught the greatest of all is the one who humbles him/herself and serve others E.g. Jesus demonstrated this by worshipping the feet of his disciples.
- St. James condemned the exploitation of workers and called for fair treatment
- St. Peter teaches workers not to work for mere pay but from the desire to serve. 1 Peter 5:2.
- Employees should enjoy their work by working for charity, to help those in need, St. Paul teaches people to start working in order to earn an honest living for themselves and be able to help the poor. [Ephesians 4:28].
- To pray and involve God in their work because work only becomes a curse when man turns away from God ,e.g. the builders of the tower of Babylon failed to enjoy their work because they turned away from God. [Genesis 11]
- They should work for both spiritual and physical needs. Jesus preached and also healed and fed those who were sick.
- Give tithe so as God to bless their work.

6[a] Account for the high rate of industrial action in East Africa.

01SH Definition MAX PS-09 SH02

- Industrial action is withholding of labor in the face of what is regarded as injustice over wages or conditions of work, usually after the failure of collective bargaining.
- Failure of negotiations between the oppressed group or the organizers of the industrial action and the managers of the employers. E.g. in 2013 government teachers under their Union-Uganda National Association Teachers Union refused to work for 8 year days because the government had failed to adhere to the negotiations agreed upon in 2012.
- The permissive nature of society, here people feel that for any grievances they have the solution is industrial action in society regardless of its impact.
- Little pay to workers, many times doctors, Makerere University Lecturers and teachers have held an industrial action e.g. in 2013 and 2016 the lecturers at Makerere University

under their organization MUASA Makerere University Academic Staff Association decided to lay down their tools, closed the university due to little pay.

-Corruption at work places.

-Bad leadership in an organization, any organization which lacks transparency risks to have an industrial action.

-Delayed payment e.g. in 2013 by the time the government teachers decided not to teach, they had not been paid for 3 months.

-Harsh conditions imposed on workers by employers, such as, overworking, freezing of fringe benefits e.g. 2011 workers at Riley factory in Mukono had an industrial action and refused to work because the manager had refused to provide transport for a fallen worker.

-Unfair taxation e.g. in 1997 when VAT was introduced, business men and women in Kampala under their association KACITA closed their shops, 2013 Kampala Business men and women under their organization KACITA, Kampala City Traders Association had an industrial action due to high taxes imposed on them about verification of goods.

-Unfulfilled government promises e.g. teachers went on industrial action because the government failed to fulfill its promise of providing 15% salary increment as promised

-Over exploitation of workers.

-High cost of living, when goods are very expensive to be afforded by the people, e.g. 2011, there was walk to work led by Dr Kizza Besigye the then President of the FDC Party due to the escalating cost of sugar, a kilo was at about 7000shs to 10,000shs

-Government policies favoring investors, government at times has given government land to foreign investors at the expense of society and this has led to industrial action e.g. in 2007 Mabira demonstrations were held by Ugandans under the leadership of MP Beatrice Anywa over the sale of Mabira forest for sugar growing to Madhivan group of companies.

-Lack of trust in government institutions.

[b] Should Christians take part in strike? Explain your answer.

01 SH-stand point MAX CT-07 MAX CT-03 SH-01

-No, Christians should not take part in a strike.

- Strikes lead to destruction of property and yet Christians are meant to be co-creators, God commanded man to subdue the earth the earth.
- Strikes breed hatred contradicting the Christian concept and the greatest command of love.
- Strikes lead to death, to Christian's life is a gift from God and it should be protected all the time, in the Ten Commandments it is clearly written thou shall not kill.
- Strikes are violent, and yet Christians are meant to be peace makers because Jesus their master is the prince of peace.
- Strikes are against professional ethics, Christians ought to abide by the set laws of society, Jesus followed the set laws of his time.
- Christians are the light of the world and salt of the earth, they ought to be a good example in society, and yet strikes by Christians reflect a bad example.
- Strikes lead to dismissal, demotion of workers or not working at all and yet God commanded man to work by subduing the earth.
- Strikes are assign of arrogance and yet Christianity advocates for humility, meekness, Jesus remained silent before Pilate without any complaint.
- Strikes are a sign of disrespect to authority, St. Peter teaches the slaves to obey their masters even those who are harsh to them in order to win them to God.
- Christians are supposed to offer a service to society with minimal benefits and yet strikes do make work an end in its self.
- Strike are a sign a sign of one acting out of revenge, to Christians Vengeance is for the Lord, the Christians advocate for forgiveness, reconciliation, tolerance and endurance during challenging times.
- Christians are non-judgmental, they should leave all judgment to God, taking part in strikes makes one judgmental.
- In times of trouble Christians are called upon to pray just as the Israelite prayed to God for help during their harsh times in Egypt.
- However Christians can take part in a strike under the following conditions.
- In case it is the last resort when all peaceful means have been tried to resolve a problem and failed.

- In case there is a serious and just cause when the demands of workers are reasonable and related to the job contract.
- In case the advantages of the strike outweigh the harm that might result to the worker and his family, to the employer, to the industry, to the public and the trading position of a nation.
- If there is a reasonable hope of success because if the strike fails everyone may be worse off than before.
- If the general public is sympathetic and the cause is obviously just.
- In case those involved in the strike are to behave justly and charitably to those affected.
- If there will be no violence or deliberate damage to property or intimidation and picketing.
- In case it is in the interest of justice and when all peaceful means have been tried but failed.
- In case there will be no interference with the right of non- union members to work.
- If the authority has accepted it, the authority involves the police to permit the strike to take place.

7[a] Justify the view that leisure in African tradition was beneficial to the community.

Definition SH-01 MAX AT=09 SH-02

Leisure is the free time at ones disposal to use as they please without being bound by necessity.

- Leisure promoted unity especially during the beer parties, the men gathered together, the women worked together to make the local brew for their husbands.
- Promoted preservation of cultures through the cultural rituals that were performed during the leisure time, e.g. among the Bagisu boys at 14yrs had to undergo circumcision during the even years, there was a lot of dancing, the Kadodi dance, the stories told to the young were mainly intended to introduce cultural values to the young ones.

- Leisure led to development of talents of community members, the leisure was mainly active, this enabled them to identify and develop the various talents in singing, dance, wrestling, making baskets.
- Promoted good morals in the society, during leisure time informal education was given to the young in the evenings around the fire this aimed at stressing the expected behavior in society.
- Leisure activities such as, hunting and fishing were a source of food to the family members and society at large.
- Leisure led to good work, during leisure people rested and regained the lost energies to perform better work, during leisure they also engaged in weaving of baskets, mats, making pots and artistic work.
- Enabled them to have spiritual values and to have a good relationship with their gods, the Africans offered sacrifices and worshiped ancestors during leisure time.
- Leisure time promoted reconciliation among conflicting parties, this was because they used that time to settle disputes.
- It promoted intelligence of the children in the community through the puzzles and poems that were challenging to the young.
- It was during leisure that the young got marriage partners through the courtship dances such as Arakaraka dance among the Acholi.
- The young learnt about the histories of the past cultural values of their societies through the stories told during leisure time.
- Strengthened relationship through reconciliations made between people and between societies.
- Gave room for charity activities to take place, it was during their free time that they were able to care for the old, the disabled and those who lacked in society.
- Enabled the young to be brave and protect society, this was achieved through some leisure activities like wrestling, circumcision of boys among the Bagisu.

[b]Discuss the significance of leisure in the bible.

MAX BT-10 SH-03

Leisure signified the following in the bible.

-Time for resting after work. God rested on the seventh day after creation of the universe, Jesus rested and slept in the boat.

-It signified time for spiritual development through personal meditation and reflection, in the Old Testament the scribes used it as time to study the scriptures, in the New Testament Jesus used to go to lonely places to pray.

-It was one of the activities in the Old Testament, in the book of Ecclesiastes 3, it is written there is time for everything.

-It signified time for strengthening social relations through visiting friends and family member's e.g. the queen of Sheeba visited king Solomon of Israel, Jesus visited Mary and Martha the sisters to Lazarus.

-It signified time for worship and prayer, worshipping God, in the Old Testament, God commanded the Israelites in the Decalogue to observe the day of Sabbath as a day of prayer when they had to do no work.

-It was time for thanks giving to God for the good events in life, in the Old Testament the king Solomon sacrificed to God as thanks giving after building the temple of Jerusalem.

-It signified time for celebrations of victories, in the Old Testament the Israelites had to attend the Passover feast, in the New Testament Jesus attended a wedding at Cana.

-Signified time to have company of children, Jesus enjoyed the company of children and taught that the Kingdom of God belongs to the little ones.

-It is time for self-improvement to acquire more knowledge and wisdom, the scribes in the Old Testament used this time to study the scriptures.

-It is time for charity, helping those in need by clothing them comforting them, feeding them, Jesus after preaching fed the hungry e.g. in Mark He fed 5000 men on 2 fish and five loaves of bread

-signifies time for talent development, David during his free time played the Harp for king Saul, as a king David wrote the book of Psalms, king Solomon wrote the book of Proverbs

-It is time for strengthening ones faith, in the bible the Israelites made pilgrimages to holy sites like Jerusalem e.g. Mary and Joseph made a pilgrimage to Jerusalem with Jesus.

-It signifies time for repentance, in the Old Testament the Israelites honored the Day of Atonement.

8[a] “Capitalism has widened the gap between the rich and the poor in Africa.”
Comment on the statement.

1SH-Standpoint MAXPST-06 SH-01 PS-03 SH-01

Standpoint: Yes, capitalism has widened the gap between the rich and the poor as discussed below.

-Capitalism aims at profit maximization, the rich make profit and save a bigger part of their earning while the poor earn little and use all of it up, making the poor to become poorer.

-The rich higher cheap labor from the poor and they are able to save but pay little income to the poor who fail to save.

-The capitalist buy in bulk at subsidized price and are able to save a lot, the poor buy at retail price in small quantities at higher price and end up saving nothing.

-The capitalist can afford to take their children for high quality education, better course for good paying jobs, the children of the poor attend poor education, cheap course at University for low pay, increasing the gap.

-The rich put up investments for their children to inherit, the children of the poor have nothing to inherit.

-The capitalist have the ability to tap and hire resources to their advantage, they buy the properties from the poor, leaving the poor with nothing to survival on.

-The rich are able to enjoy first class leisure and entertainment while the poor can go to low rate bars and leisure activity.

-The capitalist are often thinking about saving and investing and limit sharing their resources with others and produce few children while the poor earn little, use it up, and do not practice family planning.

-The capitalist often set the price for the goods and services at high prices since they can afford and yet these prices affect the poor.

-The capitalist don't feel the big taxes because they have money but these taxes affect the poor negatively hence increasing the gap.

- The capitalist are able to buy goods/foods from the poor at very low price, they add value on these goods and sell them expensively.
 - The capitalist nations benefit from the high interest rate tagged on the foreign Aid given to the 3RD world countries [poor countries], the poor countries are at a disadvantage because they have to meet the high interest rate.
 - Government policies favor the rich through privatization, tax waivers, the government gives the capitalist some finances to support them in business e.g. in 2017 the government of Uganda stated that 64 billions shs was to be given to business lady Amina to boost her sugar factory.
 - Capitalism breeds corruption like tax evasion, deceptive, winning of tenders at the expense of the poor.
 - Capitalism condones unfair competition between the rich and the poor, the rich have the capacity to out compete the poor in terms of price settings, highest bidders
 - The capitalist enjoy better medical and transport facilities, as the poor go to public hospitals and use public transport
 - The capitalists are known worldly because of their wealth, their businesses e.g. Bill Gates unlike the poor.
- It's the capitalists who mostly dominate the political domain, because they can buy the voters, people vote those with money, this keeps the poor silent in the political arena.
- However capitalism has bridged the gap between the rich and the poor.
 - It has created employment in society where the poor can work and earn.
 - It provides the community with quality goods and services for both the rich and the poor.
 - It encourages optimum use of resources creating more opportunities for both the rich and poor.
 - It encourages hard work, enabling people to earn a living
 - Capitalism enables the rich and the poor to live in harmony because they need each other.
 - Some capitalists offer charity to the poor

-Capitalism provides efficient goods and services for both the rich and the poor thus bridging the gap between the rich and the poor.

[b] To what extent should Christians encourage Capitalism in society?

1SH-standpoint MAX CT-06 SH-01 MAX CT-04 SH-01

Standpoint: To a large extent Christians should encourage capitalism.

-Capitalism encourages hard work, this is in agreement with Gods will for man, God worked by creation of the Universe, and He commanded man to work and said to Adam that from his sweat Adam would get what to eat.

-Wealth is a gift /blessing from God. God promised blessings to those who follow his laws, He blessed Abraham, Jacob, and Job with wealth.

-Wealth earned honestly can be used for charity, Jesus in the parable of the Good Samaritan who used his wealth to cater for the man beaten by robbers along the way.

-Both the rich and poor are children of God, Jesus associated with both the rich and the poor e.g. in Mark the Roman official whose daughter he healed, in John Nicodemus who wanted to be born again and appreciated the poor widows offering in the Gospel of Mark.

-Capitalism is good as long as the wealth is earned honestly and being faithful to God, Jesus used the parable of the master who gave money to 3 servants, the 2 servants who used the money honestly were praised and rewarded by the master[Mathew 25:1-30]

-Capitalism enhances proper utilization of the God given resources like land, water, forest enabling man kind to fulfil Gods command to subdue the earth.

-Capitalism leads to proper utilization of God given talents to the glory of God, God has blessed mankind with different skills and talent which have to be put to use,e.g. in Exodus God blessed the family of Bezalel with skill, ability, and understanding for every kind of artistic work [Exodus 35:30-35], parable of 3 servants/talents the 2 who put their talents to use were appreciated and the one who failed to use his talent was cursed[Mathew 25:1-30]

-Capitalism provides others with work through investments established, in the book of Proverbs man is encouraged to work so as not to become a beggar, St. Paul invested in tent making and earned from it.

-However Christians should condemn capitalism because of the following.

- Leads to income inequality in society yet all people are equal in the presence of God, they were all made in the image of God.
- Leads to exploitation of the poor and yet God condemned the kings who exploited the people. E.g. God condemned King Solomon for having exploited the Israelites during the building of the temple by using forced labor and paying them less, the Pharaoh of Egypt was punished for enslaving the Israelites, St. James condemns the rich who exploit the poor by not paying them.
- Capitalism breeds selfishness, Jesus told the rich young man to sell all he had and share with the poor but the young man became sad and moved away and yet Christians are to share.
- Jesus said it will be hard for the rich to inherit the kingdom of God just as it is hard for a camel to go through the eye of a needle.
- Capitalism leads to extravagancy at the expense of the poor yet Christians are to be considerate with those who lack and share with them .E.g. in the story of the rich man who looked down upon the poor man Lazarus.[Luke 16:1-31]
- It leads to social class among Gods people and yet Gods family is to remain united and act equal because they all made in the image of God.
- People concentrate more on making wealth, they have no time for God and trust in their own wealth St. James warns those who trust in their wealth that it will rot away, they should trust in God.
- The rich undermine the poor in the gospel of Luke the rich man undermined Lazarus and refused to give him food, the rich man failed to inherit the kingdom of God because of this action.[Luke 16:19]

SECTION C: LAW AND ORDER

9. **“The police is to be blamed for the increasing cases of crime in your society”.**
Comment on the validity of this statement.

Standpoint SH-01 PS-11 SH-03 PS-05 SH-01 PS-03 SH-01

Stand point: No, the police is not responsible for the increase of crime in society because of the following.

- The Police maintains law and order in society and quell all the chaos.

- The Police arrests all the criminals and keeps the suspected criminals in safe custody.
- It's the Police that criminals to court within 24 hours.
- The Police do rescue the criminals who are about to be lynched through mob justice.
- The Police sensitizes the society about crime prevention e.g. the Inspector General of Police General Kale Kaihura has been at the forefront of calling for community policing.
- Protect and promote the observation of human rights.
- The Police provides security in society, institutions such as schools and bank and offers a toll free line to be dialed for any emergencies by the people..
- It ensures that traffic rules are followed through traffic officers, traffic lights and also overcome drunk driving using the common word''kawuyenmu'' where drivers are tested to see if they are driving under the influence of alcohol.
- Prevent sex abuse by arresting prostitutes' defilers and homosexuals. Promote family stability through the family unit/ department at every police station.
- Protects the children's rights through calling for responsible parenthood and fighting child sacrifice.
- The Police fights against the use of drugs through destroying peoples gardens that grow the drugs
- The Police protects the constitution and ensures that everyone obeys the constitution
- However the Police can be blamed for increasing crime in society because of the following.
- Some police officers involve in crimes, they are very violent and involve in robbery
- Some Police officers higher out guns to criminals
- The police in most times delay to get at the scene of crime and by the time they get there it is sometimes too late.
- Some Police officers are corrupt, they take bribes and release criminals.
- Some Police officers hide files of criminals, files of criminals go missing during investigations.
- Some Police officers are alcoholics and cannot perform duties very well.

- The Police take long to investigate cases, this gives room for more crimes to be committed.
- The Police are violent when carrying out their duties, they beat up the suspects, in 2016, NTV showed a scene when a police car moved off the main road to the pedestrian side and intentionally knocked and stepped on the legs of one of Dr. Kizza Besigye's supporters.
- However there are other factors leading to crime in society.
- Irreligiousness, people have no fear of God and so they commit any crime.
- Unexemplary leaders influencing the young negatively
- Poverty, forcing many into theft, sex misuse.
- Drugs these impair one's reasoning capacity forcing them into crime.
- Political instability, this gives no room for order in society except chaos and anarchy, hence leading to crime.
- Availability of ammunitions tempting the youths into rebel activities..
- Alcoholism.
- Irresponsible parenthood, parents give no time to their children.
- Laziness forcing many into theft instead of working.
- Greed for money leading to corruption.
- Unemployment forcing many into gambling, prostitution
- Urbanization leading to loss of good cultural values.
- Incurable diseases leading to rape cases, defilement with an aim of spreading the disease.
- Permissiveness, people are shameless and engage in any kind of crime
- Influence from western culture which tolerates homosexuality prostitution
- Environment factors.

10[a] Analyze the effects of banning corporal punishment in schools.

Definition SH-01 PST-05 SH-01 PS-04 SH-01

-Corporal punishment is the act of inflicting pain on the offender through the use of the cane flogging hard labor, holding heavy weight.

-Positive effects

-Instills discipline, the students are not forced to do anything.

--Promotes love for education, the young are not afraid of school.

-Leads to responsible citizen who are aware of their roles consciously.

-Promotes a good relationship between the teachers and the learners.

-Promotes a conducive atmosphere of teaching and learning process.

-There is freedom of expression which is very healthy for learning and teaching to take place.

--Creates a relaxed environment limiting tension and fear.

-Students feel free to associate with teachers without any cause for fear.

-Leads to effective guidance and counselling in school'

-The students tend to enjoy their schooling time.

-Limits cases of school dropout.

-Promotes a good student teacher relationship.

-Promotes good student teacher relationship.

-It promotes human rights of respecting the dignity of the student.

-In line with the teachers professional ethics.

-Promotes the aspect of love and respect to the learners creating a positive attitude of love in society.

Negatives

-Students tend to rebel against the school authority and disrespectful to teachers.

-It may lead to high levels of indiscipline and producing wild students because the students were not tamed.

- It creates a challenge in the administration of discipline in schools.
- Gives room to unhealthy relationships among learners to thrive.
- Leads to immorality and permissive tendencies in schools because there is no immediate punishment to scare the learners.
- It undermines the teacher's role to raise a morally upright child in proverbs it is written, spare the rod and spoil the child.
- Can lead to destruction of school property due to unruly students

[b] Justify the Christians objection to punishing of criminals.

MAX CT-10 SH-03

- Christians should love those who hurt them.
- Christians are meant to forgive as many times as possible, Jesus taught to forgive 7x70 times.
- Capital punishment is irreversible, it is a sin to kill, and life is a gift from God.
- God is the only judge therefore all justice and judgment should be left to God.
- Christians should offer guidance and counselling to enable the criminal reform.
- Christians are expected to pray for those who harm them.
- All have sinned and fallen short of Gods glory so no one is perfect to judge and punish.
- Vengeance/revenge is for the Lord, therefor no need for retribution. [Duet 32:35]
- God is pleased with a sinner who repents.
- Reconciliation is a Christian virtue, Christians should reconcile with their enemies [Mathew5:24].
- Punishment is given with anger and yet according to James' letter, anger does not achieve Gods righteous purpose.
- Jesus calls for compassion, mercy upon sinners and criminals, in the beatitudes it is written happy are those who are merciful for the will be shown mercy.
- God often sent the prophets to warn the Israelites against any kind of sin, and whenever they reformed God withdrew the punishment

11[a] Examine the possible circumstances which may force people to support a rebellion against the state.

Standpoint, it's wrong to support a rebellion PS-07 SH-02 PS-02

-People are expected to obey the state, however under the following conditions people can disagree with the state,

- In case the state is dictatorial, where all powers are in the hands of the president or in the hands of few people.

-If there is rigging of elections. E.g. it's alleged that the NRM rebellion led by now president Museveni of Uganda began as a result of rigged elections in 1980.

-In case the state denies people the freedom to worship.

-If there is abrogation of the constitution.

-If there is suppression of political parties.

- In case of imbalanced development, where some areas are more developed than others.

-If there is unfair distribution of national income [national cake] yet common people contribute to it.

-If there is state sponsored violence leading to many deaths in society.

-If there is a lot of discrimination based on religion, tribe, region, race, where few are favored at the expense of others in society. E.g. As it was with the Apartheid regime in South Africa before independence, where the whites were favored at the expense of Africans.

-If the state suppresses good reforms in a brutal way that undermines human dignity.

-In case the state passes laws that are contrary to cultural, religious norms such as legalizing homosexuality, prostitution, abortion.

-If there is gross abuse of human rights such as arbitrary arrests without trial and eventual killing of innocent people.

-If there is no social justice for the people in the society.

-In case there is no democracy, limited or no freedom of expression.

-Unfair economic conditions where there is a lot of unemployment, there are no means of survival leading to poverty, a situation where people lack basic needs.

- In case of rampant corruption by government officials leading to economic decline and yet the state is reluctant to apprehend the culprits.
- In case of continued inflation with no government solution for the people and yet people earn very little to meet the high costs of living.
- .-However people are supposed to submit to the state because of the following
 - All authority comes from God whoever disobeys the state disobeys God.
 - The state has authority to punish criminal.
 - For the good of society instead of rebelling and causing anarchy and lawlessness.
 - Use peaceful means to resolve a conflict.

[b] Analyze the role the Church can play in ensuring peace in a community.

MAX CH-10 SH-03

The Church can do the following to ensure peace thrives in society.

- Pray for peace.
- Condemn all forms of injustices in society e.g. Arch Bishop Janan Luwumu of the Anglican Church in 1977 approached the then president the late Idd Amin about the injustices happening in society
- Preach love for one another in society.
- Call for forgiveness and reconciliation among conflicting parties.
- Call for peace talks instead of war e.g. in 2007, the Arch Bishop of Gulu dioceses John Baptist Odama participated in the peace talks between the government and the Joseph Kony rebels.
- The leaders of the church can be exemplary through the speeches and acts so that they do not support rebel activities
- Offer guidance and counseling to those affected by unjust acts in society.
- Obey the state because all authority comes from God.
- Sensitize the Christians about the dangers of war and encourage Christians to look for peace resolutions

- Offer charity to the desperate without any hope in society such as the elderly, orphans e.g. in 1977 the late Cardinal Emmanuel I Wamala founded a home for the elderly, disabled at Nalokonlongo 'Bakateyamba''
- Call for repentance from the perpetrators of injustice in society to cause reform and therefore ensuring that peace is maintained.
- Write Christians literature promoting peace in society.

12[a] Discuss the different forms of discrimination in modern society.

MAX PS-09 SH-02

- Discrimination means the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
- Discrimination based on education the highly educated sometimes look down upon the less educated and the less educated consider the educated as proud and arrogant
- Discrimination based on health, those with incurable disease, the disabled are isolated due to fear of contradicting the disease.
- Discrimination based on age, mainly caused by generation gap where the young feel that the elders are too old for some jobs ,the old also deny the young certain roles in society.
- Religious discrimination, people of the same religion deny giving those from different religion certain roles in society.
- Class discrimination, people are treated differently depending on their social classes, those from the wealth class are considered highly compared to those from poor class
- Tribalism were people only work, associate and only marry people fromthere tribes, other tribes are considered to be out casts.
- Discrimination based on profession, People are honored or undermined depending on their careers/ courses they did.
- Gender based discrimination, people prefer to work with only one sex and ignore the other se, this is common in Africa were the male sex is preferred to the female sex.
- Economic discrimination, the rich are favored in terms of policies because of their wealth at the expense of the poor.

-Occupational discrimination, certain jobs are looked down upon in preference for other professions,

The lawyers, doctors are more honored than the teaching profession.

-Cultural discrimination, were some people think that their traditional norms are superior to other cultural norms.

-Discrimination based on nationality, foreigners are isolate, undermined by the nations in 2014 there was xenophobia in S. Africa, the nationals attacked and killed the foreigners they came across, refugees are always denied opportunities to work.

-Discrimination of the minorities, the small groups are ignored and looked down upon.

-Political discrimination, people are treated justly or unjustly depending on the parties the support, most common is that those in support of the ruling party are favored than those from the opposition.

[b] Examine the bible view about discrimination.

Stand SH-01 MAX BT-10 SH-02

Standpoint: the bible condemns discrimination.

-In Genesis, it is clear that all human beings are created in the image of God and in His likeness, hence there is no need for discrimination.

-The bible advocate for love of God and love for fellow man regardless of one's external appearance, social status or area of origin.

-The bible calls for the spirit of brotherhood, good neighborliness if peace is to prevail in society.

- Jesus gave the parable of a Good Samaritan which is against discrimination and all forms of prejudice. Jesus also talked to the Samaritan woman in John 4:1-23, hence no need for discrimination.

-In Luke 14:12, Jesus shows that the poor should be invited to the parties hence no need to discriminate against those considered poor.

-In the book of Acts on the day of Pentecost, St.Peter preached to all people of different nations and 3000 got converted to Christianity, this indicates that discrimination based on races is useless.

- The letter of 1st Peter is addressed to different nations i.e. to Christians in diaspora.
- Jesus in his ministry associated with all people from different social status, the poor and the rich alike, Nicodemus was a leader and a rich man, Jesus called the poor fisher men to be his disciples.
- During his ministry, Jesus visited all areas both the Jewish and Gentile lands such as Sidon, Tyre, this shows that Jesus came for all people therefore there is no need to discriminate.
- In the New Testament spiritual brother hood surpasses the blood relationship, so discrimination is not called for [Mark 3:31-34].
- St. James condemned the acts of prejudice and discrimination by the rich towards the poor and said God had listened to the cries of the poor and was to punish the rich.
- Paul in his letter to the Galatians teaches that we are all equal in the sight of God, there is no Jew nor Gentile, neither woman nor man
- In Genesis, it is clearly indicated that all who believe in God are descendants of Braham, and through Abraham all nations are blessed this does away with racism, prejudice.
- We are all one in Jesus Christ and belong to one family.

*****THE END*****



ACEITEKA JOINT MOCK EXAMINATIONS 2017
UGANDA ADVANCED CERTIFICATE OF EDUCATION
HISTORY
(Africa: National Movements and the New States)
PAPER 1

MARKING GUIDE

Mark allocation

00-05 (an irrelevant or hopeless essay)
06-09 (just to the point)
10-12 (generalized or O' level type essay)
13-15 (fairly good essay)
16-18 (good essay)
19-21 (very good essay)
22-25 (excellent essay)

INSTRUCTIONS TO EXAMINERS:

- a. The essay is marked as a whole, from introduction to conclusion
- b. Marking is determined by impression but not mere accumulation of points by the candidate
- c. However, the impression created should be a combination of quality and quantity of information discussed by the candidate
- d. Impression should not be overtaken by the examiner's excitement and bias
- e. Chronology and sequential presentation of answers should be highly observed
- f. For stem questions, the candidate should have exhausted the stem in order to score above a fairly good essay
- g. A standpoint must be given for questions where they are required
- h. Outlined essays should be penalized
- i. Misplaced answers should be recognized and judgment is to be made accordingly
For questions requiring effects, a candidate must separate the positive from negative, and state the standpoint as well

1. EXAMINE THE INFLUENCE OF USA AND USSR IN THE DECOLONIZATION PROCESS OF AFRICA.

PREAMBLE:

- a) A viable Introduction
- b) Give and explain the influence of the USA and USSR in the decolonization of Africa
- c) Other factors are required
- d) A clear standpoint and valid conclusion

Points to consider:

- Decolonization is the process of African struggle to end all forms of foreign rule and attain self-determination

Important to note:

- i) The USA and the USSR never had colonies in Africa, which inspired their open support to Africans struggling for their independence.
- ii) Their support to African decolonisation was aimed at shuttering the terms of the Berlin conference (1884-85) which condemned “intervention of any power in a non-colony”
- iii) After the end of World War II, USA and USSR emerged to the rank of world superpowers replacing Britain and France
- iv) The activities of capitalist USA and communist USSR as new super powers led to cold war politics, an ideological competition between capitalism and communism

Statement of the standpoint before discussing the influence of USA and USSR in the decolonization process of Africa

Influence of USA and USSR in the decolonization process of Africa

- The new super powers expressed anti-colonial attitude towards European powers in Africa
- USSR's involvement in Africa forced the USA to drop her isolationist policy and hence taking part in the liberation of Africa
- USA the capitalist leader mounted pressure on capitalist states like Britain to decolonise Africa
- Pressurised for the implementation of the Atlantic Charter after they contributed to its signing in 1941
- The desire by the USA and USSR to spread their ideologies in Africa made them to befriend (or ally with) Africans during their struggle for independence
- US leader Franklin Roosevelt made direct visits to North African states like Morocco in 1943 which influenced King Mohammad V to actively involve in the struggle for Moroccan independence (**this factor does not apply to USA as a superpower because the superpower status of USA was after World War II in 1945**)
- The new superpowers provided military support in form of training and weapons e.g. Kenyatta and Cabral were trained in the USSR
- The two powers participated in the formation of the UNO in 1945
- Gave scholarships to African students e.g. Nkrumah studied in the USA, Nujuma in the USSR
- Encouraged respect for African rights as proclaimed in the Universal Declaration for Human Rights (UDHR) of 1948
- Condemned racism against Africans e.g. by the UDI government in Southern Rhodesia and the apartheid government in South Africa
- Extended financial and moral support to Africans seeking for political emancipation e.g. the USSR supported MPLA, PAIGC, ZAPU, etc.
- The USA and USSR condemned the 1956 Suez war and pursued an interventionist policy in favor of Egypt
- Cold war politics influenced the formation of the Non-Aligned Movement (NAM) which inspired Afro-Asian solidarity during African decolonization

- USA's Marshal Aid Plan towards Western Europe after World War II inspired the decolonization of Africa
- The Soviet Union launched the Molotov Aid Plan through which African liberation movements like the MPLA and the SWAPO accessed financial and material support
- Presence of US troops in North Africa during World War II inspired agitation for freedoms and democratic governance in the region. **(this factor does not apply to USA as a superpower because the superpower status of USA was after World War II in 1945)**

A candidate maintains the standpoint in the transition paragraph before discussing other factors that influenced the decolonization process of Africa

Other factors:

- European colonial policies in Africa
- Missionary activities in Africa
- The rise of African independent churches
- The existence of independent African states, Liberia and Ethiopia
- Lessons from Japanese success since 1860
- Influence of blacks in the Diaspora and the Pan African Movement (PAM) since 1900
- Impact of the 1914-18 World War I
- The 1917 Russian revolution
- The 1935 Italian invasion of Ethiopia
- Impact of the 1939-45 World War II
- Ethiopian success over Italy in 1941
- The contribution of the 1944 Brazzaville conference
- The rise to power of the Labour Party in Britain in 1945
- Impact of the 1945 Manchester Conference
- Urbanization in Africa since 1946
- The 1947 independence of India and Pakistan
- Victory of the Nationalist Party and the declaration of Apartheid in South Africa in 1948
- The Contribution of western education and the rise of African elites
- The Formation and role of political parties
- Influence of press and mass media
- The 1949 Chinese Communist revolution / victory of the Communist Party in China in 1949
- The rise of Indonesian nationalism between 1950 and 1951
- The 1952 Egyptian revolution and role of Gamal Nasser / the impact of the 1956 Suez war
- Effects of the 1952-55 Mau-Mau uprising in Kenya
- The defeat of the French by 1954 in the Vietnamese war
- The 1954-62 Algerian war of independence
- The 1955 Bandung conference
- The 1957 independence of Ghana and the role of Kwame Nkrumah
- The 1958 independence of French Guinea (Conakry) and the role of Sekou Toure
- The role of the Commonwealth of Nations since 1959
- The 1960 Harold Macmillan "Wind of change"
- The formation of the OAU in 1963

- The 1974 Lisbon coup

(Etc. 25 marks)

2. ASSESS THE ROLE OF THE PAN-AFRICAN MOVEMENT (PAM) IN THE LIBERATION OF ETHIOPIA BY 1941.

PREAMBLE:

- A viable introduction
- Give and explain the impact of Pan Africanism on the liberation of Ethiopia
- Other factors are required
- A clear standpoint and valid conclusion

Points to consider:

- The Pan African Movement was established by Black descendants in the Diaspora who had strong attachment to Africa with determination to unite Africans towards liberating the African continent from white domination and exploitation
- Africans condemned the Italian naked aggression on Ethiopia in 1935 and hence played an important part in defeating Italian aggressors by 1941

Statement of the standpoint before discussing the role of the Pan African Movement in the liberation of Ethiopia

Impact of the Pan African Movement:

- Influenced Africans in West Africa to use nationalistic newspapers to call for mass protests against the Italian invasion of Ethiopia
- Inspired a resolution in Lagos demanding the British government to abandon her appeasement policy towards Italy
- Nigerians also established the Abyssinian Association to support the Ethiopian cause against Italian imperialism
- Influenced Africans in West Africa to boycott Italian firms and all products from Italy
- Led to the establishment of the Ethiopian Defence Fund in West Africa to solicit for funds and register volunteer fighters
- Caused hostile press attacks against Italy e.g. Kenyatta's article, "Hands off Abyssinia," and "Has Africa a God?" by Wallace Johnson of Sierra Leone and Nnamdi Azikiwe of Nigeria who questioned Italian claim of spreading Christianity in Ethiopia by use of poisonous gas
- Inspired activities of the Rastafarian movement in Jamaica who demonstrated against Italian occupation of Ethiopia by selling photographs of Emperor Selassie on the streets
- Influenced the rise of Black Nationalist Movements in London through which African descendants condemned Italian occupation of Ethiopia
- Led to the establishment of the International African Service Bureau in 1937 to oppose the Italian occupation of Ethiopia and their atrocities
- Influenced Role of the WASU through their demonstrations and writings
- Influenced wide spread black demonstrations all-over the world against Italian naked aggression on Ethiopia e.g. in New York and West Africa
- Role of Pan African movements like the International African Service Bureau (IASB), International African Friends of Ethiopia (IAFE), the Pan African Federation (PAF), Etc.

A candidate maintains the standpoint in the transition paragraph before discussing other factors for the liberation of Ethiopia

Other factors:

- The formation and role of the Black Lions movement
- Strong leadership of patriots like Ras Imru

- The formation and role of the Committee of union since 1937, which encouraged national union as opposed to ethnic rivalry
- Determination of the Ethiopians to get rid of Italian occupation
- The influence of the Ethiopian Patriotic Church under Bishop Petros
- Impact of the Graziani massacre of 1937
- The unpopularity of the Italian oppressive rule
- The return of Haile Selassie to Ethiopia in 1941
- Impact of the brutality and barbarism of the Italian army e.g. burning African huts and raping women
- Home advantage i.e. the freedom fighters were familiar with the Ethiopian geographical features like the hilly terrain
- Numerical strength of the Ethiopians compared to the few Italians in Ethiopia
- Role of other Ethiopian patriots like Zeraï Deress and Ras Mulugeta, the Ethiopian minister of war and gallant veteran of Adowa
- The outbreak of World War II and the Italian blunder of participating on the Axis side
- British change of attitude and their support to the Ethiopians through Sudan and Kenya
- Support enjoyed by Ethiopians from Africans especially of West Africa
- International sympathy to Ethiopian cause following the fleeing of Selassie to exile in Britain and his presentation during a League General Assembly

(Etc. 25 marks)

3. ACCOUNT FOR THE DEFEAT OF THE MADAGASCAR UPRISING IN 1948.

PREAMBLE:

- a) A viable introduction
- b) Give and explain reasons for the failure of the Malagasy uprising
- c) A valid conclusion

Points to consider:

- The 1947 Malagasy uprising was a nationalist uprising staged by the Malagasies against French colonial rule
- It occurred between March 1947 and December 1948 and was fought by mainly Hova-Merina tribesmen
- The uprising was led by the Democratic Movement for Malagasy Renewal (MDRM), a mass political movement formed by nationalists like the three future Malagasy (representatives) or deputies in the French Parliament namely Jacques Rabemananjara a popular writer, Dr. Joseph Raseta, Dr. Joseph Ravoahangy and Monja Jaona Jiny, an ex-serviceman of World War II

Reasons / factors for the failure of the Malagasy uprising:

- Military strength of the French e.g. increased deployment into the French security forces to a tune of 30,000 troops by 1948
- Counter revolutionary activities adopted by the French e.g. the French military forces carried out mass executions, torture, war rape, burning of Malagasy villages, collective punishment and throwing live Malagasy prisoners out of airplanes
- Lack of external support; the Malagasy nationalists were ill-equipped as a sign of failure to access military aid
- Political repression by the French administration through political intimidation, arrest and torture of Merina tribesmen suspected of supporting the MDRM freedom fighters

- The declaration of a state of emergence by the French in the late 1947 limited the popularity of the MDRM and further weakened the uprising
- The existence of foreigners (colons) on the island, mostly the French and descendants of the early Portuguese settlers who fought alongside the French security forces
- The French fought alongside the Malagasy Party for the Disinherited (PADESM), who had much hatred against the arrogant and proud Hova-Merina people
- The French deliberately provoked ethnic rivalry by mobilising other tribes like the Cotiers against the MDRM whose leadership was predominantly from Merina tribe
- The leadership of the uprising in Madagascar lacked focus: the uprising was unplanned, uncoordinated and the leaders were extremely disorganised and driven by emotions
- The uprising took place in rural areas where the MDRM has less support, yet majority of the population did not rise up to join the uprising
- Military weakness of the Malagasy nationalist rebels: they were ill trained and mostly equipped with rudimentary weapons like spears, sticks and stones
- Loss of leadership affected the rebel activities in the Malagasy: Jacques Rabemananjara, Dr. Joseph Ravoahangy, Dr. Joseph Raseta and Monja Jaona Jiny, were arrested while Samuel Rakotondrabe and Edmond Ravelonahina were executed
- Military losses suffered by the MDRM freedom fighters weakened the rebellion
(Etc. 25 marks)

4. ASSESS THE ROLE OF HABIB BOURGUIBA IN THE ATTAINMENT OF INDEPENDENCE BY TUNISIA IN 1956.

PREAMBLE:

- a) A viable introduction
- b) Give and explain the role of Bourguiba in the struggle for Tunisian independence
- c) Other factors are required
- d) A clear standpoint

Factors to consider:

- The struggle for Tunisian independence emerged in the era of World War I but the fruits of independence were released mostly after the return of Bourguiba from France in 1927
- Bourguiba was born in the small town of Monastir in the Sahel, acquired primary and secondary education from the Sadiqqiyya education centre before leaving for France

Statement of the standpoint before discussing the role of Bourguiba in the attainment of independence in Tunisia

Role of Habib Bourguiba:

- Returned to Tunisia from Paris in 1927 to participate in the nationalist struggle
- Was an active member of the Destour (party) which he joined in 1922 before moving to Paris
- Acquired membership to the Destour party executive which enabled him to associate with Destour leaders like Ferhat Salah and Ahmed Aafi thus widening his political knowledge and leadership skills
- Led his Friends like Mahmud Materi, Tahir and Bahri Guiga to prepare mass organisations and meetings aimed at influencing Tunisian independence struggle
- Started “L’Action Tunisienne” (The Tunisian Action) to address the economic, moral and political crises in Tunisia
- Demanded for respect of the interests of all Tunisians regardless of religion, education or social status
- Organised and sensitised masses to support the Tunisian cause for independence

- Attempted to intermediate between Tunisian interest and French opinion in the process of advocating for justice and national identity of the Tunisian people
- Published and exposed the French administrative abuses in Tunisia
- Influenced the formation of the Neo-Destour (New-Constitution Party) which radicalised Tunisian nationalism
- He restructured the Neo-Destour with democratic and central administrative structures which strengthened the party activities towards independence attainment
- Bourguiba established party branches across the country, each with strong administrative organise to encourage party activities
- Encouraged Tunisian support to the French against fascism during World War II with hope of winning French sympathy towards Tunisian independence
- Made foreign tours to Egypt, Asia, USA, Europe and the Arab League aimed at soliciting for support towards Tunisian independence
- Encouraged the Neo-Destour to participate in the National Tunisian Front that coordinated activities of anti-colonial groups
- Participated in pre-independence discussions with the French regime of De Gaulle which enabled him receive instruments of power as head of the Neo-Destour

A candidate maintains the standpoint in the transition paragraph before discussing other factors that inspired the attainment of independence in Tunisia

Other factors:

- Role of other elites like Thaalibi etc.
- Impact of French colonial administrative policies
- Contribution of other political organisations like the Old (Destour)
- Influence of the Algerian war of independence (1954)
- Impact of American soldiers in North Africa during World War II
- Impact of World War I
- Impact of World War II
- Influence of the 1952 Egyptian revolution
- Return of Charles de Gaulle in 1954
- Formation of the National Tunisian Front that coordinated activities of all anti-colonial groups like the New and Old (Destour), the CGTT etc.

(Etc. 25 marks)

5. EXAMINE THE ROLE OF HASTINGS KAMUZU BANDA IN THE STRUGGLE FOR INDEPENDENCE OF NYASALAND.

PREAMBLE:

- a) A viable introduction on Kamuzu Banda
- b) Give and explain the role of Banda to the attainment of Malawian independence
- c) Other factors are required
- d) A valid standpoint and conclusion

Points to consider:

- The struggle for independence in Nyasaland began during the course of World War II when Africans formed the Nyasaland African Congress (NAC) in 1944 to end British rule
- Much of the period of struggling for independence was African determination to break away from the Central African Federation (CAF) that existed between 1953 and 1963

- Hastings Kamuzu Banda spent forty years abroad in the USA and the UK before transferring to the Gold Coast in 1953 where he worked until 1958

Statement of the standpoint before discussing the role of Hastings Kamuzu Banda in the struggle for independence in Nyasaland

Contribution of Kamuzu Banda:

- Banda represented the Nyasaland African Congress (NAC) in England, lobbying for intervention of the Labour government in the Nyasaland question
- While in London, he extended advise, encouragement, and financial support to the NAC leadership
- Dr. Kamuzu Banda returned to Nyasaland in 1958 and begun campaigning against African cooperation with the Central African Federation (CAF) administration
- As president of the NAC, he led direct positive action by Africans towards independence attainment
- He managed to beat-up the federal security to attend the “All African Peoples Conference” in Ghana in 1958
- His arrest by the CAF government in 1959 strengthened his heroic personality and popularity
- Kamuzu managed to unite all sections and ethnic groups of African population in Nyasaland
- Banda led the Malawi Congress Party (MCP) to the constitutional talks in London
- He participated in the designing and drafting of a multiracial constitution in 1961
- Kamuzu led the MCP to participate in the pre-independence elections of August 1961
- He accepted appointment to two ministerial posts in the new executive council which enabled him to extend social services to the local people
- Banda participated in the constitutional discussions of November 1962 in London which recognised the secession of Nyasaland from the CAF
- Banda led the Breakaway of Nyasaland from the CAF in 1963
- He accepted the post of Prime Minister of the internal self-government of Nyasaland
- He led the MCP to a landslide victory of 50 seats in the common roll in the independence elections of April 1964
- Kamuzu accepted the instruments of independence on July 6, 1964
- He led the MCP to establish the first independent government of Malawi

A candidate maintains the standpoint in the transition paragraph before discussing other factors that influenced the struggle for independence in Nyasaland

Other factors:

- The contribution of the MCP
- Impact of missionary/colonial education
- The role of Scottish missionaries
- Activities of the African independent Churches
- Absence of ethnic nationalism in Nyasaland
- The geographical size of Nyasaland
- The creation of the CAF strengthened political consciousness of Africans of Nyasaland
- The economic inability of Nyasaland
- The role of Prime Minister Harold Macmillan
- Contribution of Governor Iain Macleod

- Collapse of the CAF
- Independence of neighbouring British East Africa like Tanganyika
- The independence of Ghana/impact of the All African Peoples Conference of 1958
- The formation of the OAU
- Influence of the UNO
- Influence of the Commonwealth of Nations
- Impact of the mau-mau uprising in Kenya

(Etc. 25 marks)

6. HOW FAR HAS STATE CONTROL OVER EDUCATION CONTRIBUTED TO NATIONAL DEVELOPMENT IN ANY ONE INDEPENDENT STATE OF EAST AFRICA?

PREAMBLE

- A viable introduction**
- A candidate should explain how state control over education has promoted national development in a selected country of East Africa**
- The role of other factors in promoting National development is also needed**
- A good essay should have a clear stand point**
- A candidate should select a country with in East Africa**
- A clear conclusion is needed**

Education refers to the process of acquiring Knowledge and skills for personal and communal development. State control over education is mainly through schools where education is formal.

Statement of a standpoint

How state control over education national development

- Dictates the curriculum
- Promotes culture
- Vocationalisation
- Increased access and mass literacy
- Gender balance
- Affordability
- Checks on Neo-colonialism
- Equity in employment
- Minimal exploitation of workers
- Holistic education
- Quality control
- Talent development Training of future leaders
- Widely spread / minimizes Rural urban Divide

Transitional statement with standpoint maintained

The role of other factors in promoting national development

- Natural resources
- Agricultural sector
- Foreign Aid
- Private sector
- National Language

- Socialist policies

(Etc 25 marks)

7. "THE POLICIES OF THE WHITE SETTLERS WERE PRIMARILY RESPONSIBLE FOR THE OUTBREAK OF THE LIBERATION WAR IN MOZAMBIQUE." DISCUSS.

PREAMBLE:

- A viable introduction
- Give and explain how the policies of white settlers which caused the Mozambican war of independence
- Other factors are also required
- A very good essay should have a clear stand point and a valid conclusion

Points to consider:

- Mozambican war of independence which broke out in 1964 was mainly a struggle against the unfair Portuguese rule and the desire to achieve independence.
- The war against the Portuguese was declared by the FRELIMO under the leadership of Eduardo Chivambo Mondlane

Statement of the standpoint before discussing how the policies of white settlers caused the outbreak of the liberation war in Mozambique

Impact of the policies of white settlers:

- Declaration of Mozambique as a white settler colony
- Oppression and brutality through the International and Defence Police (PIDE)
- Exploitative economic policies e.g. forced cash crop growing imposed on Mozambicans
- Poor education system or inferior education given to Africans that denied them intellectual advancement and technical skills
- Harsh reaction to peaceful protests through brutal suppression of African non-violent protests e.g. about 49 dock workers at Lourenco Marques were shot dead during a strike in 1956
- Poor taxation policy imposed on Africans
- Forced labor system introduced by the Portuguese
- Discriminative assimilation policy
- The establishment of rehabilitation centers with associated atrocities like forced resettlement of Africans, brutal interrogations and assassinations, etc
- Portuguese policy of regarding Mozambique an overseas territory
- Land grabbing that made the Portuguese control vast pieces of arable land
- Encouraged increased (heavy) deployment of Portuguese troops e.g. over 70000 soldiers deployed in Mozambique by 1960
- Practiced racism against the Mozambicans e.g. denied Africans employment opportunities
- Encourage the contract labor system that exploited African labour
- Promoted suppression of African freedoms e.g. of press and association
- Exploitation of Mozambican minerals without developing the country
- Supported Portuguese open door policy towards NETO powers i.e. allowing other western powers to exploit Mozambican resources
- Opposed Portuguese reluctance to make political reforms
- High levels of corruption among the Portuguese settlers
- The policy of economic marginalization aimed at impoverishing Africans

A candidate maintains the standpoint in the transition paragraph before discussing other factors that caused the outbreak of the liberation war in Mozambique

Other factors:

- Role of Mozambican nationalists e.g. Eduardo Mondlane, Samora Machel, etc.
- Impact of cold war politics
- Independence of neighboring states e.g. Tanzania

- Impact of World War II
- Algerian war of independence since 1954
- Inspiration from liberal Portuguese
- Activities of the UNO since 1945
- Failure to achieve independence through peaceful means
- Lack of constitutional avenues of achieving independence i.e. lack of African parliamentary participation
- The desire for political independence
- The formation of liberation movements e.g. the FRELIMO in 1962 which adopted militant ways of achieving independence
- Influence of the Marxist (socialist) ideology that inspired militant revolution in Mozambique

(Etc. 25 marks)

8. EXAMINE THE IMPACT OF FOREIGN AID ON ANY ONE POST INDEPENDENT AFRICAN STATE

PREAMBLE:

- a) A Viable definition of foreign aid
- b) Identify one independent African country from where examples should be drawn
- c) Identify and explain the positive and negative effects of foreign aid
- d) A viable standpoint and valid conclusion

Points to consider:

- Foreign aid is the disguised help from developed countries to under-developed countries in form of grants and loans

Statement of the standpoint before discussing either the negative or positive impact of foreign aid in a post independent state identified by the candidate

Negative effects of foreign aid:

- Foreign aid encourages extensive borrowing which leads to heavy debt burden
- The aid comes with strings attached
- The donor nations slap high interest rates on loans
- The recipient country becomes a dumping ground for harmful products from the donor country e.g. medicines, contraceptives like engabu condoms from China
- Foreign aid cripples the recipients' economy because it promotes dependence syndrome
- Aid in form of essential commodities promotes laziness among masses in the recipient country
- It promotes neocolonialism
- It leads to unfavorable structural adjustment programs (SAPS) like retrenchment of employees
- Foreign aid in terms of machines and technology creates technological unemployment
- Foreign aid leads to western cultural influence which causes 'de-acculturation' i.e. it leads to immorality in the recipient country
- It comes with expatriates as supervisors who instead repatriate profits
- Military aid leads to political threats and insecurity
- Foreign aid is one of the causes of inflationary tendencies as it increases money in circulation
- Education aid causes brain drain which leads to shortage of trained and skilled manpower
- Aid in form of skilled manpower (expertise) brings in spies who come as facilitates Foreign aid facilitates dictatorship in Africa

- It strains the country's budget in order to pay back
- Aid encourages corruption, embezzlement and economic mismanagement
- A candidate maintains the standpoint in the transition paragraph before discussing either the negative or positive impact of foreign aid in a post independent state of their choice
- **Positive effects**
- Foreign aid attracts foreign investment
- Foreign aid widens the country's tax base which increases government revenues
- It improves on the recipient's gross domestic product (GDP)
- Humanitarian aid helps in disaster management during times of calamities hence, leading to relief and recovery
- Foreign aid promotes development of physical infrastructure
- It supports provision of social services leading to improved living standards of masses
- Foreign aid promotes industrialization
- Military aid strengthens security in the recipient country
- It ensures proper government planning and accountability
- Foreign aid encourages or strengthens international and diplomatic relations between the donor and recipient countries
- It promotes international trade and creates external market for commodities of recipient country
- Foreign aid in terms of expertise solves skilled manpower gap
- It encourages environmental conservation e.g. funds to counter global warming
- Promotes education advancement
- Promotes human and democratic rights
- Foreign aid helps to cover budgetary deficits
- Encourages proper exploitation of resources thus undermining corruption and resource mismanagement

(Etc. 25 marks)

9. DISCUSS THE CAUSES AND CONSEQUENCES OF THE 1965 COUP IN CONGO - KINSHASA.

PREAMBLE:

- a) Brief introduction on the 1965 military coup d'état
- b) Give and explain the causes of the coup
- c) Explain the positive and negative effects of the coup with a standpoint
- d) A viable conclusion

Points to consider:

- The 1965 coup in Congo was a military takeover of the unitary government of Joseph Kasavubu. The coup was led by Joseph Mobutu, a close ally of president Kasavubu
- **Causes of the 1965 coup:**
- To pre-empt a 'move to the left' by Kasavubu i.e. the president wanted to adopt African socialism
- Attempt by Joseph Kasavubu to dismiss white mercenaries in accordance with the OAU resolution
- Impact of the successful coup of 1960 led by Mobutu against Prime minister Lumumba
- Mobutu's desire to restore law and order due to the general instability and chaos in the country since 1960

- Secret moral support to Mobutu by the west, especially the USA
- Tshombe's collaboration with the Belgians with plans to oust Kasavubu
- Continued Belgian presence in Congo
- Great decline in agricultural production
- Corruption and economic mismanagement
- Disrespect and despise for Congolese politicians by Mobutu
- Determination by Mobutu to restore the collapsing economy of Congo / collapse of the economy due to high levels of inflation and unemployment
- The extravagance of Kasavubu's government especially overspending on prestigious projects
- Ambition for power by Mobutu
- Desire by Mobutu to reform the political, social and economic conditions in Congo
- Motivation from the earlier successful coup of 1960 staged by Mobutu
- Introduction of the army in the politics of Congo since independence in 1960
- General weakness of the government of Kasavubu and the need to establish a stable government
- Popularity and loyalty enjoyed by Mobutu in the Congolese national army (ANC)
- High levels of poverty and economic constraints suffered by Congolese peasants
- The desire by Mobutu to establish national unity in Congo

Accumulation of foreign debts
Statement of the standpoint before discussing either the positive or negative impact of the 1965 coup in Congo

Positive effects

- Ended the spirit of secessionism in Congo e.g. among the Katangese
- Led to the rise of reformist Mobutu
- The military government promoted industrialisation e.g. iron and steel industry
- Congo engaged in Pan African activities
- Mobutu encouraged revival of African culture in Congo
- Relative peace and political stability were achieved
- Mobutu encouraged foreign investors especially in the mining industry
- Embarked on infrastructural development
- Established the Inga power dam at R. Congo
- Mobutu tried reducing on Congo's debt burden through debt servicing
- Encouraged sports and games as a means of improving the international image e.g. organised Muhammad Ali's fight in Congo in 1974

A candidate maintains the standpoint in the transition paragraph discussing either the positive or negative impact of the 1965 coup in Congo

Negative effects

- Mobutu became a dictator i.e. ruled by decree
- Creation of a cult i.e. Mobutuism
- Suppression of opposition politicians
- Persistent corruption in government and civil service
- Sabotaged parliamentary and democratic rights
- Undermined rights and freedoms of masses e.g. abolished putting on T-shirts

- Mobutu's policies scared away private investors, many of whom fled the country
- Mobutu failed to uphold the principle of non-alignment as he leaned more towards the USA
- Gradual collapse of the industrial sector
- Mobutu supported political instabilities in neighbouring states e.g. he supported the FROLINAT rebel movement in Chad
- Drained the country's treasury leading to bankruptcy
- Collapse of infrastructure e.g. the rural roads were neglected
- Decline in agricultural production leading to food shortage hence starvation
- Decline in social service provision especially the health service
- High levels of criminology which Mobutu failed to control
- Mobutu became nepotistic and tribalistic

(Etc. 25 marks)

10. HOW DID THE COLLAPSE OF CIVILIAN RULE IN LIBYA IN 1969 AFFECT THE PEOPLE?

PREAMBLE:

- a) A viable introduction
- b) Give and explain the effects positive and negative of the collapse of civilian rule in Libya
- c) A clear standpoint and valid conclusion

Points to consider:

- Civilian rule came to an end on September 1, 1969 when the monarchical government of King Idris Muhammad al-Sanussi was overthrown through a military coup organized by Colonel Muammar Gaddafi and the Free Unionist Officers.

Statement of the standpoint before discussing either the positive or negative impact of the collapse of the civilian rule in Libya on the people

Positive effects

- Led to the rise of the Revolutionary Command Council (RCC) with Gaddafi as chairman
- Led to military reforms from ranks to welfare
- The RCC expelled white settlers especially of Italian origin hence fighting against neocolonialism
- Gaddafi initiated manpower training of Libyan masses to take over from foreign expatriates
- Led to nationalization of foreign property without compensation
- The new military government established a strong and self-reliant economy
- Led to closure of British and American military bases e.g. the Wheelus airbase used by the NATO
- Enabled Libyans to enjoy a meaningful independence e.g. the Roman law was outlawed by the RCC and replaced it with the Sharia
- Enabled revival of Islam and checked on immoralities like alcohol consumption which would lead to building of a pure Moslem society
- Gaddafi's administration improved on the welfare of the masses by building homes for them and subsidizing essential goods
- The revolutionary government ensured government control of oil resources up to 70%, which gave Libyans justifiable share of the oil revenues
- It enabled creation of more job opportunities to curb down unemployment
- Led to improved position of women especially in the military and civil service
- Libya became a strong advocator of the Non-aligned movement

- The RCC promoted agriculture through reclamation and irrigation, as well as mechanized production
- The government of Gaddafi extended help to the farmers by giving them subsidies like fertilizers and agricultural loans to ensure food security
- Led to extensive afforestation to control the extension of the Sahara desert
- Gaddafi administration carried out intensive industrialization to diversify the economy of Libya
- Led to infrastructural development like transport networks and social infrastructures like hospitals
- Led to improved provision of social services like education and health which were made free to all
- The military government encouraged modernisation to ensure total elimination of feudalism in Libya
- Inspired Libyan participation in Pan African activities e.g. Gaddafi financed the activities of the OAU and led to its transformation into the AU
- Led to introduction of the “Universal Theory” which encouraged national unity and mass involvement in the affairs of Libya

A candidate maintains the standpoint in the transition paragraph before discussing either the positive or negative impact of the collapse of the civilian rule in Libya on the people

Negative effects

- The Revolutionary Command Council (RCC) established military dictatorship under Gaddafi
- Led to the rise of new forms of nepotism, tribalism and regionalism in Libya
- It raised religious discrimination by converting Churches into Mosques
- The Libyan middle class lost private property through government policy of nationalization and banning of retail trade
- Government suppressed democracy and human rights by banning party politics and failing to organise elections
- The “Jamahiriya revolution” that emphasized “state of the common people” led to bureaucracy which delayed problem solving
- The communist tendencies of the military government caused conflicts with western capitalist states like the USA
- Escalated income inequalities due to over accumulation of wealth by the first family, the revolutionaries and government supporters
- The revolutionary government was fond of suppression of opposition politicians
- Led to isolation of Libya due government support of subversive and terrorist activities in states like Chad, the UK, Nicaragua the Sudan etc.
- Caused militarization of politics as government increased expenditure on the army to sustain the RCC
- Worsening levels unemployment which left close to 49% of the Libyans poor

(Etc. 25 marks)

END

MARKING GUIDE
ACEITEKA JOINT MOCK EXAMINATION 2017
HISTORY P210/2
SOCIAL ECONOMIC HISTORY OF EAST AFRICA

1. Explain the social and economic features of the Kikuyu during the early 19th century.

Preamble

- Candidate is expected to give and explain the social-economic organization of the Kikuyu.

Points to consider

- The Kikuyu are a group of Bantu speaking people that live in the present Kenyan highlands.
- They are said to have come from either Taita hills or Shengwaya.
- They are believed to have been founded by Kikuyu.

Economic organization

- They were predominantly agricultural.
- They grew cereals such as sorghum, maize, et.c.
- They also grew peas such as beans, cow-peas etc.
- They grew other crops such as Banana, yams and sugar cane.

- They traded with their neighbours especially the Maasai.
- They also practiced pottery and made clay products.
- They also practiced basket weaving.
- They grew coffee as a major cash crop.
- Land was a very important possession because the Kikuyu entirely depended on tilling the land for survival.
- A man who never had land could not marry.
- They also reared animals such as cattle goats and sheep.
- Animals were very important aspect of marriage.
- They also reared bees for honey.
- Milk and butter were very important products from the animals.
- However, the Kikuyu never fished because eating fish was a taboo.
- They also never reared chicken because eating chicken was a taboo.
- Work was divided according to sex.
- Man cleared the land, herded animals and milked them.
- Women cultivated, sowed and harvested.
- There was also communal work, where neighbours were called upon to help during peak periods such as weeding and harvesting.
- They also practiced hunting
- They also practiced gathering.

Social

- They believed in the existence of the supreme God they called Ngai
- They believed he manifested in the sun, moon, stars, rainbow & thunder lightning etc.
- Senior elders acted as mediators with Ngai
- Ngai was consulted during times of trouble e.g. drought and sickness
- Ngai was also important in all stages of growth and development e.g. birth etc
- Mt. Kenya called Kirinyaga was the home of Ngai
- The Kikuyu built shrines in large trees to worship Ngai.
- Witches and evil spirits were associated with bad Omens such as sickness.
- They were divided into nine clans.
- They practiced initiation for both boys and girls.
- They also offered sacrifices.

2. Examine the social and economic methods used to ensure law and order in Buganda during the early 19th century

Preamble

Candidate is required to identify and explain social economic methods used to ensure law and order in Buganda.

Points to consider

- Acceptable introduction.
- Communal ownership of land under the custody of the Kabaka.
- Clan ownership of land.
- Communal work.
- Strong sense of social unity.
- Strong clan system.
- Strong clan taboos and beliefs.
- The social economic function of the Kabaka.
- Strong family system.
- An elaborated extended family system.
- Growth of stable perennial food crop i.e. Matooke.

3. Discuss the impact of Arab settlement on the social and economic life of coastal Peoples of East Africa.

Preamble

- Candidates are required to give the positive and negative effects of Arab settlement on the lives of the people of East Africa.

Points to consider

- (a) Arabs were groups of people who came from Arabia and Persia to occupy the East African coast by 1000AD.
- (b) African kings and chiefs became richer.
- (c) Led to exploitation of African resources.
- (d) Led to development of coastal towns.
- (e) Led to development of Indian Ocean trade.
- (f) Led to development of slave trade.
- (g) Resulted in monetary economy with the use of cowry shells and later mining of coins.
- (h) Now crops such as rice, sugar cane etc were introduced.
- (i) Many coastal people became rich.
- (j) Led to increased population of the coast.
- (k) Led to spread of Islam.
- (l) Led to construction of mosques.
- (m) Led to development of Koranic schools
- (n) Resulted into inter marriage.
- (o) Resulted into rise of a new race (Swahili race.)
- (p) Led to development of a new language i.e. Kiswahili.

Etc.

4. To what extent were economic factors responsible for the racial tensions in Kenya during the colonial period?

Preamble

- The candidate is expected to give and explain the economic factors that led to racial tensions in Kenya.
- Give and explain the factors
- Give a stand point

Points to consider

Economic factors

- (a) Explanation of racial tensions in Kenya.
- (b) Whites wanted to occupy the whites highlands alone.
- (c) Whites never wanted Africans to grow cash crops.
- (d) Asians wanted land for settlement.
- (e) Asians also wanted to leave in Kenya Highlands.
- (f) Africans wanted better labour conditions
- (g) Africans wanted the right to own land.
- (h) African wanted to repossess their land in the Kenyan highlands
- (i) Africans want to be allowed to grow cash crops.
- (j) Africans wanted a reduction in taxes.
- (k) Asians wanted to be granted monopoly over trade.

Other factors

- (l) Europeans wanted to control Kenyan politics.
- (m) Europeans wanted to dominate other races
- (n) Europeans wanted to be granted the right to rule Kenya.
- (o) Whites wanted to restrict Asian immigration into Kenya.
- (p) Whites wanted to leave in towns alone.

- (q) Asians had formed the East African Indian National Congress (EAINC) which advocated for their rights.
- (r) Asians wanted a share in government.
- (s) Asians wanted equal opportunities in politics and military and administration.
- (t) Asians wanted an end to racial discrimination in schools, hospitals etc.
- (u) Africans wanted equal opportunities in education etc.
- (v) Africans wanted to participate in politics.
- (w) Africans wanted representation in the legislative council.
- (x) Africans wanted their independence.
- (y) The Africans wanted the withdrawal of the Kipande system.
- (z) Africans had formed associations such as the Young Kikuyu association.

5. Explain the contribution of the Uganda railway to the social and economic development of East Africa.

Preamble

Candidates should give and explain the contribution of the railway to the social – economic development of East Africa.

Points to consider

- (a) Improved communication in East Africa.
- (b) Made transport cheap and easy.
- (c) Led to development of a cash crop economy.
- (d) Led to urbanization.
- (e) Opened up Uganda to the rest of the world.
- (f) Led to development of plantation agriculture in Kenya.

- (g) Led to development of a road network in East Africa.
- (h) Created employment.
- (i) Stimulated a variety of commercial activities.
- (j) Led to development of legitimate trade.
- (k) Led to a large Indian population which developed commerce.
- (l) Eased missionary work.
- (m) Increased the spread of Christianity.
- (n) Led to abolition of slave trade.

Etc.

6. Assess the impact of the 1900 Buganda Agreement on the History of Uganda.

Preamble

Candidates should give the positive and negative effects of the Buganda Agreement on the History of Uganda.

- Give a stand point
- Definition
- It led to exploitation of Uganda's resources e.g. minerals
- Led to loss of land especially in Buganda.
- It created a landed aristocracy in Buganda.
- Made many people to loose their land.
- It led to Bunyoro's loss of territory to Buganda.

- Increased hostility between Bunyoro and Buganda.
- Introduction of taxes made people to migrate to other areas.
- Created congestion of people in small huts for fear of paying taxes.
- It placed Buganda to the same footing as other parts of Uganda.
- Kabaka lost his power over land.
- The Kabaka became a paid officer of the British.
- Buganda kingdom lost its revenue to the British.
- It led to signing of similar agreement with other kingdoms
- It led to the development of a cash crop economy.
- It led to colonization of the rest of Uganda.
- Of ended religious wars in Buganda.
- It encouraged the development of infrastructure.

Etc

7. How far was the cash crop economy responsible for the social and economic development of Tanzania?

Candidate should give the role of the cash crop economy in development.

- Give other factors
- Give a stand point

Points to consider

- The cash crop economy was that economy introduced in Tanzania by the colonial masters based on the growing of cash crops
- These cash crops included sisal, cotton, coconut palms, coffee, rubber, groundnuts etc.
- It also involved settler Agriculture where large European plantations were established.

- It led to rural development.
- It reduced rural urban migration.
- It helped to exploit African labour that was redundant
- It led to maximum utilization of land.
- It provided incomes to the peoples of Tanzania.
- It made the colonial government to establish Agricultural institutions such as the Biological and Agricultural at Aman
- It led to extensive research in the Agricultural field.
- It led to communal farming which increased output.
- It provided employment.
- It reduced poverty among the people.
- It made government to develop infrastructure especially feeder roads.
- Processing industries emerged
- Large European plantation led to extension of services to the rural areas.
- Increased forex earnings.

Other factors

- Availability of minerals
 - Participation in trade
 - Development of education
 - Establishment of social infrastructures such as hospitals
 - Availability labour
 - Availability of land
 - Role of the Asian community
 - Political stability
- Etc.

8. Assess the achievements of the East African community between 1967 – 1977.

Preamble

Candidate is expected to give and explain

- Achievements
- Failures
- Give a stand point

Points to consider

- The E.A.C was a regional economic block formed in 1967 following the Arusha declaration.
- It was an intergration of the three East African countries of Uganda, Kenya, and Tanzania.
- Promoted the spirit of co-operation.
- Promoted labour mobility.
- Created employment.
- Enhanced establishment of common services.
- Led to even distribution of common services.
- Led to establishment of the East African development Bank.
- Managed to solve common problems e.g. transport.
- Established common research centers.
- Technical institution like Soroti flying school was established.
- Established the East African civil aviation.
- Established the East African legislative assembly.
- Enabled free movement of goods and services.
- Established the income tax department.
- It promoted education by establishing the East African examination council.
- Promoted university education through the inter university exchange programme.
- Established the East African Authority comprising the three heads of state.

Failures

- Failed to ensure even development.
- There was uneven distribution of common services.
- There was trade diversion.
- There was trade protectionism.
- Failed to ensure even distribution of foreign investments.
- There was no common currency.
- Failed to finance development projects
- Failed to eradicate corruption.
- Members did not pay their subscriptions.
- Failed to develop a common ideology.

- There were personal differences among the leaders.
- There interstate conflicts (wars)
- Failed to expand membership.

E.t.c

9. Examine the factors that have undermined the social economic development of Uganda since independence.

Preamble

Candidate should give and explain factors that have led to under development of Uganda since independence.

- Definition of under development.
- Weak political leadership.
- Political instability.
- Poor planning
- Inadequate natural resources
- Corruption illiteracy
- Lack of skills
- Lack of capital
- Poor technology
- Poor allocation of resources
- Dependence on nature
- Poverty
- Tribalism
- Disunity
- Dependence on foreign aid
- Low levels of industrialization
- Low levels of urbanization
- Lack of innovation
- Importation of expensive manufactured goods
- Laziness
- Permittivity
- Repatriation of profits
- Dependence on foreign investors
- Inflation
- High levels of unemployment
- Poor infrastructure

- Dependence on agriculture
10. Account for the adaptation of African socialism in Tanzania by Mwalimu Julius Nyerere.

Preamble

Candidates are expected to give and explain the factors leading to adaptation of African socialism in Tanzania.

Points to consider

African socialism was a home grown economic system designed by Mwalimu Julius Nyerere.

- It was a mixture of Marxism, traditional African values and modern ideas of development.
- It was adapted to:-
 - Promote rural development
 - Promote agricultural development
 - To reduce rural urban migration.
 - To promote National Unity
 - To create self – reliance.
 - To bring about total national independence.
 - To eliminate all forms of exploitation and oppression.
 - To ensure even distribution of National resources
 - To promote grass root democracy.
 - To create a society of equals
 - To promote a spirit of hard work.
 - To improve on the standard of living of the peoples of Tanzania.
 - To ensure provision of social services to the masses.
 - To involve the masses in managing their own affairs.
 - To eliminate Neo-colonialism.
 - To maximize utilization of available resources i.e. land and labour
 - To eradicate poverty.

Etc. *****THE END*****

P210/3 EUROPEAN HISTORY MARKING GUIDE

ACEITEKA JOIN MOCK EXAMINATION 2017

No.1 Account for the European hostility against France in the period 1792 and 1814.

Candidates are expected to identify and explain the causes of hostility against France in the period 1792 to 1814.

Time frame to be respected.

Points to consider

European hostility against France manifested in the formation of a series of alliances against France in the period e.g. 1st military alliance 1793-1797, 2nd military alliance 1798-1802, 3rd military alliance 1802-1807 and the 4th military alliance 1813-1814.

Causes

- Ideological differences i.e. republicanism, monarchism.
- Activities of the Émigrés.
- The raise of war parts i.e. all parts supported war for selfish reasons.
- Economic conflicts.
- The impact of the civil constitution of clergy.
- The influence of the reign of terror.
- Death of Mirabeau.
- Rise of militarism and Cavour.
- Threats from neighbors e.g. Declaration of Pillnitz.
- The execution of the royal family in France.
- The rise of Napoleon Bonaparte.
- The influence of Napoleon's continental system.
- The impact of the Spanish civil war.
- Imprisonment of the Pope.
- Impact of the Moscow campaign.
- British naval superiority.
- European nationalism.

No. 2

"The violation of the constitutional charter was primarily responsible for the collapse of the restored Bourbon monarchy in France in 1830" Discuss.

Preamble

Candidates are expected to analyze the degree to which the violation of 1814 charter contributed to the collapse of the restored Bourbon monarchy in France in 1830 vis-a-vis other factors / reasons.

- A standpoint is required.

CORE

- Following the fall of Nap 1 and the signing of the treaty of Chaumont, the Bourbons were restored in France with a constitution charter 1814.
- The charter was intended to prevent a return to pre-1789 absolute.
- Leadership.
- There was to be equality before the laws.
- Freedom from arbitrary arrest and imprisonment.
- Equal opportunities to civil, military and public offices.
- Religious tolerance but with Catholicism as official religion.
- Freedom of press, speech, association etc.
- Granted ownership of bought/confiscated land ownership.
- Granted parliament system of gov't with two chambers (peers and deputies).
- It emphasized fair taxation.
- The king to head the army and the administration.

VIOLATION OF THE CHARTER

- Louis XVIII never forgot the fame and prestige of the ancient Bourbon monarch and mildly followed their footsteps.
- Revival of absolute monarchism.
- Revival of the strong relationship between the crown and the Catholic Church.
- The ultras and the white terror 1816 – revenged on the Bonapartists, the liberals and the republicans.
- The revival of the nobility and clergy rule 1825, and the indemnity law.
- The abolition of the tri-color flag and the re-introduction of the white flag.
- The appointment of Polignac who was totally opposed to the white flag.
- They censored the press.
- They narrowed the franchise by $\frac{3}{4}$ by 1830.
- They imposed restrictions on political liberties and freedom.
- They increased the taxation.
- They violated the principle of equality of opportunity.
- They attempted to confiscate the peasants land gained during the revolution.

OTHER FACTORS:

- They dissolved/disbanded the national army.
- The revival of political factionalism i.e. Bonapartists, radicals, republicans etc.
- Economic hardships /recession of unemployment, low income, housing problems credit crisis etc.
- Lack of support from the army.
- Suppression of the Spanish revolts annoyed the home people in France.
- Collapse of congress system by 1825.
- Inspiration from the Greek war of independence 1821.
- Weak leadership by the Bourbons failure to measure up to the expectations of Nap1.
- The role of romanticism (protest movements through music, dance and drama).
- Glorification of individuality (rise of able leaders, glorification of the wild, reckless and eccentric and even fanatical character being admirable) e.g. Louis Philippe.
- Revenge on heroes of revolution and Napoleonic era i.e. the killing of Marshall Brine.
- Rise of revolutionary leaders i.e. Adolf Thiers, Louis Blanc, and Lafayette.
- The success of 1830 French revolutions.
- The influence of Britain with her sympathy for liberal institutions.
- The charter itself had loopholes e.g. narrow franchise, too much power given to the king.

3. How was Prince Metternich able to dominate Europe in the period 1815 and 1848?

Preamble

Candidate is expected to identify explain and illustrate the methods /ways used by Metternich to dominate Europe in the period 1815 – 1848.

Points to consider

- Prince Metternich was a chancellor of Austria until 1848 when he was overthrown by the 1848 revolts in Vienna.
- He employed a number of methods that have often been referred to as the Metternich system.

Methods/ Ways

- Suppression of liberalism.
- Suppression of nationalism.
- Use of diplomacy e.g. the treaty of Chaumont, Vienna etc.
- Divide and rule policy.
- Alliance with the Catholic Church.

- Restoration of legitimate rulers.
- Promotion of dictatorship.
- Censorship of the press.
- Centralization of European correspondence.
- Establishment of strong spy network system.
- Establishment of a strong army.
- Establishment of a strong economy.
- Establishment of the congress system.
- Use of the quadruple and quintuple alliances.

4. Explain the process of Germany unification

Preamble

Candidates expected to identify and explain the stages/ process of Germany unification

Points to consider

German unification refers to the struggle to liberate some German states from foreign domination and establish a political union of German states. These states included among others: Prussia, Bavaria, Wurttemberg, Hanover, Baden, Saxony, Holstein etc.

Process/ Stages

- Napoleonic conquest and formation of Rhine confederation.
- Vienna settlement and the reduction in number of Germany states from over 300 to 39.
- The establishment of Prussia as an independent German state.
- The formation of the sovereign in 1818.
- The failure of the 1848 revolts exposed the weakness of the Germany unification struggle.
- The Crimean war led to isolation and weakening of Austria.
- The rise of William 1 and Bismarck established a strong army, strong economy, defeat of liberalism etc.
- Rise of Prussia as a leading state.
- Danish war 1863- 1864.
- Austro-Prussian war 1866.
- Franco-Prussian war 1870 – 1871.
- Establishment of the Germany Empire 1871.

5. Examine the causes and consequences of the Greek war of independence

Preamble

The candidates are expected to clearly identify and explain the causes and consequences of the Greek war of independence.

Core/points to consider

- Greece was part of the Ottoman Empire under the sultan.
- In 1821 the Greeks rose up in a revolt against the Turkish rule and were formally recognized as an independent state.

CAUSES

- Rise of Greek nationalism.
- Turkish mal-administration.
- The military weakness of the Turkish government.
- The religious differences – Muslims versus Christians.
- Influence of the earlier revolts in Europe i.e. French revolution of 1789, Serbian revolution 1804 – 15.
- Weakness of the Vienna settlement.
- Weakness/conflicts among the congress powers.
- Russian influence /support to the Greeks ensee.g.Ypsilanti.
- British influence / support.
- The rise of Greek patriots/ nationalists - Alexander Ypsilanti, cap *distributions* and the activities of the Society of Friends(heterophilse).
- The role of the Greek middle class (the elites and the merchants).
- Over taxation of the Greeks by the Turkish overloads.
- The emergence of a common Greek language in the early 19th century.
- The desire to revive the past Greek glory(theirculture, religion and belling that were being undermined by the Turkish.
- Domination of turkey in all spheres of life(desire to get rid of Turkish domination).
- Corruption on the side of Turkish officials.
- Oppression of the Greek peasants.

- Political instabilities in the Ottoman Empire encouraged the Greeks. (the Morean massacres/ crisis 1820, Mehemet Ali of Egypt 1820s, Ali Pasha the sultan of Janina [Ioannina] 1820s.

CONSEQUENCES OF THE WAR

- Greece regained her independence in 1833.
- Many people lost their lives.
- Led to the collapse of the congress system.
- Rise of nationalism in the continent of Europe.
- Led to revolts of 1875 in the provinces of Bosnia and Herzegovina against Turkey.
- Exposed weakness of Ottoman Empire.
- It led to the outbreak of the Syrian question 1830 – 1841.

6. To what extent was Serbia responsible for the 1914-1918 world catastrophes?

Preamble

- Candidates expected to identify and explain the role of Serbia in the outbreak of World War I.
- A clear stand point is required.
- Give other factors.

Points to consider

- World War I was fought between triple alliance made up of Germany, Austria-Hungary and their allies against Britain, Russia, France and their allies and later Serbia and Italy between 1914 – 1918; and was sparked off by the Sarajevo double murder.
- Role of Serbia.
- Adaptation of militarism.
- Serbia nationalism.
- Serbian imperialism i.e. claim for Bosnia and Herzegovina.
- Participation in the Balkan wars.
- Alliance with Russia.
- Promotion of pan-Slavism.
- Murder of Franz Ferdinand and his wife Sofia. (Sarajevo double murder).
- Refusal of the Austrian ultimatum.

Others

- Alliance system.
- Franco Prussian war.
- Arms race.
- European imperialism.
- Character of Kaiser William II.
- Collapse of European diplomacy.
- Balkan crisis.
- Role of the press.
- Antagonist nationalism [Dawn's theory]

7. How did the Versailles peace treaty of 1919 affect Germany?

Preamble

How did the Versailles peace treaty of 1919 undermine European peace between 1919 and 1939?

A candidate is expected to identify and explain the impact /effect of the treaty on Germany.

[which threatened] European peace

Points to consider

Versailles peace treaty was an agreement signed between Germany and the victor powers in world war I dominated by France and Britain signed on 28th / June / 1919 on the 15th anniversary of the Sarajevo double murder under the chairmanship of George Clemenceau the president of France.

Impact on Germany

- Heavy war indemnity/ war reparations of 6.6m pounds on Germany.
- Neutrality and foreign army of occupation of the Rhine province of Germany.

- Disarmament of Germany.
- Germany loss of colonies e.g. Namibia, Togo land and Cameroon.
- Loss of control over the port of Dantzig.
- Germany surrendered Alsace and Lorraine and Lorraine back to France.
- The Saar region was placed under foreign control.
- Other territorial losses included Eupen-Malmedy to Belgium West Prussia and Upper Silesia to Poland.
- The treaty forced Germany to recognize the independence of Austria and forbade attempts on union.
- Treaty recommended trial of Kaiser William (II) for war crimes.
- Treaty isolated Germany and forbade it to join the League of Nations.
- Germany was forced to recognize the independence of Belgium, Poland and Czechoslovakia.
- Neutrality of river Rhine, Danube, ordered Niemen destroying the Germany monopoly.
- Over seven million Germany subjected to foreign domination under Czechoslovakia and Poland.
- Treaty led to the rise of Nazism and Adolf Hitler in Germany.
- Treaty led to economic crisis in Germany.
- Created enmity between Germany and other powers in Europe e.g. Britain and France.
- Led to unpopularity of the Weimar republic for accepting an unfair treaty.
- Basis for the outbreak of economic depression in Germany.
- Led to political instability in Germany between 1919 – 1934.
- Ended World War I.
- Led to further humiliation of Germany i.e. unfair treaty signed at Versailles in the hall of mirrors where the Germany Empire was created.
- Held Germany responsibility for the outbreak of world war I.

8. Account for the survival of fascism in Italy up to 1944.

Preamble

A candidate is expected to identify and explain the factors that facilitated survival/consolidation of fascism in Italy.

Points to consider

Fascism was a political ideology developed in Italy by Benito Mussolini aimed at establishing a strong state to eliminate the states of communism

In 1922 the liberal monarchy under the leadership of Victor Emmanuel II was overthrown and a fascist state was established which survived up to 1944.

Reasons for survival

- Establishment of an autocratic/ dictatorial regime e.g. burning of political parties.
- Censorship of the press.
- Strict spy network.
- Establishment of the co-operate system and abolition of old trade union.
- Alliance with the Catholic Church signed the concordant in 1929.
- Use of fascist propaganda.
- Use of national tours.
- Alliance with other dictator's i.e. Rome- Berlin- Tokyo axis.
- Establishment of a strong army.
- Establishment of a strong economy i.e. industrialization, H.E.P, transport and communication, re-organization of agriculture, urbanization.
- Adaptation of an aggressive foreign policy e.g. occupation Ethiopia in 1936.
- Policy of anti-Semitism.
- Imprisonment of communists.

9. Assess the role of Adolph Hitler in the outbreak of the world war II.

- A candidate is required to identify and explain the role of Adolph Hitler in the outbreak of world war II vis-a-vis other causes.
- Give other factors.

A clear stand point is required

Points to consider

- World War II was an armed conflict between the axis powers made up of Germany, Italy and Japan against the allied powers made up of Britain, France and their allies.
- Adolph Hitler was the head of state in Germany who assumed power in 1934 and established a Nazi state that was primarily responsible for outbreak of world war II.

Contribution

- Adaptation of an aggressive foreign policy e.g. invasion of Czech Republic, Austria and Poland.
- Withdraw from L.O.Ns.
- Participation in the Spanish civil war.
- Adaptation of Nazi militarism.
- Establishment of anti-Semitism policy.
- Personal characters or ambitions, aggressive war mongers.
- Revival of alliances. Berlin- Rome – Tokyo axis.
- Revival of armed race.
- Establishment of a strong army.
- Violation of the Versailles peace treaty.
- Abuse of appeasement policy.
- Rise of Germany nationalism.
- Promotion of Germany imperialism.
- Violation of the Munich agreement. (*deal*)
- Occupation of Poland 1939.
- Neglect of British ultimatum over the invasion of Poland.

Others

- World War I.
- Versailles peace treaty.
- Economic depression.
- Weakness of L.O.N
- Arms race.
- Alliance system.
- Spanish civil war 1936 – 1939.
- European nationalism.
- Policy of anti-Semitism.
- Rise of communism.
- Germany invasion of Poland.

10.How successful was the United Nations organization up to 1970.

Preamble

- Candidates are expected to identify and explain the success of the U.N.O vis-a-vis failures.
- Candidate to show knowledge of the aims of the U.N.O.
- A clear stand point is required

Points to consider

- U.N.O was an international organization formed in 1945 after the collapse of the L.O.Ns in order to: establish world peace and stability, stop aggression, promote justice and rule of law, enforce disarmament, control along trafficking etc.
- Inaugurated between April and June 1945 at San Francisco in U.S.A with a membership of 51 states with headquarters at New York.
- Increased membership from 51 members to over 100 by 1970.
- Establishment of world peace through enforcement of disarmament, control of rise of aggressions decolonization etc.
- Addressed social economic problems i.e. refuge crisis, equality between man and woman.
- Protection of rights of children e.g. UNICEF and UNESCO to address problems of education.
- Addressed environmental related issues through UNEP.
- Control of drug trafficking.
- Promotion of trade thru UNDP programs.
- Financial ass to member states IMF and World Bank.
- Decolonization of Africa.
- Solved interstate conflicts of the time i.e. Arab-Israel conflict 1947, Korean crisis 1953, Suez Canal crisis 1956, berlin blockade 1948, Kashmir crisis 1949-1961, Congo crisis etc.

Failures.

- To settle the crisis in the middle east
- Double standards in the mandate states

- In resolving the cold war conflicts

*****THE END*****

ACEITEKA JOINT MOCK EXAMINATION 2017

UACE HISTORY PAPER 6

MARKING GUIDE

1. Assess the impact of the abolition of slave trade in the people of East Africa.

Preamble

The candidate is expected to give and explain the positive and negative effects of the abolition of slave trade on the people of East Africa.

Points to consider:

- Many slave trading states declined for example Zanzibar.
- Slave traders lost wealth
- Led to coming of missionaries.
- Led to colonization of East Africa
- Many African societies failed to adjust to other economic activities.
- Population greatly increased
- Security improved
- Agriculture improved
- African dignity and respect were restored
- Increased the spread of Christianity
- Led to development of legitimate trade
- Cash crops economy developed
- Led to construction of the Uganda railway.

2. To what extent was the Berlin Colonial Congress of 1884-1885 responsible for the scramble and partition of Africa?

Preamble

Candidate is required to explain the role of the Berlin Colonial Congress in the scramble and partition vis-à-vis other factors.

A clear stand point required

Points to consider

- A congress summoned by OTTO Von Bismarck of Germany to be attended by European powers to discuss ways and means of sharing the African Continent without recourse to war

- Also referred to as Berlin Colonial Conference
- Brought together all European Colonial powers to discuss colonization of Africa.
- Became a point of entry of Germany into the colonial race
- Settled Congo crisis, by giving Congo to Belgium.
- Led Germany occupation of Togo, Cameroon and Tanganyika.
- Harmonized French expansion in West Africa.
- Confirmed British occupation of Egypt becoming a basis for occupation of the Nile Valley.
- Adopted the principle of effective occupation leading to scramble for colonies.
- Provided the use of agreements to claim territory.
- Divided Africa among European powers without war.
- Reduced the cost of colonization by eliminating the cost of war

Other factors

- Strategic factors
- Humanitarian
- ❖ Spread Christianity
- ❖ Stop slave trade
- ❖ European civilization
- Economic
- ❖ Industrialization in Europe
- ❖ Raw materials
- ❖ Market
- ❖ Surplus capital
- ❖ Excess population
- Prestige
- Franco-Prussian war
- Darwin's theory
- Unification of Germany and Italy
- Independence of Latin America.etc

3. How was Emperor Menelik II able to maintain Ethiopian Sovereignty up to 1914?

Preamble

Candidates expected to identify, explain and illustrate the methods used by emperor Menelik II to maintain Ethiopian independence.

Points to consider

Emperor Menelik II was Emperor of Ethiopia between 1878 to 1913. He succeeded Emperor John IV who was killed in war with Sudan.

He used the following methods to maintain the independence of Ethiopia:

- Entered into agreement with Emperor John IV to become his successor.
- Established a strong army for defense of Ethiopia against aggression.
- Equipped his army with modern weapons acquired from the Italians.
- Used diplomacy and trickery against Ethiopia's enemies for instance the Ucciali treaty.
- United Ethiopians.
- Surrendered Eritrea to Italy to safe guard Ethiopia's independence
- Modernized Ethiopia
- Defeated Italians at the Battle of Adowa 1896.
- Established diplomatic ties with various Europeans Christianity by allowing them to open embassies in Ethiopia.
- Used Christianity to defend Ethiopia against European invasion.
- Established efficient administration
- Avoided borrowing from European continent.
- Used Ethiopia's geographical terrain to ward off European colonization. etc

25 marks

Mark as a whole

4. Assess the impact of the discovery of minerals in the history of South Africa

Preamble

The candidate is required to give and explain

The positive effects

Negative effects of the discovery of minerals\should also give a standpoint.

Points to consider

- In 1867, diamond was discovered at Kimberly
- In 1886, Gold was discovered at Witwatersrand in large quantities.
- Other minerals included uranium, copper, iron etc.

Positive effects

- Led to industrialization of South Africa
- Led to monetization of the South African Economy.
- Led to commercialization of the agricultural sector.
- Led to emergency large mining companies such as the De Beers Co
- Led to development of a large railway network.
- Development of roads.
- Led to urbanization.
- Attracted a large influx of Europeans into South Africa.
- Attracted heavy European investment.
- Led to development of international trade expanding South African exports.
- Enlarged market for agricultural products.
- Created employment opportunities.
- Communication systems were developed.
- Water transport developed.
- Banking sector developed.
- Led to improvement in the general standard of living.
- Made land very expensive.
- Boers states became very rich and powerful.

Negative.

- Africans lost their land to the whites.
- There was rural urban migration.
- There was decline in agriculture in rural areas.
- Africans were segregated.
- Whites took over control of the whole of South Africa.
- Africans lost their independence.
- Undermined African family system.
- Africans were displaced.
- Led to development of slums.
- Led to increase in crime rate.
- Africans were given inferior jobs.
- Many Africans died in mine accidents.
- It laid ground to apartheid.
- African culture was undermined.
- Africans became very poor

5. Explain the challenges that undermined the work of Samuel Ajayi Crowther as a missionary in West Africa.

Preamble

Candidate is expected to identify and explain the problems that undermined the work of Samuel Ajayi Crowther in the spread of Christianity.

Points to consider

- Samuel Afayi Crowther was the first African Anglican priest to be ordained as Bishop of the Niger mission. A native who was a captive saved by the British anti-slave squadron.
- Inadequate manpower.
- Inadequate materials for example bibles.
- Inadequate funds.
- Language barrier.
- Multiplicity of languages
- Resistance from traditional religions.
- Poor transport and communication facilities.
- Conflicts with other sects.
- Racism against African Clergy.
- Inter-tribal wars.
- His slave background
- The vastness of South Western Nigeria.
- Opposition from slave traders.
- Suspicion amongst African traditional rulers.
- Limitations from the British Colonial rulers. For example Captain Lugard stopped spread of Christianity in Muslim dominated areas.

6. Account for the adoption and success of indirect rule in Northern Nigeria.

Preamble

Candidates expected to identify and explain the reasons for adaptation and success of indirect rule in Northern Nigeria.

Points to consider

Indirect rule was a British system of colonial administration where the British used local administrators and institutions to administer their colonies. In Nigeria, the system was established by Frederick Lugard who had written a book about its operation known as the Dual mandate.

Reasons for adaptation

- The existence of a centralized system of administration- the Sokoto caliphate.
- Need to protect local institutions.

- The low cost of the policy.
- Inadequate British man power to control his colonies
- Experience from the American war of independence
- Desire to prepare Africans for future independence.
- More effective system for exploitation of local resources.
- Need to avoid local resistance.
- Challenge of language barrier.
- The system had succeeded in India
- Reduce the impact of African loss of independence.

Success

- Existence of centralized African Administrative Institutions.
- Availability of African/Native man power.
- Existence of collaborations.
- Elaborate system of administration in that it had been established by the Sokoto Caliphate.
- Acceptance of the system by the different emirs
- The experience of Fredrick Lugard.
- Effective supervision of Emirs by the British officials.
- The establishment of a good acceptable judicial system.
- The keeping a way of Christian missionaries.
- Establishment of a fair system of taxation and revenue sharing.etc

Mark as a whole.

25marks

7. Examine the causes and consequences of the Temne-mende rebellion of 1898.

Preamble

Candidate expected to identify and explain the causes of the Temne-Mende rebellion of 1898.

Points to consider

- The Temne-Mende rebellion was an around resistance by the Temne-Mande against British colonial rule in Sierra Leone
- It was also commonly known as the Hut-tax war.

Causes

- Create dominance of Sierra Leone
- Land alienation.
- Desire for independence.

- Influence of missionary preaching which regarded African way of life as evil.
- Forced Labour.
- Introduction of Hut-tax ie five shillings perhut which was regarded unfair.
- Influence of traditional chiefs especially Baibuo and Temne.
- Discrimination by the Creoles
- The introduction of legitimate trade.
- Harsh rule/mal administration
- Influence of other rebellions.

Effects

- Loss of life and destruction of property. The Mende killed anybody dressed in European style.
- Decline of Creole community in West Africa.
- European occupation of Sierra Leon and complete loss of independence.
- Food shortages and famine.
- Exposed military supervisor of the British.
- Hostility between the natives and the British.
- Influenced outbreak of other rebellions in west and other parts of Africa.

8. Assess the impact of French colonial rule over Algeria in the period 1870 – 1914.

Preamble

Candidates are required to identify and explain the Positive and Negative impact of France colonial rule over Algeria in the period 1870 – 1914.

A clear stand point required.

Points to consider

Algeria was a magreb state that was occupied by France in 1830 and ruled over it until its independence in 1962. The long period under French colonial rule had many effects

Negatives

- Algerian loss of independence
- Loss of lives and destruction of property due to a series of resistances against French rule.
- Land alienation
- Increased number of settlers.
- Rise of Muslim fundamentalism e.g. Samusiyyan brotherhood.

- Led to revival of Ottoman rule especially in Algeria
- Disintegration of the Ottoman empire
- Conflicts between Morocco and Algeria because the Sultan of Morocco supported the rebels in Algeria.
- Heavy taxation
- Disintegration of Algerian culture
- Increased exploitation of Algerian resources
- Weakening of Algerian economy.
- Rise of religious antagonism between Muslims and Christians

Positives

- Establishment of western French style of government
 - Ended slavery and slave trade in Algeria
 - Spread of Christianity and western civilization
 - Establishment of French judicial system in Algeria
 - Introduction of French language and civilization.
 - Spread of French education and urbanization
 - Development of modern transport and modern Communication facilities
- Etc.

Mark as a whole 25 marks

9. How did the British exploitation in African land and labour in Kenya up to 1914

Preamble

Candidates expected to identify and explain the methods, ways used by the British to exploit African land and labour in Kenya up to 1914.

Points to consider.

- Appropriate introduction
- Forced labour
- Land alienation
- Taxation
- Creation of reserves
- Establishment of plantations
- Establishment of modern transport systems.
- Kipande system
- Poor quality education
- Denial of skilled job to Africans
- Establishment of cash crop economy.
- Settler population
- Racial segregation
- Refusal of Africans to settle in urban areas
- Land legislations

- Labour legislations
- Low wages
- Refusal of Africans to grow cash crops.
- Establishment of Kenyan highlands as a reserve for white settlement.

Etc.

Mark as whole

25marks

10. Why was Omukama Kabalega of Bunyoro able to resist the British for long?

Preamble

Candidates required to identify and explain the reasons by Kabalega was able to resist the British for long.

Points to consider

- Appropriate introduction
- Establishment of a strong army – 20,000 men.
- Requisition of modern weapons from the Egyptians
- Participation in long distance trade.
- Effective administration
- Gorilla war fare
- Alliances e.g. with KabakaMwanga
- Food sustainability.
- Creation of a strong economy.
- Adaptation of fighting techniques
- Unity of Bunyoro
- Strong sense of Nationalism in Bunyoro.
- Availability of forests in Bunyoro
- Efficient administration.
- He manufactured his own weapons.

e.t.c

*****THE END*****

ACIETEKA JOINT MOCK EXAMINATIONS 2017

LITERATURE IN ENGLISH

PAPER ONE

P310/1 GUIDE

SECTION 1

a) Identity the title for the above passage

Tribute to Diana

b) List all the attributes of Diana in the passage

- Compassionate
- Dutiful /Duty bound
- Stylish
- Beautiful
- Human rights/ defender advocate
- Non segregate
- Noble
- Classes
- Humorous
- Sensitive
- Respectful
- Glamorous
- Honest

(Any 9x1 = 9 marks)

c) What role Diana played before meeting her death?

- She was a standard bearer for the rights of the truly

- Fought against HIV/ AIDS
- Assisted the homeless, the isolated helpers and contributed in the random destruction of landmines
- She fought all forms of the rejected
- Played a significant role in fundraising for charity

(Any 6x1 = 6 marks)

d) Why did Diana prefer being a guest of honor at a special for charity fundraising to attending her birthday?

- Was honest and had a sense of the vulnerable people
- Had love for individuality rather than individualism
- She was rather selfish and to her the needy, the rejected mattered her

(Any 4x1= 04marks)

e) What moral lessons do you learn from the passage

- To be compassionate is a virtue
- Showing love to the down trodden/underprivileged is deserving and cherished
- Have love for humanity
- Always have concern for others and put individual interest last

(Any 4x1= 4marks)

f) Give the contextual meaning of each of the following words and expressions as used in the passage

- I. Very essence- Diana was a true/real/important human being and above all an important/vital element in people's lives **1mark**
- II. Transcended nationality- her love for humanity was limitless/went beyond nations and races **2marks**
- III. Canonizes your memory- make Diana a saint **2marks**
- IV. Underpinned- supported/complimented **1mark**
- V. Paparazzi- journalist/news reporter/press personalist/photographers **any 1x 1= 1mrk**
- VI. Ironizes- appearances vs reality/ the opposite of what is meant **any 1x1=1 mark**
- VII. Extinguished- forgotten/remembered/not destroyed etc **1 mrk**

Total= 34 marks

Section 11

a. Identify the narrator in the passage

First person 1 **2marks**

b. What is the narrator's intention in this story

- To express/ remove/sorrow about people who do not care
- To present a picture of suffering
- To mock/ridicule/make fun of those who are in positions of responsibility

- To expose the carelessness of the existing regime(s)/ government(s)
- To show apology and concern to those who are suffering

(Any 4x1=4marks)

c. Show the effectiveness of the style in bringing out the message

- First person: the narration is commendable and a lot effective since the message is first hand source
- Irony/sarcasm: words like kinder are used to much and ridicule or dog revived and killed
- Allusions: poor in calculation, tearful children's in Somalia; this historical allusions shows/portrays suffering and mercy/ sacrifice
- Narration: the entire passage. How events develop to help the readers appreciate what happened **3 marks**
- Rhetoric questions: anyway by save the world? Etc. to allow the reader thinks seriously/deeply about the problems of the world and also to create tension and suspense
- Remora scene
- Personification
- Hyperbole – gall bladder/ the disgust
- Symbolism: Injured day, symbol of suffering **3marks**
- Understatements: “to do a bit for the word; put the dog down; etc; to draw attention to an issue considered to be important”
- Descriptions- the animal rested bravely on its handles, no doubt frozen in the act of trying to crawl safely, its eyes were glacial, its muscles visibly splashing. 3mrks
- Use of simple English language- the entire passage. The subject matter and major ideas/ themes are easily grasped **3 marks**

(Any 5x3=15marks)

d. How does the narrator relates the incident in the passage to our human condition

- First of all, the injured dog clearly symbolizes human suffering
- Political slogans- symbol/evidence of empty promise to the masses
- Irony- Dog revived and killed. Prefers today to giving free vaccination etc
- Negate and concern **(any 3x2= 6 marks)**

e. Tone

- Ironic/sarcastic
- Accusative
- Condemnatory
- Regretful
- Sad/annoyed/disgust

(Any 3x1 = 3marks)

f. Mood

- Remorseful/ remorseless
- Reflective

- Meditative
- Mock-lighted- heartedness
- Somber any 3x1=3marks

(Total marks – 33 marks)

Section 111

a. Identify the speaker in the poem

- First person narrator/our/us/ participant 2marks

b. How ironic is the poetic message?

- The title suggests that people should be able to give to God but the preacher/pastor does not give 3 marks
- The preacher proclaims that God loves the charity giver but instead forcing people to give 3mrks
- He puts much emphasis on material blessings.... Give you will get a baby(open your womb)/ rather than spiritual benefits and moreover he quotes mariachi 3 3marks
- He drives home in a powerful Mercedes Benz after the sermon while the poor congregation walk home on foot in dust 3 marks
- He forces/persuades people in his sermon not give coins that they make noise to the lord and instead prefers notes yet God does not discriminate whether one is rich with notes or poor with coins

c. What life's lesson can the reader draw from the poor?

- Appearances are deceptive
- Not all that glitters is gold
- Not everyone who talks about God/ preaches believes in God or Godly
- We should not judge people according to what they give to God.
- People should not be forced to ought to willingly but should do it willingly etc **any 5x1=5marks**

d.

I. Tone

- Ironic/sarcastic/me eking
- Candid/matter of fact
- Objective
- Condemnatory

(Any 3x1 = 3marks)

II. Mood

- Light-heartedness
- Mockery
- Humorous
- Etc (any 3x1 = 3marks)

III. Intention

- To condemn religious hypocrites

- To open people's eyes to the realities in the world
- To show that religion is used as guise/ stepping stone to gain wealth
- To warn believers to be alert and shun all pretenders etc (any 3x1= 3 marks)

(Total =33 marks)

END

ACEITEKA MARKING GUIDES 2017
MOCK
LITERATURE P301/2

1. Examine Shakespeare's use of contrast

- King Lear
- Contrast is a dramatic technique that Shakespeare uses to portray his message to the audience.
- What is contrasted?
- Characters e.g. Lear Vs Gloucester
- Regan/Goneril Vs Cordelia
- Edmund Vs Edgar
- France/Kent/Albany/Cordelia Vs Cornwall, Edmund, Regan/Goneril, etc.
- Evil Vs Goodness
- Female characters Vs male characters
- Young generation Vs old generation
- Setting is contrasted
- Events/situations, etc
- Themes are also contrasted (E.T.C)

Effectiveness/use

- Themes e.g. Goodness Vs Evil
- Suffering
- Betrayal
- Final ingratitude - lessons - True love stands, the test of time
- App Vs reality
- Finally disintegration etc. Good will always triumphed evil.
- Character portrayed e.g.
- Regan/Goneril/Edmund's camp as hypocrites, traitors, liars, materialistic, blood-thirsty.
- Evil will always be rewarded with the end
- Cordelia/Edgar/Kent's side as grateful, realistic, principled, kind-hearted etc.

2. Examine the significance of the storm in King Lear.

- The storm is a symbol
- Both physical and psychological
- Trace events that happen in the entire storm.
- Comes after Lear has been rejected by his daughter and looked out.
- Storm- symbolically means wicked nature of man- Regan/Goneril, Oswald and Edmund.
- Lear's gradual deterioration / his mental derangement.
- Lear runs mad in the storm/suffering.
- He is exposed to harsh elements of weather i.e. rain and storm.

- Meets poor Tom he comes to terms with reality of life i.e poverty and nakedness and cruelty of man to man.
- He stages mock trial of his tremendous daughters, Goneril and Regan.
- The storm thus is the climax of the play.
- Lear is subjected to hallucinations.
- Complete insanity i.e wears weeds.
- Growing turbulence in Lear's mind, the inner self reasoning with Liar outer self.
- Long process of Lear's painful transformation, morsel rehabilitation and redemption or regeneration.
- The storm breaks down Lear and he shouts "Lechens" the world of nature is completely lustful.
- He removes his clothes, he is stripped of food/shelter and he then discovers the ill-treated common man who he reaches as a nuclear had unjustly treated.
- Interposition of Lear's mind, his formed soul.
- Lear's mind as externalized as the straw, insults, abuses at his ungrateful daughters, e.t.c
- Refers to his daughters as wolfs/ wolves/ tigers/serpents (omnibus animals' images)
- The storm heightens Lear's tragedy.
- Moral lessons are learnt /learning experience.
- Themes of filial ingratitude, injustice, loyalty to authority, love, redemption, et.c are exposed.
- Tragic atmospheric
- Reveals human folly of pride and deception e.t.c
- Character exposition/recitation
- Feelings
- E.t.c are all exposed

X/33

Mark as a whole (consider impression)

3. Discuss Shakespeare's use of setting in Rome and Juliet.

- Setting is a dramatic technique that Shakespeare uses to keep his reader's interest sustained.
- Though setting Shakespeare advances aspects such as
 - Thematic concerns
 - Character exposition
 - Mood and atmosphere
 - Plot development , e.t.c
- Candidates should be aware of ;
 - Time/temporal and
 - Physical/place/geographical setting.
 - Setting during the day/and at night
 - How do characters move from one place to another and what does a candidate learn from one place to another in terms of

- Plot
- Themes
- Character traits
- Mood/atmosphere
- feeling and at times lessons
- Candidates should know that the action starts with a street brawl between servants of the two bitter/ rival enemies i.e capules and montagues.
- Candidates should be aware of two families i.e setting at Moutagues and Capulets.
- Verona city
- At the feast/ball where Juliet and Romeo meet/
- At mountagues party
- Friar Lawrence's cell where Romeo is hiding after the tragic incident.
- Setting in Mantua where Romeo is imposed to take refuge to
- Settings at the tomb
- E.t.c
- What does these places reveal?
- Love between the two love birds majorly
- The generational conflict between the two rival families this forms the core of the plot.
- Fate: do the events the way they are to fate?
- Justice/injustices
- Betrayal
- e.t.c
- Character portrayed of Romeo and Juliet as loving/resilient/principled/revolutionary – the future of the two families depends on them.
- Capulets and Montagues as the old who have outlined their usefulness, et.c
- Fuar Lawrence
- Pairs , e.t.c
- Mood / atmosphere as chaotic/tense/anxiety/apprehension/uncertainty, hopelessness e.t.c

x/33

Mark as a whole/consider impression

4. The relationship between Romeo and Juliet is ill-fated.

- Yes , it is
- Candidates should introduce the question, not the book.
- There they should be a ware of the two characters and fate that provided the entire book.
- The rivalry/feud/conflict between the two families and its
- Tragic consequences
- The turbulence of youthful love and lack of constant parental guidance.

- Therefore from this play it is evident that
 - Fate logs in the air/stars as the following lose their lives as a result.
 - Tybalt
 - Mercutio
 - Paris
 - Romeo and Juliet
 - Lady Montague
 - Romeo's punishment that causes his other's death. All these have tragic consequences on the two love birds.
 - Romeo and Juliet are star-crossed and their love is dealt marked.
 - Friar Lawrence's role conducting secret marriage.
 - The delivery of the letter/
 - Romeo's lack of knowledge about the letter
 - The tragic deaths of the two lovers e.t.c
 - All these show that the relationship between the two is ill-fated.

x/33

*Otherwise mark out
of impression.*

7. What role does Argan play.

- Candidates should know who Argan is
- The main character/
- Our protagonist/
- Hypochondriac
- Argan therefore plays- significant role in the development of the play.
 - The major conflicts rotate around him e.g
 - The conflict between Argon and Angelique.
 - The conflict between Angelique and Beline(step mother)
 - The conflict between Argan and Berulde, e.t.c
 - The entire medical profession is brought to the limelight because of Argon.
 - The central conflict and how it is resolved is because of Argon e.g
 - When he Fergus death and tests
 - Beline and
 - Angelique
 - The play ends with Argan graduating as a medical doctor.
 - Argon advances all themes e.g
 - The absurdity /setive of the medical profession/quality
 - Love and marriage
 - Hypocrisy
 - Corruption
 - Appearance Vs reality
 - Materialism
 - Exploitation e.t.c
 - All characters develop because of Argan.

- Characters such as
- Physicians as exploitative, hypocrites, e.t.c
- Belin as hypocrite, manipulative/gold digger/ materialism e.t.c
- Angelique as steadfast, strong-willed/loving/young and impetuous,e.t.c
- Toinette as Argan's maid, vivacious, cunning/selfless devoted, e.t.c
- Cleanite as romantic/loving e.t.c
- Argon also affects mood/atmosphere
- Conc/light heated duers, made levicious/tension/fear/etc.
- Lessons are also advanced
- Feelings e.t.c

x/33
impression

Mark as a whole consider

8. Moliere's portrayal of the theme of absurdity of the medical profession.

- Candidates are supposed to discuss the theme with examples.
- Techniques may not affect the validity of the comments.
- Thus the main theme/ central theme of the book.
- Doctors/musicians bring it out fully e.g Mr. Diafoirus
- Chammas Diafoirus/soon to become one
- Mr. Purgon – Argan's chief doctors
- Monsieur flourent are a pothicaney
- Therefore Molen points out,
- A pageant in purses of foolishness
- Ridiculous pompous behaviours
- Incompetence
- Selfishness of Doctors
- Lamgousious of the century health care industry.
- The play thus explores the maladies and mischief of the wealthy monsieur Argan, a Pennyn pinching hypochondriac who believe in nothing and no one except the dubious diagnoses his quack doctors give him.
- Moliere brings out absurdist and makes fun of the follies in the entire medical profession.
- e.t.c

x/33

*Otherwise mark as a whole
/consider impression.*

9. What role does Nora play in the play parental fetal obligations.

- Develops plot
- Thematic development
 - Change
 - Male chauvinism
 - Materialism

- Woman emancipation/gender equality
- Appearance /versus reality
- Brings out the title “A doll’s house treated as a doll by helmse
- Lessons
 - Not to take people for granted
 - Reap what you sow
 - Neve judge a book by its cover
- Contributes to the mood and atmosphere in the play
 - Jovial – dance
 - Sad – at the end of the book
- Helps to reveal the traits of
 - Helmes-
 - Mashinde – saccificial – Krogstal – selfish

11. Discuss Okoit’s concerns in Lwanda Magere.

- Lwanda magere is a tragic story that concerns the ancient times people and events.
- Its main character.tragic hero is Magere who survives centrosphere after centrosphere but dies in a battle with Longo people.
- Lwanda Magere also forgets his orgin and mission.
- Okit is concerned with issues such as
 - Uffering/lunger/war and its effects.
 - Poor leadership/administration that heads to suffering of Lango people under hard times.
 - Enslavement by the superiors.
 - Immorality such as of Magane who is a womanizer/has lust for women.
 - Greed for maternal wealth
 - Gullibility and
 - Naivety
 - e.t.c

x/33

(mark as a whole but consider impression.)

12. How Lwanda magere is about Luo Legend.

- What is a Legend a story from the ancient times about people and events.
- The story must have a legendary hero who has been admired, say for a war process.
- The play, portrays great deeds of a great hero called Great Lwanda Magere.
- Magere is a tragic hero who saved his people from the Langi who for a very long time enslaved them.
- Magene is redeemer of the Luo people from the iron rule of the Lango.

- The story is an account of hero the vanquished sorrowed for many are killed and enslaved
- The Luo suffered hunger.
- Thirst and lived in great fear
- The legendary magere rose to save the Luo from being decimated by the Lango. In battles, Magene could be killed.
- He killed the enemies in great numbers and scattered them.
- Magere's birth and life as a legend a mystic.
- In their dire need of a savior the Luo prayed and slight salvation from their gods.
- Their oracle the announced that their prayer had been heard and their sacrifices accepted the god.
- As a liberator, Magere is then born to them as savior.
- Lwada magene is the rock-man who is immune to physical harm.
- However, tragically he marines an enemy(Lango) woman who betrays him and improver leaves him and he then parishes in a battle with the Lango people.

13. Relate circumstance leading to the extract. (10mrks)

- The incident comes shortly after the reading of the will, of the revised version of the deceased Timothy Dudgeon's will by lawyer Hawkins.
- Mrs Dudgeon has sent her younger son, Christy to go and find out from pastor Auderson the health condition of her husband, Timothy who had gone to attend the public execution of her husband, Timothy's elder brother Peter Dudgeon (Essie's father in spring town.)
- After along waiting, Christy returns shivering from the cold and forgets to convey to the mother the message of Timothy's death until the mother prompts him.
- Pastor Aunderson comes himself to tell Dudgeon the news of her husband's death.
- He (Anderson) stays for a while to condole with her but because he does not join Mrs Dudgeon to condemn Timothy's attending of his brother's execution and her husband's willing his property to dice Dudgeous, she forces him to have to attend to his beloved wife, Judith.
- Richard's puntanical uncles and aunts have already come to keep vigil with their sister and fellow puntan Mrs Dudgeon .
- Lawyer Hawkins then arrives to read the second will of Timothy to the pleasure of Richard who had earlier on derided his uncles aunts and mother, pointing out their sins and indulgences.
- Challenged by Richard about their laws of love and morals, ashamed and angry, they storm out leaving Richard to won the house and keep Elsie.

Any 10 x 1 = 10mrks

(b) Comment on Shaw's use of irony in the extract. (08mrks)

- In interacting with his mother and the people around, him he disapproves of their complacency and puritanism by being sarcastic and ironical.
- It is ironic that society calls Dicle the devil's disable and he appears to relish it just to spite the sense of self-virtue in them.

- Dicle calls the devil his savior contrary to his being abhorred by the Puntains.
- Discle referring to the relatives as goodmen when they cannot save Essie from suffering psychological torture.
- He calls Judith most virtuous lady when she does not love others.
- The eminent threat of the English soldiers is to Auderson but he is the one allaying any fears.
- The puritans are dead ans imply reformed sinners.
- The puntains are cowardly pack who think are safer in their religion and see no need to fight for American freedom.
- Mrs Dudgeon leaves the house instead of Dicle. (Any 8 x 1 = 0mrks)

(c) How is the atmosphere created (08mrks)

- Is tense/explosive/characterized by resentment, anxiety, fear, mistrust and autiapation- slown/brought out by irony, contrast, chactensation, dialogue, symbolism. Linmour and sarcasm e.t.c
(Any 4 instances of atmosphere with corresponding technique 08mrks)

(d) What important lessons do you learn from this extract.

- No one should judge the other, judgement is for God.
- D onto count eggs before they hatch inference to Mrs Dudgeob owning the house.
- Appearances are deceptive.
- Any one can be of importance in society e.g Richard is now the one protecting the weak.
- We should take are/to ware of hypocenter like Mrs Dugeon.
(Any 4 x 2 = 08mrks)

14. (a) Relate circumstances leading to the extract.

- Sir Oliver surface has already visited Charles, disguised as Mr. Premium.
- After the intends to visit Joseph surface disguised as poor Stanley and then make his final judgement.
- The passage is taken from towards the ending of scene I of act V.
- The scene is in Joseph's library.
- Joseph surface's servant announces the arrival of Mr . Stanely (sir Oliver surface) disguised as a poor relation of Joseph).
- Joseph is not in the mood of receiving visitors but since Stanley has come in the caonpay of Rowley, he tells the servant to slow them up.
- Joseph surface laments over his misfortune of losing his character with sir Peter Teazle and Maria.
- Sir Oliver (Stanley) and master Rowley enter but notice that Joseph is not willing to entertain them.

(Any 10 x 1 = 10mrks)

(b)Comment on Shedan's use of dramatic technique in the extract. (08mrks)

- Asides bring out Joseph's treacherous, ungrateful and hypocritical nature bringing out themes of hypocrisy and betrayal.
- Disguise – conceals the identity of Sir Oliver: themes of hypocrisy, appearance Vs reality are brought out.
- Irony, Joseph doesn't realize that he is talking to his uncle. This brings out themes e.g. filial ingratitude,
- Contrast – appearance are contrasted with realities.

(Any 4 techniques + effect = 8 mrks)
(Technique without effect 1 mrk)

(c) Explain the character of Joseph surface as presented in the extract (08mrks)

- hypocrite/pretentious
- sentimental
- ungrateful
- liar
- unchanceable
- mean
- inhospitable to the needy/proud/greedy
- e.t.c

(Any 4 x 2 = 08)

NB simple illustration are needed) without illustration 1mrk.

(d) What do you learn from the extract.

(08mrks)

- Appearances are deceptive
- Do not judge a book by its cover
- Truth at any opportune moment is revealed.
- From now and on, one trust Joseph, not even lady Sneerwell.
- The extract helps us to assess and discover the character of Joseph e.t.c

(Any 4 x 2 = 08mrks)

15. (a) Relate the circumstances leading to the extract.

(10mrks)

- The king wants to divorce his wife so as to marry another one.
- However, such a divorce has to be allowed with the acceptance of the pope.
- Later the king seeks the approval of powerful people by taking oath.
- The king seeks More's assistance and favour by sending him a letter through the steward at night.
- More opens and reads the contents of the letter.
- More declares to his wife Alice that it appears that the cardinal wants him (more) probably concerning the king's business and divorce.
- He then goes to meet the Cardinal about the king's business.

However it should be noted that more refuses to take the oath this will later lead to his arrest and death.

(Any 10 x 1 = 10 mrks)

(b) Explain the character Wolsey and more as presented in the extract. (08mrks)

- Intelligent
- Commands respect

- Principled
- Tactical
- Is as logical as ever
- e.t.c

(Any 4 x 1 = 04mks)

Wolsey

- Has no respect for more views disrespectful?
- He is on tension in the extract as he has to secure a divorce for Henry
- Fearful
- Loyal to Henry
- Persuasive
- Truthful tells – Thomas more that Catherine barren and there is no miracle.
- E.t.c

(Any 4 x 1 = 04mrks)

(d) How is mood established in the extract

- Tension
- Anxiety
- Apprehension
- Explosion
- Uncertainty

How? Dramatic technique e.g

- Contrast
- Irony]
- Dialogue
- Charactersation
- E.t.c

Mood = 04
How = 04
Total = 08mrks

(d) How does this extract affect you

- Admiration for Thomas more / love/courage/ Enthusiasm
- Contempt/halved for Wolsey
- Fear for Thomas more
- Pity for Thomas more (e.t.c) (Any 4 x 2 = 08mrks)

18. Describe the ending of the play inheritance. Do you find it satisfactory?

- A candidate to supposed to look at the ending of the book.
- The ending starts immediately after the climax at the book/play.
- The candidate must describe the entire falling action up to the denouement/ending.
- For instance the ending begins after the match organized by songoi with women and other activists.
- Their weapon is not the gun but solidarity and doves as their symbols.
- They s the palace and Kasoo who is a thorn in their flask is outed through a mass revolution.

- The candidates should have paraphrased the vents in details in one or two paragraphs.
- It is satisfactory because
- Evil is punished and
- Goodness is rewarded
- Kasoo is over thrown
- Sangoi is now the people' leaders
- People's lives love been rejuvenated
- There is a sense of pride
- Hope is portrayed everywhere
- All political prisoners have been released.
- The impenalists have been sent back home.
- The corrupts and the abusers of the peoples' human rights come to an end.
- Mulwa's intention is achieved.
- Some lessonsancxe learn e.g
- All human beings are equal and can cause change as Sangoi despite her gender.
- Might is not the night /you may have guns but you may not use them to success like kasoro who is out woked by Sangoi and loves.

e.t.c

x / 33

Mark as a whole but consider impression }

19. The role Sangoi plays to the most development.

- A candidate should know who Sangoi is in the play and
- Should be able to relate her with other characters
- Plot is the comment/ selection of major events deepening on cause-effect relationship.
- So, the question is, how Songi involved in all at those events is.
- A candidate should know that Sangoi is an adopted child who is exposed to both religion/ philosophy) the Bible and knows much about the kingdom.
- She even her powers/beauty and oratory to attract the people/ audience and have a big following.
- She opposes Kadoo's style of leadership without causing bloodshed till when the (Kasoo) is overthrown is a bloodless manner.
- She is the mirror/light and people's light.
- She is therefore resourceful and her resourcefulness is exemplified in ousting Kasoo and his entire rotten/corrupt/autocratic regime.
- She causes a transformation fundamental change/evolution as she assumes office as the peoples' new popular leader and
- The summarises the new spirit and rebirte f hope in Kutula colony.
- She becomes a new source of hope, e.t.c.
- A candidate should trace the main eposodes where Sangopi is involved.
- No candidate is opposed to bring out Sangoi's contribution to thematic concerns and character portrayal but plot only.

x / 33

mark as a whole but consider impression }

20. How relevant is Aminata to your contemporary society.

- A candidate must know that relevance means parallelion/fuxtaposing events side by side.

-A candidate should also know that relevance drawn from

- Themes/thematic concerns
- Character portrayal/exposition and
- Other events such as setting
 - Issues such as religion
 - Change/tradition/culture
 - Drubkeness/immorally
 - Male chauunism/
 - Women emancipation
 - Gender issues
 - e.t.c should be compared with what is happening today.
 - Characters such as
- Aminata
- Ababio
- Mama Kezia
 - e.t.c should be related with what happens in society.
 - A candidate should know that all characters are realistic and behave the same way normal human beings behave today.
 - A candidate can also identify one or two themes, because a book can be relevant for its moral lessons.
 - Setting can also be considered both physical and temporal e.t.c

{ x/33
mark as a whole and consider
impression }

21. What important lessons do you learn from Aminata.

- Lessons are moral and

-Positive and are drawn from

-Thematic concerns in the play

-Character portrayal

-Setting , e.t.c

-candidates must state lessons in positive manner/negative answers are penalized by awarding zero.

-Candidates should be aware that lessons are state in form of statement/ proverbs/sentences but not one word lessons e.g I learn to be responsible should not be awarded.

-Consider the following lessons.

- All human beings can cause a transformation insociety /change in society/all human beings can cause a revolution despite gender/sets etc.
- A woman can be more resourful/importance in society than a man e.g Aminita Vs Ababio.
- We should avoid discrimination between gender and treat people equally especially in terms of education.
- All women should be educated other than looking at them as an inferior sex, e.g consider Aminata's role .

- Culture which is static id dead and barren/culture must move with modern times/culture must blend with modernity.
- Change is inevitable
- End will always be punished and it will always come at the opportune moment e.g Abobio commits suicide and the ends the error of sadness/evil.
- Woman can provide better leadership compared to men e.g Aminita and Mama Rosina e.t.c

X /33

Mark as a whole but consider
Impression

END
ACEITEKA MARKING GUIDES 2017
MOCK
LITERATURE P.3

Jane Austen: Persuasion:

1. "You pierce my soul...../offer myself to you again..... with a heart.....you almost broke eight and a half years ago..... I have loved none but you." Analyze the significance of this statement.

- Introduction:

- Show that the text is about social stratification.
- The statement is written by Captain Wentworth.
- It is found in a letter to Anne that marks the climax of the upheavals of their love.

- Describe the circumstance that occasion the statement: -

- Because of class differences, Anne and Wentworth are not allowed to marry.
- Wentworth goes away for eight years.
- Anne has waited all this time.
- Wentworth comes back with money a higher status, determined to rekindle the love, outcompeted William, hence the letter.

- The Analysis: - Marks the climax of love

- leads to marriage
- traits; patient, courageous, aggressive
- Wentworth has mature, serious
- The class prejudice have been defeated
- love endures all huddles
- the effectiveness of a letter as a technique

Persuasion:

2. Describe Anne Eliot's perfect happiness by the end of the novel.
- The novel examines social stratification and its effect on the people.
 - By the end of the novel;
 - Wentworth has come back to Anne.
 - Patience of Eight and half years on both sides.
 - Captain Wentworth has climbed the social ladder, he is now socially acceptable.

- Anne Eliot discovers that she still loves Captain Wentworth.
- Reconciliation achieved through a letter.
- William Eliot's bid to marry Anne has now been thwarted.
- Lady Russel and 'Sir' Eliot have now accepted Wentworth.
- Mrs Smith has exposed all William's evil intentions e.t.c

- **Comment on perfect happiness:**

- **Captain** is a rank, socially agreeable to Sir Walter.
- The navy is no longer a despised profession
- Love it allowed to take a natural course.
- Marriage may not come as a silver plate.
- Anne gets married to her love, her heart's choice.
- The friendship, unity, harmony reestablished in the family. E.t.c

Mark as a whole $\frac{x}{33}$

Oliver Twist:

5. "Make them your models.....do everything they did.....take their advice in all matters especially the dodger.....he'll be a great man and will make you too."

Analyze the significance of this statement.

- Oliver Twist is about the abuses exerted on the children, the poor, the disadvantaged e.t.c
- The statement is made by Fagin to Oliver Twist.
- Fagin is training Oliver to become a criminal.
- He has just carried out a demonstration in front of Oliver, he wants Oliver to emulate all that he has just seen.
- The significance:
 - It points at **crime**; a crime infested society.
 - Why train Oliver? Fagin wanted Oliver to lose his **identity** so that he takes **Oliver's inheritance**.
 - Oliver's **Goodness** maintained because he fails to become a criminal.
 - The **Laodger** is a wrong model, he is actually being abused.
 - Fagin fails to succeed in his mission, he is later arrested and punished.
 - Oliver becomes "a great man" but through honesty and clear means (plot).
 - Evil is always punished.
 - Oliver ignores the so called advice, fights to be free.
 - Traits: Fagin is a criminal, evil at heart, e.t.c.
 - Monks who bankroll the project is later forced to let Oliver go.

Oliver Twist:

6. Describe Oliver Twist's perfect happiness by the end of the novel.

- Oliver Twist examines the abuses, the challenge that children go through during

the victorious period.

- 'Perfect happiness' means that Oliver has had to jump quite a number of handles.
- By the end of the novel, Oliver has managed to achieve the following: -
- Oliver has been all along denied **identity**, now he has it, has a family.
- Oliver regains the **wealth**, the **inheritance** that is due to him.
- His tormentors, the **criminals** have been subjugated. **Evil** is always punished.
- By way of **class**, he now belongs to the status that should be his.
- **Child abuse** in society has been exposed.
- He has been re-united with family, has been adopted, but above all her now lives with the maternal aunt.
- Good survived amidst all hurdles.
- Oliver forgives his tormentors; **forgiveness**.
- Marriage between Rose and Henry brings him total happiness; it is his family.
- Lesson. Children need our attention. E.t.c

Mark as a whole $\frac{x}{33}$

The Heart of the matter (Green)

7. (a) Briefly describe the events that precede the extract.

- Louise Scobie's official wife has gone for holiday to South Africa.
 - Scobie gets the money from Yusuf to sponsor her so as to make her happy.
 - Scobie gets involved with a young widow Helen, into a love relationship.
 - Meanwhile Louise has written a note to the effect that she is coming back.
 - Scobie has shared this information with Helen, who gets passed off, disappointed.
 - She intends to break off the relationship so that she carried on, yet she loves Scobie.
 - Scobie wants to maintain the two ladies even when Louise comes back; they have a heated debate hence the extract.
- (1mrk @ = 06 mrks)

(b) What do you find abused in the extract.

(8mrks)

- Hellen, a young girl so engrossed in the relationship with an old man; age is only a number.
- Scobie is belittled in the extract but he is not willing to let go.
- He misses the freedom of his own home but still wants the "happiness" at the Nissan huts.
- He tries to tell the truth; it is true but will be doubted.
- Has lost trust in God
- He writes an unfortunate letter.

(Quote from the extract & explain)

Any 4: 2 @ = 8mrks.

The Heart of the Matter

(c) Describe Scobie's character as presented in the extract. How has he been developed?

- Traits:
- Honest: Truly wants to help; loves?
 - Responsible: Balance the two ladies.
 - Intelligent: Chooses words carefully
 - Sacrificial: Sacrifices his own happiness e.t.c (5mrks)

Narrative Techniques:

- Dialogue
 - The teller
 - The Rhetoric questions
 - The Omniscient narration
- e.t.c (5mrks)

TOTAL 10 MARKS

(d) Discuss the significance of the extract in developing the novel.

- The Plot:**
- The letter falls in the hands of Yusuf.
 - Louise actually comes back
 - Scobie reconciles with Hellen.
 - Scobie abandons God (Any 3)

The themes:

- The absurdity of life elsewhere .
 - The absurdity of love
 - The absurdity of religion
 - The marriage is tasteless
- These lead to death of the body & soul.

(Any 4)

Traits: - Hellen is persistent later she refuses to let Scobie alone.

- Scobie: Indecisive; Keep the two women
- The guilt; responsibility kills him (Any 3) (10mrks)

Zerba The Greek

8. (a) Briefly describe the events that precede the extract. (8mrks)

- Zebra and Boss are working together.
- Zebra gets entangled in a love relationship with Boubouchina.

- Boss spends most of his time reading, writing.
- Zebra gets "married" to Bouboulina in a ceremony (Mock) presided over by Boss.

- Boudoulina falls sick.
- Her property stolen by the community.
- The death devastates Zebra, has always feared death.
- Zebra takes Bouboulina's parrot with him.

(Any 8 marks)

(b) Discuss the absurdity of life as presented in the extract.

(8marks)

- that the origin of life is mysterious.
- the books /knowledge cannot explain everything.
- the death of Bouboulina reminds Zebra that MAN is only mortal.
- the parrot reminds, Zebra that he is also a "canavaro" i.e sexually exploits women for the sake of it.
- Man is only "a grub" on earth = Man is only nothing.

(NB. Quote from the extract)

(Any 4 x 2 = 08marks)

(c) What does the writer mean by the phrase "sacred Awe".

- 'Sacred Awe' is conical.
- Sacred 'Holy', 'Awe', fear, surprise, mysterious.
- Death is mysterious, destroys man in a moment.
- God is a mystery: who made them all?
- The Cosmos, the universe: "What all these things mean?"
- Man tries to explain the unexplainable, gets confused; "the abyss"
- Life is a mystery, to say the least.

(6marks)

(d) Discuss the significance of the extract to the development of the novel.

Plot: The death of Bouboulina equips Zebra with the determination to live on.

- Boss and Zebra separate
- Boss continues with the Book worm business
- Zebra pursues happiness, Boss also eventually decides to start again.
- They are reunited in death(Zebra's) through the santuri. (4marks)

Themes: - Absurdity of life

- Religion (God)
- Happiness(elsewhere)
- Education (Boss not detached)

(4marks)

Traits:Zebra – Critical

- Not religious/atheist
- Emotional

- Cecus goes to windy corner
- Refuses to play tennis with rest.
- Reads about a murder in a book as other plag
- On the path from the tennis court to Isony characterizes George kisses Lucy when vyse is with in .
- George tells Lucy that Vyse is not a good man.
- Lucy uses the very words George tells him as she breaks the engagement.
- Cecu comments is of you Lucky speaking or someone she is speaking them.
- Beebe brings news there are the Allans have gone to Greece .
- Lug decides to follow them fore she goes she iness Mr. Eneso in the rectory.

	Boss	- Analytical	} elsewhere in the novel.
		- Friendly	
e.t.c		- Free	
		4 marks	
	TOTAL		12 MRKS

N.B Candidates must trace all the above elsewhere in the text.

A Room With A View

9. (a) Briefly describe the events that precede the extract.

- On a tour of Italy.
- Lucy and her Aunt Charlose Bertest encounter the Emerson.
- Who give them A room with a view"
- Young Emerson and Lucy fall in love but not declared.
- Incidents like the fear brought about the Kilhino of a man, the incident in the forest keep their love going.
- Back to England, Lucy gets engaged to Cecu,
- But discovers her heart is with George.
- A trip to Greece is organized between the lovers.
- Lucy breaks off the engagement with Vyse.
- Lucy does not know how to tell the world, the excuses to give so as to explain the broken engagement. E.t.c (Any 8 1 mrk @)

(b) Explain 'the muddle' as presented in the extract.

- Tries to a told him by going to Greece
- Lucy loves George but lacks mean of expressing it.
- She has told stories to Beebe which are not easy to prove.
- How does Lucy declare her love; to her Mum, the community.
- No convincing reasons for breaking off the trip.
- They first refused the room with views yet they rented it

- How does Mr Vyse react? E.t.c (Any 4 x 2 = 8mrks)

(c) Describe the atmosphere in the extract. How has it been developed?

Developed through dialogue

- Description - symbolism - muddle Lucy Vyse - kony-flashback - disguise

- tense
- suspicious
- uncertainty
- of fear
- moment of truth/factual
- of bitterness

Quote from the extract

Any 4 x 2 = 8mrks

(d) Discuss the significance of the extract in developing the novel.

Plot - Old Emerson puts it to lucky that she broke the engagement because she loves George.

- The truth for once downs to Lucy, she really loves George.
- Lucy does not go to Greece as planned.
- She instead goes back to Italy with George in a room with view
- Lucy family not happy with her eloping in George
- Their love flourishes (NB Quote from the extract) (Any 4)

Theme: - love

- mysteriousness of life; strange(muddle)

- truth /deception

- transformation/identify

- beauty of human beings - class different (social e.t.c)

(Elsewhere)

Character

- Old Emerson: - truthful
- tormenting
- critical e.t.c
- loving
- responsible/for
- Lucy: - secretive
- decisive
- critical
- liar

evidence from elsewhere in the novel.

Darkness At Noon:

12. Discuss the suitability of the title "Darkness At Noon" to the novel Darkness At Noon.

- Darkness symbolizes dictatorship and the effect of dictatorship on the society.
- Identify moments, events, characters that point at dictatorship.
- In each case, give the suitability by way of **themes**, character **traits**, author's **views**, lessons e.t.c.
- Consider some of the following: -
 - The revolution that never was.
 - The arrests of dissenting members
 - The authoritarian approach to issues
 - The summary trials
 - The kangaroo courts
 - The shootings
 - The lengthy interrogations
 - The destruction of party literature
 - The control of literature news.
 - The spy network that makes communication impossible.

Give examples in each case. Mark as a whole $\frac{x}{33}$

Darkness At Noon

13. How effectively does Koestler use setting in Darkness At Noon. (33mrks)

Setting is approached from the physical, the social and setting in time.

Time: The time of the revolutions in the many societies all over the world.

- The disillusionment that comes with the revolutions.

Physical Setting(s): - Identify at least five physical settings.

e.g. the prison, the offices, the homes, the field e.t.c

Social setting: The leaders, the traitors, the soldiers, the commoners e.t.c

All the above must bring out;

- The dictatorship
- The failed revolution
- The denial of freedoms
- The economic meltdown
- The detentions and torture
- The summary trials

- The killing
 - All forms of torture e.t.c
 - Candidate must give plenty of examples
- Mark as a whole $\frac{x}{33}$

Houseboy:

14. "Very funny and inexpressibly sad". Discuss the fun and sadness in Houseboy.

- Houseboy in about colonialism.
 - The statement is an assessment by a newspaper, the lunch.
 - The 'Fun' is not actually about happiness but satirized 'fun'. It is unbelievably funny through.
- The sadness mostly touches the Africans, the Toundis that may not appreciate the gravity of their miserable situation till it is too late.
- Consider the following areas:-
 - We abandon our culture, parents.
 - We embrace a religion that we do not understand.
 - We are colonized to worship the whites.
 - We are happy to be houseboys
 - We seek to be like our masters
 - The African chiefs are allies of the Colonialists.
 - We are tortured
 - Imprisoned
 - Killed
 - No treatment in hospitals
 - Education is irrelevant
 - The exploitation of the six a women
 - Toundi's lesson comes too late at the end

Give examples in all cases

Mark as a whole $\frac{x}{33}$

15. Examine the effectiveness of symbolism in Houseboy

- The novel is about **colonialism**
- Identify at least six **symbols**
- For each symbol give the **effectiveness**
- **The effectiveness:**
 - Developing themes/ideas(colonialism, religious,exploitation,asutulaity)
 - Traits
 - Plots

- Author's messages
- Lessons e.t.c
- **Common symbols: (Characters Morean/Suzie)**
 - The houseboy (Toundi) – sugar lamps
 - The church
 - The prison - hippotomus whip
 - The African chiefs - The club /European
 - The hospital - quarters
 - Character symbols -Flag/guns e.t.c
- Mark as a whole $\frac{x}{33}$

The Moon Also Sets

16. Analyze the effectiveness of Satire as employed in **The Moon Also Sets**.

- Satire criticizes through laughter and light moments.
 - _ The Moon Also Sets examines the period of change where the traditional values have to be inevitably revisited.
 - The candidate should identify at least six moments of satire.
 - For each case, raise the consensus that the writer satirizes. What are the issues?
 - Priests who are amorous
 - University professors who sexually harass their students.
 - Irresponsible relationships amongst university students.
 - The young girls who resist early marriages in preference of education.
 - The police men who are ineffective
 - Traditional norms e.g wife, inheritance, widow inheritance
 - Shaky marriages
 - Hopelessness of revenge
 - The evil are punished
- e.t.c

Give examples, and explain. (Mark as a whole: $\frac{x}{33}$)

The Moon Also Sets

17. Examine the role of Oby in **The Moon Also Sets**.

- The Moon Also Sets satirizes a number of shortcomings in the society.
 - Oby: Who is she? What does she do?
 - Oby:
 - Characters portrayed of Chike - Father Domain
 - Religious hypocrisy of father Damain to lure his followers Maama Oby.
- Living nature of Chuke
- Brings out corruption
- Moral degeneration

- Patriarchal
- Institutions which degrade women
- Violation of the right to reproductive health
- Traditional and modernity clash

- As an orphaned child
- As a student
- As a university student
- Her relationship with her mother
- Her “love’ life
- Her refusal to get married e.t.c

- **Areas of interest:**
 Thematic developed
 -injustices against woman
 -traditional harmful practices of inheritance
 Mar as a whole $\frac{x}{33}$

Blossoms of the Savannah

18. In Blossoms of The Savannah, Kuleit seems to advocate for change. What changes does he suggest? Illustrate.

- The Blossoms of the Savannah” are those characters that advocate for and work for change.
- The novel is about the need for change.
- Candidates could explain along the following lines:-
- The norms/values e.g Fam
- The need for education (western)
- Exploit the potential of women
- The changing role of parents.
- Cross generational marriages
- Underage marriages
- Forced marriages
- The girl-child; which direction
- Rape as a method of punishment.

N.B Some cultural beliefs are good can be maintained, but on the whole, change is inevitable.

- Candidates must give as many examples as possible.

Mark as a whole $\frac{x}{33}$

19. Compare Oloisudori to Olarinkoi as presented in **Blossoms of the Savannah**.

- **We compare as we contrast.**
- **We establish /identify units/areas of comparison.**
- **Compare them in terms of what?**

- Fam; they are both advocates. Exploitative in nature
- Forced generation marriage.
- Abduction of girls for marriage.
- Character traits: both ambitious and brutal.
- They have at ever time in the past related with the mono-eyed seer
- Hypocritical friends of Ole Kaelo.
- They both hate the Emakererei.
- They are both defeated by the new forces of education/liberation e.t.c
- Candidates must give examples
- Both have similar interests but are contrasted by way of execution of their intentions.

Mark as a whole $\frac{x}{33}$

A Murky River:

20. Assess the Trinity in A Murky Rivers

- The trinity in allegorical

- Under normal Christian life it is about The Father, Son and Holy Spirit.
- To Boss Kato, the trinity means: Power, money and Comfort.
- The trinity is connected to the title: it shows the “mirk” that characterizes the society.

- The trinity can be assessed on the basis of the general concern of the text.
- To get power, Money and Comfort, the so-called businessmen of this society engage in:-
 - Corruption/extortion
 - Greed
 - Materialism
 - Varsity
 - Pride
 - About blind ambitions
 - All forms of injustices and betrayal
- In the end all end in naught:
 - Disillusionment
 - Dishonesty
 - Conflicts with self
 - And spiritual death
- Give many examples

Mark as a whole $\frac{x}{33}$

21. What is the relevancy of A Murky River in your society today?

- The text is about the rot that is eating through society today.
- The book also points at those that are swept by the river of corruption.
- Candidate must compare the murk in society to the murk in our society.
- consider the following areas
 - The corruption
 - The tax evasion
 - The hoarding
 - The surrounding
 - The smuggling
 - The bribery/kickbacks
 - Materialism
 - The bureaucracy
 - The poverty
 - The blind ambition
 - The suffering
- Compare the above to our society today.
- Candidates should give general contemporary examples e.g why is sugar so expensive?

Mark as a whole $\frac{x}{33}$

END

ACEITEKA MARKING GUIDES 2017
MOCK
515/1 PAPER
PRINCIPLES AND PRACTICES OF AGRICULTURE

SECTION A (30 MARKS)

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

SECTION B 70 MARKS

31. (a) Concentration of the pesticide in the phytoplankton in relation to that in Fish eagle.

- Biomass of the organisms decreases down the food chain but the amount of pesticide remains more less the same which results into increased concentration of the pesticide in the successive organism hence lowest in phytoplankton and highest in fish eagle.
(2mrks)
- Energy is lost during its transfer from one consumer to another but the pesticide loss is minimal with much of its transferred to the next energy level as it is non-biodegradable.
(1mrk)

(b) Deduction about the type of pesticide used.

- The chemical is passed along the food chain together with energy from one Energy level to another because it is non-biodegradable pesticides. (2mrks)

(c) Characteristics of a good pesticide.

- Must not have a residual (pollution) effect to affect other organisms that consume the products.
- Must be biodegradable so as not to be transferred from one consumer to another.
- Must be pest specific so as not to kill other useful organisms in the environment.

- Must be easy to apply so as not to demand much skill/labour/ equipments from the farmer.
Mix easy to formulate
- Should be effective.
- Should not leave taints/staining on crops which will lead to marketing problems?
Award any 5 pts @ 1 mrk = 5mrks.

32. (a) Procedure of training a calf to drink from a bucket.

- Obtain fresh warm milk into a clean feeding bucket/put some milk into a Bucket.
- Wash your hands.
- Put the bucket at knee height
- Dip the first and middle fingers into the milk.
- Put the fingers with the milk into the calf's mouth.
- As the calf sucks on the fingers, gently lower its head into the bucket.
- Pull the fingers until the mouth of the calf is in the milk.
- Slowly withdraw the fingers and let the calf continue.
- Do this more time until the calf can feed itself.

Accept any 4 pts @ 1mrk = 4 mrks
N.B Procedure should be followed.

(b) Advantages of bucket feeding.

- Specific amounts of milk is always given to the calf.
- Enables early weaning.
- Helps to manage calves without mothers.
- Avoids disease transfer such as mastitis.
- Ensures hygiene of milk given to the calf.
- Saves milk for sale.
- Many calves can be served by the same cow.
- Permits better management of the herd in that milking starts immediately and cows feed accordingly.

Accept any 3pts @ 1mrk = 3mrks

(c) Precautions taken when using bucket feeding.

- Use clean utensils
- Trainers hands must be clean
- Ensure clean environment.
- Serve fresh milk when it is still warm at its body temperature.
- The calf should not be allowed to drink in large gulps as it may get choked.
- The bucket should be knee high so that milk by passes the under developed rumen.
- Serve disease free milk.
- Use rust free bucket i.e tin coated.
- The procedure should be repeated several times.

Accept any 3pts @ 1 mrk = 3mrks

33. (a) **Meaning of the following agro-forestry terms:**

(i) **Silvo Pastorism:**

This is the management of trees alongside animals/pastures.

(ii) **Protein bank**

These are leguminous trees planted along the edges of grazing areas in order to supply proteins to animals especially in dry season.

(iii) **Home gardening.**

This is planting trees near homes in order to provide shade, fruit and wind breakers.

Award each correct Def 1 mrk = 3 mrks

(b) Qualities of a suitable tree in Agro- forestry.

- Should mature very fast.
 - Should provide more than one product e.g fruits and firewood/multi-purpose
 - Should be a legume in order to fix nitrogen.
 - Resistant to drought
 - Adapt to local conditions
 - Easy to establish and eradicate.
 - Non-toxic to other plants
 - Resistant to pests and diseases.
 - Should not compete with crops present for light.
 - Should not be an alternate host to pest and diseases.
 - Have a light canopy.

Award any 3pts @ 1mrk = 3mrks

(c) Importance of trees in a crop garden.

- Provides shade to shade loving crops e.g. vanilla.
- Support to climbing crops.
- It helps to maintain soil moisture due to provision shadow
- Legumes fix Nitrogen hence increasing Nitrogen in the soil.
- Assist draining of water logged areas e.g. eucalyptus.
- Trees recycle nutrient for crops.
- Provides litter for soil fertility.
- Assist in rain fall formation.
- Act as trap crops for pests e.g. fiscus spp
- Serve as wind breakers hence limiting lodging in crops.
- Tree roots bind soil particles together hence reduce soil erosion.

Award any 4 pts @ 1mrk = 4mrks

34. (a) Factors that influence the supply of Agricultural products.

- Price of the commodity.
- Number of sellers on the market.
- Seasonal effect
- Level of demand.
- Political stability.
- Gestation period
- Aims/goals of the producers.
- Transport and communication.
- Effect of weather and natural hazards.
- Government policy.
- Technology and management of production.
- Cost and availability of factors of production.
- Future price expectations/ speculation.

Accept any 5pts @ 1mrk = 5mrks.

(b) Reasons why Agricultural products have unstable prices.

- They are seasonal.
 - Shortage of facilities e.g storage facilities.
 - Long gestation period
 - Inelastic demand of Agricultural products.
 - Lack of alternative uses for the resources used in Agricultural production.
 - Bulkiness/poor transport
 - Un controlled supply of Agricultural commodities due to poor government Policy.
- Change in technology
- Natural hazards
- Many producers.

Accept any 5 pts @ 1 mrk = 5mrks

35. (a) Causes of high population growth rate in Uganda.

- Cultural factors:

Children are seen as a source of wealth, prestige and insurance in old age. Medical care has improved and so reduced death rates while the birth rates are still high.

- **Polygamy.**
Africans families are polygamous in nature.
- In an agrarian peasant economy, children, wives and dependants are seen as a source of cheap labour.
- The high infant mortality rate in developing countries have made the poor to produce many children in an attempt to replace the dead ones and to ensure that they remain with some even when death occurs.
- High fertility rates of women in parts of Uganda especially Kigezi.

- Early marriages due to inadequate education and employment opportunities.
- Lack of awareness about family planning
- Low status of women, many of whom are poor and illiterates.
- Idleness in rural areas and to some extent in urban centers makes people view sex as a form of recreation.
- Increased immigrations

Award any 6pts @ 1 mrk = 6mrks.

(b) Measures put up to control population growth in Uganda.

- Family planning;

This includes the restriction of family size, by using contraceptives and Condoms.

- Manipulating social and economic incentives e.g reducing children's allowances and bursaries.
- **Education**
This leads to postponement of marriage.
- Coercive policies; force is applied through various legislative measures e.g sterilization or vasectomy.
- Encouraging international migration from densely populated countries to those that are sparsely populated.
- Marriage age legislation.
- Sensitizing the mass about women empowerment.
- The dangers of high population
- Encouraging celibacy.

Accept any 4pts @ 1mrk = 4mrks.

36. (a) How plants absorb Nitrates from the soil.

- Plants absorb Nitrates through root hairs using passive absorption in solution with water and active transport which require energy. Absorption is selective.
- The nitrates cross the cortex of the root through the apoplast, symplast and vascular path way to xylem vessel of the root.
- The transpiration pull translocates them up the plant.
- From the xylem vessels, the nitrates are conveyed to cells probably by diffusion and active transport.

Accept any 3 pts @ 1mrk = 3mrks.

(b) Ways in which plants use Nitrates they have absorbed.

- Formation of nucleic acids (DNA and RNA)
- Formation of chlorophyll.
- Formation of proteins
- They are determinants of cation-anion balance.
- They are determinants of osmotic pressure of the cell sap.
- It changes the pH of water in the water bodies.

Accept any 3 pts @ 1 mrk = 3mrks

Ecological effects of Drainage of Nitrates into water bodies (streams, rivers)

- Accumulation of Nitrates/Eutrophication encourages prokaryotes and Algae to proliferate/bloom.
- When Algae die, bacteria decomposers use up a lot of oxygen for decomposition.
- Fish and other aquatic animals die due to lack of oxygen.
- Light penetration is also cut off so aquatic plants are not able to carry out photosynthesis, leading to death of animals and plants as a result of lack of food.

Accept any 4 pts @ 1 mrk = 4mrks

37. (a) Why farmers in Uganda are encouraged to effectively control soil erosion.

- Soil erosion washes away crops/destroys planting materials.
 - Soil erosion removes fertile soils/nutrients.
 - Soil erosion causes silting of water bodies/blocks drainage and irrigation Channels.
- Soil erosion creates deposition of sandy infertile soils to cover fertile land.
- Soil erosion creates gullies that limit movement of machinery/animals.
- It washes chemicals to streams/lakes thus pollution.
- It creates gullies that limit the size of the farm land.
- It lowers the water table /water level.
- It destabilizes the soil profile/exposes sub-soil/affects development of soil.
- It buries crops in the low land.
- It leaves the soil surface bare.
- It encourages spread of weeds.
- It spreads soil water-borne pests/diseases.

(Any 6 points @ 1 mrk = 6 mrks)

(b) Cultural ways of controlling soil erosion in STEEP SLOPES.

- Mulching to reduce the speed of running water.
- Manuring to improve crop growth and ensuring good vegetation cover.
- Crop rotation to ensure continuously good vegetation cover.
- Agro-forestry as trees ensure surface roughness.
- Afforestation and reforestation, trees hold soil particles firmly.
- Strip cropping where eroded soil is trapped by strips.
- Intercropping, ensures soil is not left bare.
- proper spacing, to reduce area exposed to erosion.
- Plant cover crops to reduce speed of surface runoff.
- Minimum tillage to maintain soil structure.
- Such as rotational grazing
- Contour planning

Accept any 4 pts @ 1mrk = 4mrks

END

ACEITEKA MARKING GUIDES 2017
MOCK
515/2
PRINCIPLES AND PRACTICES OF AGRICULTURE

1. (a) Control measures that may be applied (1 mrk @ point 6 mrks)

- 1 - Treatment of cattle using recommended / appropriate
Dewormers/drenching.
- 2- Inspection of beef for human consumption and condemn.
- 3 - Proper cooking of beef before eating.
- 4- Treatment of humans with recommended dewormers.
- 5 - Proper disposal of faeces/use of latrines.
- 6 - Graze cattle on guarded pastures/clean pastures.

(b) Ways by which the transfer of tape worm eggs at G may occur.

- Improper disposal of sewerage.
- Letting sewerage flow over pastures.
- Bursting of sewerage pipes.
- Improper treatment of sewerage.

(1 mrk @ 4 points = 4)

(c) Symptoms of tapeworm infection in cattle.

- Coughing.
- Anemia
- There is general body weaknesses/ dull
- Roughing hair/ coat
- Emaciation
- Ridgy spine
- Blown stomach
- Diarrhoea
- Loss of appetite
- Stunted growth
- Segments of worms in faeces / dug

(1 mrk @ pt 10 pts 10 mrks)

2. (a) Importance of Bee-keeping.

- Bees produce honey which is used as human food.
- Bees produce wax which is used, to make candles, medicinal body, creams and shoe polish.
- Generate revenue to the government
- It brings foreign exchange
- Source of employment
- Honey produced is used for making human drugs.
- Honey is a source of income.
- Bees are pollinators thus help to improve crop yields. (1mrk @ ot 6pts = 6mrks)

(b) Factors which influence sitting of a hive. Consider the following:-

- A quiet place;
Bees prefer a quiet place. Once the place becomes noisy they move away.
- A shaded place;
Shaded places provide a cool environment which is good for bees activities.
- **There should be a shelter.**
Big trees and shrubs shelter bees from strong wind which would other wise create discomfort to bees.
- **Presence of flowering plants.**
These provide raw materials for making honey which is food for bees.

- **Nearness to water source;**
Bees need water to make honey and to cool the beehive temperature.
- Far away from homes; should be sited 100 metres away from homes to minimize harm to people by bees.
- Should be sited away from main roads; Busy roads may lead to killing of bees by fast running vehicles.
- Should be sited away from farms to minimize possible disturbance of bees by farm animals.
- Should be reasonable far but not very far from farmers homes; to minimise theft of bee hives and bee products by bad people.

(1mrk mentioning 1 mk expl. For any 7pts = 14 mrks)

3. (a) Functions of a good Farm Manager.
 - (i) **Short term planning:** This involves making quick decisions especially when crops or livestock are diseased or infested with pests or when there is an urgent operation. Manger must make quick decisions to avoid a crisis.
 - (ii) **Long term planning:**
This involves making decisions which are linked to the future plans and operations on the farm. The manager must have enough time to study the plans before making decisions.
 - (iii) **Information gathering:**
The manager collects information related to his enterprises and his farm as a whole e.g price trend in markets, production technologies e.t.c
 - (iv) Comparing the level of production of his enterprises with those of the neighbouring farms to determine his production efficiency.
 - (v) Detecting weakness and constraints and finding ways and means of overcoming them.
 - (vi) Keeping farm records upto date and using them in the day to day management of the farm.
 - (vii) Implementing farm management decisions and taking responsibility.
 - (viii) To reward other factors of production like to the labour, he gives wages and salaries for capital earn intest and land is reward in form of rent.

- (ix) To be the innovator and so invent new cheaper techniques of doing things.
- (x) To bear all the risks of success or failure and uncertainties concerning the enterprise.
- (xi) To organize and supervise the factor input like labour, machinery e.t.c.
- (xii) Sharing skills, training with employees.
- (xiii) Makes market research.
(1mrk mention & 1 mrk mention for any 7pts = 14 points)

(b) Benefits of forming farming organizations.

- (i) They increase the bargaining power of farmers to get better prices for their produce.
- (ii) It is easier for farmers to sell their produce overseas and earn foreign exchange.
- (iii) They eliminate the unnecessary charges made by middlemen in trade.
- (iv) These organizations buy inputs in bulk making the individual farmers buy them at a lower price.
- (v) Farmers share some overhead cost.
- (vi) They provide high quality management since they can employ skilled Workers.
- (vii) Leadership and unity is developed among members in the organization.
- (viii) These organization transform traditional methods of farming in the rural Areas.
- (ix) Member can easily obtain credit facilities to help them in their farming Activities.
- (x) Members can get marketing information about their produce.
- (xi) They can integrate making process like storage, transporting, sorting, packaging e.t.c.
- (xiv) Members are able to participate in business activities and get exposed to commercial life.
- (xv) Members can easily access extension services from Agricultural research organizations.
- (xvi) They provide employment to farmers.
(1mrk @ pt 6 pts = 6mrks)

4. (a) Advantages of raising vegetable seedlings in a nursery bed:-

- Minimizes wastage of seeds since vegetable seeds are costly.
- Less labour will be required to care for the seedlings in a nursery bed.
- A farmer will be able to select healthy seedlings to transplant.
- It is possible to achieve timely planting since Nursery beds are put before the season.
- Ensures good tilth for the germination of tiny vegetable seeds.
- Provides optimum condition e.g shelter for the growth of delicate seedlings.
- Ensures proper management e.g hand weeding and spraying of delicate seedlings.

(1mrk @ pt any 6 pts = 6mrks)

(b) Nursery bed maintenance practices and their contributions to pest management .

(i) Irrigation and water:

This leads to healthy vigorously growing seedlings which can tolerate pest infection. Even if the seedlings are attacked they will recover quickly. Appropriate and regular watering will wash off and kill some pests such as aphids that can multiply their population very fast.

(ii) Weeding:

It eliminates competition for plant resources, it promotes healthy seedlings that can fight pest attack and damage. Weeding helps to eliminate alternative hosts e.g black jack in cabbage/beans being alternative hosts for aphids.

(iii) Thinning:

- It involves removal of excess, damaged and diseased seedlings to create Favorable space to promote healthy seedlings growth.
It eliminates infected seedlings hence reducing their multiplication.
It reduces competition leading to healthy and vigorous seedlings that can tolerate pest infestation and damage.

(iv) Pricking out:

It eliminates/reduces competition for plant resources promoting healthy and vigorous seedlings that tolerate pest infestation and destroys the favorable environment for pest populations multiplication.

(v) Monitoring

Regular visiting of the nursery bed and critical observation of pest attack. It helps the farmer to take appropriate action or early decision making before pests cause economic damage. It also helps to know what, when and when and where the problem is.

(vi) Hardening off

It involves exposing seedlings gradually to field harsh conditions prior to transplanting.
It enables the seedlings to acclimatize to the field harsh conditions such as field pest attack.

(vii) Spraying:

It is a practice of applying pest chemical (organic and inorganic)

In case of outbreak of pests/diseases, spraying helps to control multiplication of pests.

(viii) Fertilizer application:

It boosts the seedling growth leading to healthy and vigorous seedlings that can tolerate the pest attack below economic damage e.g addition of decomposed farm yard manure for vigorous growth of the plant.

(ix) Soil sterilization:

This is done with an intension of killing pests and pathogens.

It is done by heating trash on top of the prepared nursery bed soil or by using the method of heating the soil in a drum or by chemical sterilization of 40% formalin solution. During this process, soil pests and pathogens are killed to avoid carrying over of the pests to seedlings and thus give good start without pest affect.

(1mrk mention & 1mrl explain for any 7points = 14 mrks)

5. (a) Characteristics of a good pasture plant.

- Resistant to pests and diseases attack.
- Has a high proportion of leafy parts compared to the wood parts.
- Can withstand drought.
- Fast growing.
- Is compatible with other pasture species.
- Recovers fast grazing resistance of heavy grazing
- Can survive or do well in poor soils.
- Can multiply easily e.g. has viable seeds and prolific /good reproductive structures.
- Palatable to livestock.
- Has high nutrient content
- Easy to propagate/establish/harvest/weeding
- Should not be poisonous
- Should have a high digestibility.
- Should have suitable height.

(1mrk @ pt 1 x 10 pts = 10 mrks)

(b) How to improve and maintain a natural pasture.

- Weeding and removing unpalatable species.
- Distribution of water points in paddocks to avoid animals crowding and Overgrazing certain pasture paddocks.
- Application of fertilizers to improve the growth of pasture plants.
- Irrigation of pastures during the dry season.
- Over sowing pastures with legumes to improve nitrogen contents of the pastures and soils.

- Control of grazing through rotational grazing to improve recovery of pastures.
- Controlling of soil erosion to conserve water e.g grassed water ways.
- Planting improved pasture species.
- Spraying with urea and molasses to improve on palatability.
- Liming to buffer the soil ph.
- Control of pasture pests and diseases.
- Draining the pastures off water which can breed diseases causing organisms and limit the growth of pasture plants.
- Fencing the pastures to keep out stray animals and intruders.
- Exercising controlled burning to encourage fresh re-growth.
- Topping and slashing to remove old grasses and encourage re-growth.
- Establishments of fodder banks that can be fed to animals when fresh herbage is scarce
- Creating small path in pasture they move to points.

(1 mrk @ 1 x 10 pts = 10 mrks)

6. (a) Procedures of preparing a brooder for receiving one day old chicks.

- Struts and disinfect walls and floors of the house.
- Wash and disinfect all the equipment.
- Put litter on the floor to a depth of 3-4 cm.
- Install water & food troughs
- Preparing the disinfectant bath at the entrance
- Cover the litter with newspapers to prevent chicks from eating the litter.
- Provide a confinement ring to prevent chicks from straying from the warmth.
- Or seal off corners to ensure that chicks do not huddle there.
- Arrange feeder and drinkers in the confinement ring.
- Ensure adequate ventilation.
- Provide a heat source to maintain warmth/warm temperature not below 28°C
- Start the heat on the 2nd day before arrival of the chicks to warm up the place.
- Ensure the brooder house is vermin proof/wild bird proof
- Ensure the brooder house is leak proof.
- Provide a source of light/checking the bulbs
- The house should be locked to keep out any intruder
- Set up the brooder guard around the heat source to protect the chicks from the heat source.
- Hug the thermometer to monitor the temperature.

(2mrks for any 7pts = 14 mrks)

(b) Recommended practices for proper management of Litter in a deep litter House.

- Turn the litter daily to avoid the accumulation of the droppings on the surface.
- The perches should be evenly distributed throughout the poultry house to avoid Accumulation of dropping in the localized areas.
- The litter should be protected from rain which can wet it and cause rapid deterioration.

- Manage drinkers such that water does not spill on the floor.
 - The house should have a firm floor to reduce dampness caused by absorption for water by capillarity.
 - Remove litter which has overstayed in the house and replace it with new ones.
 - Keep the level of the litter high enough to absorb the droppings and enable them to dig before becoming full.
 - The drinkers should not be leaking.
 - Removing wet litter spots.
 - Adding lime to the litter to increase its absorption of moisture.
- (1mr @ pt 1 x 6pts = 6mrks)**

7. (a) Why output of indigenous cattle in Uganda is low.

- Indigenous cattle are genetically poor producers (poor breeds) this is because in Uganda, animals are not systematically bred which leads to occurrence of poor genes in most of local animals.
 - Poor feeding of animals in Uganda. Animals depend much on pastoral pastures which are very low in nutrients.
 - Poor pests and diseases control measures. Animals are very much infested with parasites and diseases this lowers the health of animals hence low production ability.
 - Prolonged drought in some parts of the country which leads to emaciation of animals and this directly will reduce its ability to give quality beef or milk.
 - Traditional beliefs and customs e.g many traditional cattle keepers mind much about quantity other than quality.
 - Most cattle keepers commercially minded. This leads to selling of premature animals which are slaughtered before reaching slaughtering weight. This decreases the quantity and quality of beef produced.
 - Poor market systems in the areas where there are plenty of animals.
- (1mrk @ pt 1 x 6pts = 6mrks)**

(b) Measures to improve the production of animals in the country.

- Introduction of better pure breeds in the country which are high yielding in terms of beef and milk.
- Upgrading local breeds by crossing with pure breeds to improve on the genetically poor characteristics of the animals in this case high production potentials are obtained.
- Expansion of cattle production areas through parasite and disease control.
- Proving extension services to farmers to improve on the knowledge about livestock management.
- Improve feeding by encouraging farmers to use supplementary feeds, to conserve pasture during time of plenty to help in time of drought.
- Provide and develop water in dry areas for both watering animal and irrigating pastures. This can be done by extending piped water or construction valley dams in the rearing areas.

- Reducing insecurity due to cattle raids and thefts which discourage livestock keepers.
- Improvement and organization of market systems by offering good prices to encourage more cattle keeping.
- Extension and improvement of ranches.
- Reducing on the cost of inputs by the government such as drugs, accuracies e.t.c.
- Establish of the processing industries for animals products such as meat canning industries.
- The government should offer credit facilities to farmers.
- Improving land tenure systems farmers access the land easily with fewer costs.
- Improvement of transport and communication.
- Diseases control programme like vaccination.
- The government should construct communal dips.
- Putting up demonstration farms to teach farmers.

(1mrk @ pt 1 x 14 = 14mrks)

8 (a) Necessity of storage structures on a Farm.

- Safety of farm products/prevents/controls theft on farm products.
- Avoids spoilage of products by bad weather/vermin/pests.
- Controls the sale of farm products so that the farmer benefits from higher prices.
- Ensures food security by keeping food for drier /less productive seasons.
- Keeps seeds for sowing in the next seasons.
- Keeps farm implements, tools and machines safe.
- Ensures availability of water (for water storage structures in the farm all the time.
- Reduces labour requirements during drying.

(1mrk @ pt 1 x 6 = 6mrks)

(b) Factors to consider when constructing a crop storage structure.

- Drainage of the area to guard against flooding or ground seepage and spoilage of
Stored products.
- Ventilation to allow sufficient fresh air for respiration of stored products and keeping the store dry.
- Structures should be leak proof not to avoid spoilage of stored products by wetting.
- Structures should be raised above the ground to prevent seepage of water into the store.
- Rodent proof structures and other measures to prevent access of rodents into the store.
- Include provision to ease loading and offloading of stored products.
- Structures should be easy to clean and disinfect.
- Stores should be secure from thieves.

(1mrk mention, 1mrk explanation for an 7pts = 14 mrks)

9. (a) Problems of use of human power on a farm.

- Health affects man power.

- Manpower cannot cope with long working hours.
 - Nature of tools used influence its power output.
 - Man demand high payment for work done making the source of power very Expensive and increasing cost of production.
 - The worker may fail to cope with new production programmes due to lack of necessary skills and knowledge.
 - Performance is reduced by age, dissatisfaction with working conditions etc.
 - It is difficult to accurately estimate or predict works output, supply may be limited at time of peak demand.
 - Feeding affects output of man power.
 - Cannot cope with heavy duty work /large acreage.
 - Weather conditions affect output.
 - Use of man power is a low process/limits capacity to produce.
- (1mrk @ pt 1 x 6 points = 6mrks)**

(b) Factors to consider obtaining optimum output from animal power.

- Proper handling of animals, the operator should not be rough/harsh to animals.
- Proper training, the animal should be trained to follow local instructions/ Commands with ease.
- Nature of yoke; use of good quality yoke.
- Nature of vegetation to be cultivated, type of soil these should be matched with type of implements.
- Time of day; animal power is more effective when it is fairly cool, excessive heat/cold and wind has negative influence.
- Proper feeding, necessary to provide energy required for work, clean drinking water should be provided adlib.
- Load/implements to be drawn should be of the right size/weight.
- The health of animals, sick animals should not be used rather treated until they recover fully.
- Where animals are to work in pairs using a yoke, ensure that they are the same size, this makes it easier to handle them.
- Proper linkage of the implement.
- The amount of load to be carried is reduced if heavy carts are attached/ duration of working hours should be reduced.
- Topography/relief (more suited to flat areas).
- Age of the animal; animals used should be of the right age not very old nor very young.

(1mrk mention, 1mr explanation 2 x 7 points = 14 mrks)

END

ACEITEKA MARKING GUIDES 2017
MOCK
P515/3 PRACTICAL PAPER
PRINCIPLES AND PRACTICES OF AGRICULTURE

Q1. (a)

Specimen	Botanical family	Nutrient supplied to the livestock
P ₁	Grass	-Carbohydrates -Water -Mineral salts -Vitamins
P ₂	Legumes	-Proteins -Water -Mineral salts -Vitamins
P ₃	Grass	-Carbohydrates -Water -Minerals salts -Vitamins
B ₄	Legumes	-Proteins -Water -Minerals salts

		-Vitamins
--	--	-----------

(b) Features that suggest mode of propagation.

P₁ - Presence of flowers and seeds show sexual propagation.

- Has splits/buds indicate a sexual propagation.

Accept 1pt @ ½ mk

= ½ mk.

P₂ - Has seeds/flowers indicating sexual propagation.

½

P₃ - Has flowers / seeds indicating sexual propagation.

- Has stem with buds indicating a sexual propagation. ½ mrk

P₄ - Has flowers with seeds indicating sexual propagation.

½ mrk

TOTAL 2 MRKS

(c) This is a mixed pasture(legumes plus grass pasture)

Award 1 mrk.

(d) **Advantages of mixed pasture.**

- Legumes provide protein to our livestock.
- Source of balanced diet.
- Legumes for N₂ to benefit grass in mixture.
- Legumes are deep root act as nutrient pump.
- Ensure high biomass
- Proper soil covers to reduce surface run off.

Accept any 3pts @ 1 mrk = 3 mrks

2. (a) Logical order in the use of Q₁ to Q₆ in construction of a wall.

- Spread a layer of Q₂ (DPC) on the foundation.
- Use Q₆ (building trowel)to scoop and place Q₁(mortar) on (DPC) Q₂
- Place Q₅ (brick) on the mortar to make a horizontal line.
- Determine the horizontal level of bricks by use of Q₄(spirit levels)
- Start another line by putting Q₁ on top of this bricks by use of Q₆
- Put bricks on it
- Determine the vertical layer of bricks by use of plumb bob. (Q₃)
- Follow this procedure until the construction is over.

Accept 8 points @ ½ mrk = 4 mrks

(b)

Specimen	Part of the building
Q ₇ (Piece of Timber)	Roofing. (1mrk)
Q ₈ Iron bar	Making wall pillars (1mrk)

(c) **Advantages of using Q₈ in constructions.**

Q₈ iron bars/ metal.

- Very strong
- Very durable
- Not destroyed by insects
- Not easily burnt down by fire

Accept any 4 pts @ ½ mrk = 2 mrks.

(d) **Ways of increased suitability/durability of Q₇(wood)**

- Seasoning.
- Painting with wood preservative
- Pressure treatment
- Varnishing

Accept any 4pts @ ½ = 2 mrks

3. (a) **It was extracted from**

- Hen/Turkey/Duck/Female mature farm fowl.

Accept any 1pt @ 1 mrk = 1mrk

(b) Diagram showing the Reproductive system of a female fowl/ a hen.

Award:

Title	= 1mrk
Drawing	= 1 mrk
4 labels	= 4mrks
@ 1 mrk	=
	<hr/> 06 mrks) <hr/>

(c) Suitability of R₁ ovary for its function:

- Has Ova of different sizes because they do not mature at the same time.
- Has many ova to allow high yield.

Suitability of R₄ cloaca.

- It is large to allow release outwards passage of an egg.
- It is moist to allow easy flow out of an egg.

Accept 1pt @ 1mrk = 1mrk.

4. (a) Observation:

- Fumes given off.
- Yellow colour seen
- Yellow precipitate is seen

Accept any 2pts @ 1 mrk = 2mrks.

(b) Type of ion.

- Phosphate ion 1mrk.

(c) Possible sources of unknown.

- SSP fertilizer
- DAP fertilizer
- NPK fertilizer
- Organic manure

Accept any 3pts @ 1mrk = 3 mrks

(d) Uses of unknown for plant growth =

- Encourage formation/development/establishment of plant roots.
- Needed for cell division/growth
- Needed for fat/protein formation

- Gives resistance to diseases
- Improves quality of vegetables
- helps in the breakdown of carbohydrates during respiration.

Accept any 4pts @ 1mrk = 4 mrks

5. (a)

Specimen	Plant part	Pest responsible for damage.
T ₁	Maize stalks/maize plant	Maize stalk bores
Specimen	Plant part	Pest responsible for damage.
T ₂	Banana sucker with tunnels	Banana weevil
T ₃	Potato tuber	Potato weevil

Award 5pts @ ½ mrk = 3mrks

(b) Damage R_n T₁ maize stalk.

- Holes/Tunnels drilled in the stem
- Stem tissue eaten up.
- Leaves eaten up
- Destruction of xylem tissue and phloem tissue
- Wilting of plants

Award any 2 damaged @ ½ mrk = 1 mrk.

Damage on T2 Banana Sucker

- Holes drilled on the sucker
- Weak stem
- Poor root development

- Rotting the tissue
- Award any 2 damages @ 1/2mr = 1mrk**

Damage on T3 potato tuber

- Holes drilled
- Rotting
- Decolouration
- Powdery substance
- Maggots seen

Award any 2 damages @ 1/2 mrk = 1mrk

(c) Control of T1 maize stalk borer.

- Dust with insecticides / pesticides
e.g Rocket, 25m/s in 20 litres of water
 - Dust funnels with powder soap
 - Early planting
 - Crop rotation
 - Pasturing of old stalks
 - Feed animals with affected stalks to kill pests.

Award any 2 control measures @ 1/2 mrk = 1 mrk.

Control of T2 Banana weevil.

- Use clean planting materials
- Plant resistant varieties
- Cut affected stem to expose pest.
- Spray with recommended systems pesticides.
- Spread tobacco rejects to kill pests.
- Spread fermented urine
- Spread red paper
- Regular pruning

Award any 2 control measures @ 1/2 mrk = 1 mrk.

Control of T3 Potato weevils

- Early planting
- Clean resistant varieties
- Burry deep the affected tubers
- Use clean planting materials
- Carry out crop rotation.

Award any 2 control measures @ ½ mrk = 2 mrks)

END

EBYOKUGOBERERWA MU KUGOLOLA
OLUPAPULA P360/1

EKITUNDU A

1. (a) (i) Ennukuta (**gy**)
- ebikolwa ebirimu okugaya
 - ekintu mu kifo ekimu (verb to mark)
 - ekintu ekipya amaggya
 - (verb to burn) okuggya omuliri
 - (verb to fit) ekipya

- (j)
- mu kikulwa ekirimu okujja (verb to come)
 - ekikulwa ekiyamu
 - mu mannya agamu jjuko jjumu. (Any 2 x 2)

- (ii) Zisobola okugattibwako empeerezi ne zikola enningo.
- Ennyukuta zino ziggumirwako negattibwako nampawengwa wney Mmome, nnuuni
 - **m** ne **n** singa zikulemberwa eddoboozi eriwangaala ng'ate zo zikulembedde ensirifu, okuwangaala mu maaso gaazo kufa. Okugeza, entanda si entaanda.
 - Nakinnyindwa zino bwezigattibwako ensirifu ku tta waazo nsabola okuwandiika empeerezi ebbiri.
 - Zisobola okugattibwako ensirifu ne Nampawengwa nezikora ennyingo embu, nty, mpa. (Any 4 x 1 @)

- (iii) R tetandika kigambo kyonna mu lulimi oluganda.
- Yemu ku nsirifu z'oluganda ezitaggumirwako.
 - Ewandiikibwa luvannyuma lwa njatuza 'i' ne 'e' wokka.
 - Egatibwako empeerezi nekola ennyongo tegattibwako nsirifu yonna ndala. (Any 3 x 1 @)

- (b) (i) Nakalazi ye e, mu, ku ne wa
- e Tulekayo , Mu Lyamu
 - ku Mpaako , Wa mpaawo
- (ii) A-li-mu-n-lab-ira-ko
- A - Nakasigirwa enkozi
 - li -kiseera ekirijja

- Mu - Nakasigirwa ekolebwako obutereevu (kaabulindiridde)
- n- Nakasigirwa ekolebwako oluvannyuma (Binsanga wano)
- lab-kikolwa
- ira-kawakatira Kalazi
- ko -nzirugaze
- Tukakozera mu ngeri yakigeraageranya muwantu ng' lusoloby.

- (c) - Nga ekozesebwa okuyunga emboozi okugeza:
 →Omwana atambulira ddala nga kitaawe bwe yatambulanga

- Nga esobola okukozesebwa mu kwewuunya
 Omukazi gwe yawasa nga mubi!

- Esobola okukozesebwa okulanga ekikolwa ekikolebwa olugenderezo.
 Bw'omulabanga omunjambaranga

Ensonga (1mrk) Ekyok (1mrk)
 (Any 3 x 2 @)

- (d) (i) gumbobba
 (ii) bayitirivu/nkuyanja/ttomooni

- Keejedde, annamungi enkimu 2 x 2 @ = 4 mrks.

- (e) (i) Akakadde kamu mu emitwalo era muenkumi ttaano mu bisatu mu
 attaano.

- Obukadde kkumi mu obusiriivu mukaaga mu emitwalo asatu mu enkumi nnya mu kikumi
 mu ana mu bbiri.

(ii) - 112, 000/= (Any 2 x 2 @)
 - 1,000,000,522,555 2 x 2 @

2. (a) (i) Kuba kukirya
 (ii) Kulindiriza kukola kintu
 (iii) Kusaagira mu bintu (Any 2 x 2 @)
 (iv) Kusoma n'otuuka ku madaala agawaggulu
 (v) Bintu kuba bizibu/bikalubo

- (b) Omuyizi abikozese ng'alagiramu amakulu gano
 (i) Kwambala n'onyuma nnyo
 (ii) Kulimba/kubuzaabuza muntu (Any 2 x 2 @)
 (iii) Muntu kweraga nga ow'amaanyi/asukkulumye
 (iv) Kwefuulira muntu
 (v) Kulabya muntu nnaku (kumubonyaabonya)

EKITUNDU B

3. (a) Baayitanga mu mpisa y'ekyoto nga bafuma
 - Baayitanga mu kutuuma amannya - bingi ebyatumwa olw'ebyaliwo okugeza
 Bwayise, Mmengo nebiral (byafaayo)

- Mu ngero ensonge gamba nga:- Ebyokuwa bifa busa Abanaawa baasuza bbaabwe.

- Emirimu egyenjawulo nga okuweesa, kukomaga, kubumba, kuyiisa mwenge.
- Ennambika y'obukulembeze obw'ennono
- Ennyimba ezijukiza
- Obuwulize n'okuwanjuna ekitiibwa kwatwalanga ebyogerwa mu maaso
- Ebibonerezo ebwebwanga abavudde ku nnono.

- Okuweera abakoze obulungi

- Okusinga abaana mu mbiri ne bisaakanta.

- Okukuuma empiisa ezanjawulo

Any 11 x 2 @

enfumo - engero - ebitontome - ebikokyo - ebikoco - ebisoko

- ntabaazabakadde - amagengere

Any 6 x 1 @

- (b) (i) -Kannakwanga, - Kakongolazziga - Lukaaka
-Mawa - Katemaddalu - Bugonja
-Dewula - Kibombo - Mumbejja Namalwa
-Mulangira Ssegamwenge n'amalala. - mazzi

(ii) - Muvaamu ensimbi

- Gukozesebwa mukwanjula

- Gukozesebwa mu kwalula abaana

-Mu kuwoza emisango

-Gukozesebwa mu nsinza ey'ennono

-Mu kussaako omusika gumuweebwa

-Guyamba abagunywa okufuna otulo

-Guliko enjogera (gukuza olulimi) okugeza

Ggambo bbi wamwenge alisanga ku mwoyo

Mbidde kyekutuma togaana

Omwenge mabinu agunywa y'abinuka

- Gunyweza enkolagana eri ab'ekinywi ekimu

- Omwenge ddagala anti gusumulula olubuto olwesibye nga tofuluma era ne mu ddagala ly'amaanyi g'ekisajja gussibwamu.

- Guyamba okuzuula endowooza z'abantu anti omuntu bw'atamiira byonna n'abyanja. N'ebirala **(Any 8 x 2 @ 16mrks)**

(a) (i) ng'omulubaale ow'okumpi

(ii) terirwa kudde

(iii) Yeetemaatema ng'asaba oluwanga obulamu

(iv) Ekiriggwa jjo

(Any 2 x 2 @ 4mrks)

(v) ng'abaavu abayita ababiri

(b) (i) Lutuyigiriza okwewala okutambula kinnoomu olw'okwewala okufuna buzibu.

(ii) Okwefaako ennyo tusobole okufuna ebirungi *(Any 3 x 2 @ 6mrks)*

(iii) Okufaayo okweyamba nga tetulina ayinza kutuyamba

(iv) Lutuyigiriza bulijjo obutaggwamu ssuubi kasita obulamu bubaawo ebirungi biba bijja kutuuka

(v) Luyigiriza okwegendereza ennyo abantu abajja beegonza kuba babaako ne bye baagala okutufunamu.

(a) - Matovu Joy y'omu ku bawandiisi abatutumufu be tulina mu lulimi oluganda ng'atuwandiikidde Bazzebulala, eddaame lya Nsimbi, Mirembe n'obulala bungi.

- Yayogera ku bantu abesenza anti nga kati tubalabako.

- Obubbi bw'ettaka (Abateera) ekyo ye baana baliwo.

- Ebibaawo mu kufiirwa

- Okukwata enseenene

- Ebivv e eby'okolebwa mu lutalo e Luweero nakato w'ebiri

- Obukulu bw'okuzaala omusika

- Ebizibu Uganda bye yafuna oluvanyuma lw'ameefuga.

- Akubonaabona kw'omukyala munsu

- Waliwo w'agambira nti tulizuukuka amasiro bagalamuza (laba bwe gaayokebwa)

- Obutakwatagana mu by'obufuzi (Mirembe)

- Entalo (Mirembe)

- Okulunjanyama ezzadde ery'obuwala (Bazze + Aliba) kati ekyo kifiibwako nnyo.

- Alina ekitabo kiramba eky'ennyimba ne Solofa (kati abayimbi ttomooni)

- Enkaayana ezitagga olw'ettaka ye baana baliwo (ogw'ettaka teguggwa mpozzi nga gw'oguwoza naye amaze kufa)

- Obukulu bw'okuddamu okumanya obukulu bw'ensi nga ku Bazze ne Nabbona kiri ku bangi.

- Okufutyankibwa kw'obufuzi obw'ennono (Abateera) kyeyolese nnyo mu Uganda ya kaakano.

n'ebirala. **(Any 10 x 2 @ = 20 mrks)**

(b) - Matovu y'omu ku ba mwoyo gwa ggwanga abalafuubanye okulaba ng'ensi eba ntebenkevu.

- Azannye emizannyo egirwanirira okutebenkeza ensi (Mirembe)

- Alwaniridde nnyo olulimi mu mizannyo (Munaala) n'okuluwandiikamu ebitabo.

- Y'omu ku baatandikawo LTA okukumaakuma abasoma b'oluganda.

- Ng'ali naba Mild may mu Uganda asomesezza nnyo ku bikwatagana ne nnawookeera wa ssiriimu.

- Atumbudde ebitone bya ba-musaayi muto bangi naddala mu kibiina kye ekya Alina Talents.

- Bannayuganda baafunira, sikaala basobole okusoma ng'ayita mu kitongole kye ekya Alina Bursaries.

- Y'omu ku batandisi ba Luganda Consultancy Bureau nga muno ebiwandiiko bingi eby'omugaso ebyazzibwa mu lulimi oluganda olw'okutumbula okumanya.

- Ogwobusomesa obuteebalira yagukolera ddala ng'asinzira mu Trinity College Nabbingo, Mackay College Nateete, Pride Academy ne Makerere University Institute of Languages.

- Ayambye nnyo mukulunjanyama bannakatamba n'abayimbi lutotto.

- Akoze obuweereza mu bwa Kabaka bwa Buganda naddala mu Buganda Education Commission nga ssentebe.

- Aweerezaako mu kisaakaate kya maama Nnaabagereka.

- Akola ng'omuwandiisi w'essinga mu kika kye.

- Akumaakuma Bannabuddu okwegatta bakole ebibazimba.
- Atabaganya abasoowaganye nga bwe yakola ku bannamawulire.
- Atandikawo essomero lya Pride Academy.
- Akola nga kansala nayamba abantu mu bizibu ebyanjawulo.
n'ebirala.

ve ebykuyiga bitaan(05) okuva mu mirimu Kaswa gyakola. (any 5 x 2@)

(Ebyakuyiga bitaano (05) okuva mu bitabo kya Kaswa.) Any 5 x 2 @)

- (a) Kaswa y'omu ku bawandiisi ab'ensonga era nga ye yatuwandiikira, Munaku kaama, Omuganda n'enswa n'obulala.
- Obulamu bwe ssomo kuba ayigirwako obukulembeze anti yaliko omukulembeze okumala ebbanga.
 - Ayigirwako obunoonyereza nga bwe bweyolekera mu bitabo bye omuli omuganda n'enswa.
 - Obuzadde obw'ensonga nanti yagunjula bulungi ezzadde lye omuli n'okulisomesa.
 - Ng'omuyivu, ayigirwako okuyaayanira okusoma n'okunoonya okumanya.
 - Yajuna bangi mu buwandiisi bw'ebitabo ng'ayita mu kibiina kya Mubende Publishers Bureau.
 - Ebiwandiiko bya Kaswa bikozezebwa ng'ebimu ku bisomesebwa mu masomero.
 - Ebimu ku bitabo by'atuwandiikira naddala omunaku kaama biyigiriza obuguminkiriza n'obukwata mpola kuba mwe muli obuwanguzi.
 - Ebitabo bye bituyamba okumanya obutiko obuliibwa obutali bwa butwa nga bwe kyeyolekera mu Omuganda n'enswa.
 - Ebitabo bye biyamba okwagazisa abantu ebyaffe bw'atulaga omugaso ogubirimu. Okugeza enswa, obutiko mu Omuganda n'enswa.
n'ebirala.
- (b) Kaswa muwandiisi ow'olulango mu lulimi oluganda era ng'atuwandiikiddde bingi ng'omuganda n'enswa, Munaku kaama n'ebirala.
- Entanda yandiba ey'okuweerera abaana.
 - Okulafuubana okuwandiika ebyaffe bireme kuzaawa (Mubende Publisher Bureau)
 - Okubeera abaguminkiriza mu bulamu bw'ensi (lukooti)
 - Okufuba ennyo okukola olw'okwekulaakulanya (Lukooti)
 - Okubeera ab'eggonjebwa eri abo abatutwala si nsonga mbeera ki mwe batutwalira anti tomany (Lukooti)
 - Okukuuma empisa n'enkola y'ebintu byaffe ey'ennono (Omuganda n'enswa)
 - Akubiriza abavubuka obutanyooma mirimu nga bwe tulaba lukooti.
 - Okukuuma empisa n'enkola y'ebintu byaffe ey'ennono (Omuganda n'enswa)
 - Bannamulembe guno abakubiriza okubeera abesimbu lwe bannawangula. Lukooti abamukolera abasasula.
 - Abakubiriza okujjumbiza nabo okujjumbira eddiini. (Lukooti)
N'ebirala.

(Either omuyizi awe entanda Kaswa gyasibirira abantu b'omulembe omutebi nga yesigama ku mirimu gyakola)

(Or Omuyizi awe entanda Kaswa gyasibirira abantu b'omulembe omutebe nga yeesigama ku bitabo Kaswa byadandeeke.)

-Agasse byombi nde nendala ttaano (5) nga yeesegama ku bitabo.

(Any 10 x 2 @)

(a) - Busuulwa y'omu ku bawandiisi ab'olulango mu lulimi oluganda mwatuwandiikidde obutabo obw'enjawulo omuli Gattimpa - Gattimpule, Mujaguzo, Wakadaala, Byonna bya mbyone.

Agasizza bangi omuli abayizi, abanoonyereza, abazadde n'abalala.

- Busuulwa agasa nnyo bannabyabuwangwa bw'atwoleka ebikwata ku njoma zi mujaguzo ate nga bya nsonga.

- Agasa abanoonyereza ku by'obuwangwa naddala enjoma mujaguzo anti abawa akawonvu n'akagga ku zo.

- Alabuliramu abaana n'abantu abatali bamu obutamala gatwalirizibwa bye bawulidde kuba ebya Gattimpa byali bibi.

- Abakwasisa bamateeka alinga abagamba okufa ku byogerwa abantu kuba laba musezi - mugagga bwatagombwamu bwala.

- Alabika okugamba ku bazadde abakazi obutamala geesiga ba baabwe ku bawala baabwe anti abamu bagwenyufu.

- Abawandiisi b'ebitabo abakwata omubabiro nabo ne banyiiikira ku mulimu ogwo anti enkulu eyigiriza ento okubuuka.

- Busuulwa byatuwandiikiera bisanyusa era biwummuza ebirowoozo bwe bityo bigoba ettuliraawo.

- Abateesiteesi b'ebisomeebwa bafuna ebiwera ku binaasomesebwa mu lulimi oluganda ne bitawammantibwa.

- Agasizza bangi mu ttuluba ly'ebyennyimba anti mu kuzitendeka yeereka atyo.

- Asomesezza bangi olulimi oluganda bwatyo n'agasa bangi mu masomero gy'ayise ng'omusomesa.

n'ebirala.

(Any 10 x 2 @)

Busuulwa muwandiisi ow'olulango mu lulimi oluganda.

(b) Obutendesesi mu nnyimba n'emizannyo.

- Obusomesa mu lulimi oluganda lugasizza bangi.

- Atereezezza emizannyo n'ennyimba eby'abantu abawererako ddala.

- Obuganda abukunjaanyirizza ekitabo ekikwata ku njoma zi mujaguzo.

- Ayambye nnyo ab'ekitongole kya NCDC mu kulunjanyama ebisomesebwa mu by'ennyimba ate n'olulimi oluganda.

- Ebiwandiiko bye bimu ku ebyo ebisomesebwa mu masomero.

- Akola ppulogulaamu eziyamba ku kumanya ku laadiyo ya CBS.

- Ng'omuzadde ddala akoze omulimu mu bugunjuzi kizibu okwerabirwa.

- Agaggawaza olulimi oluganda bwalutisse ettu ly'ebitabo ebitali bimu.

- Mwami mufumbo era eky'okulabirako ekirungi eri abalala kye banaajulizanga buli bbanga. N'ebirala.

* Omulimu Busuulwa gwakola

(1mrk)

* Omugaso ogulimu

(1mrk)

BIKOMYE AWO

EBYOKUGOBERERWA MU KUGOLOLA OLUPAPULA P360/2

EKITUNDU A

1. (a) Kabaka wa Buganda Ronald Muwenda Mutebi yatongozza kaweefube w'okukomya obutabanguko obwesigamiziddwa ku kikula mu bwakabaka:

Kaweefube ono eyatumiddwa "He for She," wa kitongole kya nsi yonna ekiyaayaanira omwenkanonkano, nga muno abasajja n'abalenzi beeyama okufaayo okulwanyisa obutabanguko obw'engeri yonna n'obusosoze abakazi n'abawala obubatuukako. Kiwomeddwamu omutwe ekitongole kya Nabagereka Development Foundation (NDF) mu Buganda, nga kiyambibwako ekitongole kya UN women, nga kino kye kikulembeddemu okulafuubanira omwenkanonkano mu nsi yonna.

Ng'awerekeddwako Nabagereka Sylvia Nagginda, Kabaka yagambye: "Okulwanyisa obutali bw'enkanya mu kikula wakati w'abasajja n'abakazi kujja kuvaamu ebibala, naddala mu kukendeeza okusaasaana kw'akawuka akaleeta mukenenya."

Yasabye abakazi okulafuubana mu kuyitimula eby'enfuna yaabwe basobole nabo okulaba nga basobola okuba abayimirizaawo amaka.

(Bisimbuliziddwa okuva mu New Vision owa nga 20 Kiwanuka 2017 nga bya Andrew Ssenyonga)

Greeting

(b) Children in villages are very lucky because their parents still have their time.

They wake up with them and teach them how to greet people in the homestead with all the respect accorded to them. For example, good morning Dad, elder brother/sister, Mum or even aunt and others.

They do not only greet people in the homestead but even visitors and others they find on the way.

The aim is to make the child grow, well knowing that greeting is a key concept.

Even you the elder, greet a child because when you do not do it, that's how he will grow, because you are the example to him or her.

Presently, women and possibly men, just wakeup and leave the house without greeting those with whom they spend nights which isn't good.

One day you will leave when your friend has already died! It will be up to you – how you will tell it all having been told that you left when the person had already died!

(Extracted from Ettu Iya Ssenga by Ssenga Joyce Naluggya Tomusange)

2.

(a) (i) Omuyizi alage omutwe gw'embooji ye

- Omuyizi atusiigire ekifaananyi ekyoleka engeri gye babeeramu ne bannaabwe obulungi naye oluvannyuma ne beefulira abo ate ababa babatuusizza n'olwekyo nga bo ate babasuula mu bizibu byereere.

- Omuyizi embooji ye erage okuyambibwa ate n'okwefuula kw'oyo omuyambibwa n'oluvannyuma akubire.

(ii) - Omuyizi alage omutwe gw'embooji ye

- Mu nnyanjula annyonyole empasa eyedda y'eruwa? Era alage ng'embooji ye bw'egenda okugwa ku njuyi ebbiri.

- Mu kinyunsi kye awasooka alage obukulu bwayo gamba nga:-

- Abazadde okumanyira ddala omutuufu alina omwana waabwe
- Okwewaza abafumbiriganwa okuwakula emize ng'obulogo, obusezi n'emirala egibeera mu maka agamu.
- Okuwanjuna ekitiibwa anti waabangawo okukkaanya
- Okukendeeza okusaasaana kwendwadde ng'ensimbu, nnalubiri n'endala ezitambulira mu musaayi
- Okuyitimula empisa ez'obuntu bulamu anti ng'abatazirina okufumbiriganwa tekuba kwangu.
- Yayambanga abawala okwekuuma nga tebataaguse
- Yatondagawo oluganda olwa nnamaddala. N'ebirala
Ate ku ludda lwa lwaki tesaana kudda kwe kuba nti
- Ebintu ebisabwa biremesa abaana okufumbiriganwa

- Etonda okuboola abantu ekitali kirungi (naddala abo abalina abantu ab'obulemu)
 - Abaana ennnaku zino basisinkana mu bifo ng'amasomero ne ku mirimu so edda baabanga waka
 - Omuntu asobola okulabirwa omuntu gw'atasiimye emirembe ne gibula. N'ebirala.
- (iii) - Omuyizi alage omutwe gw'emboozi ye
- Ennyanjula ennyonnyola Ssemugayaavu kye ki? (eno mbeera abantu nga tebaagala kukola wabula okulindirira okuweebwa)
 - Obwa Ssemugayaavu buvudde ku bino:-
 - Enkuza embi etebategeka kukakaalukana
 - Emirimu gy'abayivu okuba emitono
 - Eby'enjigiriza ebifu (ebitegeka abaana okulowooleza mu ma wofiisi)
 - Okulowooleza mu kufa ku byangu gamba ng'okusiba (betting)
 - Enkola za gavumenti enfu ezitiitiibya ba ngalo bunani
 - Okulowooleza mu ebyo bakadde b'abwe bye bakoze
 - Eby'obufuzi ebirowoozesa abantu nti bannabyabufuzi be balina okubalabirira.
 - Enguzi eri mu ggwanga (emalamu essuubi)
 - Ensasula embi ku mirimu nayo emalamu essuubi
 - Obunyunyunsi gamba abantu ne bagulwako ebintu byabwe ku busente obw'omunyoto, bimalamu amaanyi
 - Okukozesa abantu ebintu ebitalina butale bwa lubeerera gamba (kulunda busaanyi, lima moringa n'ebirala mwe bataafuna bikooya.
 - Abantu okuva ku buvunaanyibibwa bwabwe, (tebaweerera) n'ebiringa ebyo. N'ebirala.

(iv) - Omuyizi emboozi agiyiize omutwe gamba nga:

Kyabangi

- Mu kinyusi atuusiigire ekifaananyi ky'omuntu eyeefuula ow'ekitalo ng'alina abamuwaga n'atuuka nga talina gw'amanyi bitiibwa buli wamu yenjangawo.

- Alage nga bonna abaamuwaga tebamugasa - bamuleka yekka bw'atyo n'afundikira ng'alufiiriddemu.

3. (a) (i) - Omuyizi alage endagiriro ye (ku ddyo)
- Alage endagiriro y'omuwandiikirwa (ku kkono)
 - Obugambo Ssebo/Nnyabo wansi w'endagiriro y'omuwandiikirwa

- Ensonga y'ebbaluwa eba mu nnukuta nnene
- Ekinyusi ky'ebbaluwa kibeemu bino:-
 - Ebibaluwa bisuulwa, polisi tefaayo ne bw'etegeezebwa
 - Abantu aboogerwako mu byo balumbwa tewali kikulwa
 - Obukuumi tebwongeddwamu
- Tewali kiragiddwa kugenda kukolebwa kuzuula babikola n'ebirala.

(ii) Omuyizi alage erinnya ly'olupapula n'ennaku z'omwezi.

- Alaga omutwe gw'omuko
- Mu kinyusi ky'omuko alagiremu bino:-
 - Abazadde obutawa baana byetaago
 - Abasomesa obutamalayo bisomesebwa mu budde
 - Abayizi okukakibwa amasomo ge batayinza ng'aga ssaayansi
- Ekitongole ekigolola ebigezo okukyusa enkola zaakyo ng'abasomesa tebasoose kulunnamizibwa
- Abayizi okwenyigira mu by'omukwano ebibawangula okuva ku misomo gyabwe
- Ebikozesebwa mu masomero agamu okuba eby'omunyoto oba obutabeerarayo ddala.
 - Abasomesa ab'ekibogwe. Nebirala
- Akomekkereza n'amanya g'omuwindiisi w'omuko ne gy'asinziira/okukolera.

(iii) - Omuyizi atandike n'ennaku z'omwezi ku mukono ogwa ddyo.

- Ateekeko omutwe mu nnukuta ennene gamba:-

OBUJULIZI KU MUGOBA WA MMOTOKA EYADDA

EKYENNYUMANNYUMA N'ATTIRA DDALA OYO GWE YATOMERA

- Ennyanjula ye alagiremu amannya ge, gy'abeera obukulu bwe, ky'akola n'ebirala
- Mu kinyusi ky'obujulizi atuwe bino:-
 - Essaawa zaali mmeka
 - Omutomezi yamutomera atya?
 - Yaliwo n'ani?
 - Omugoba kiki kye yakola okuttira ddala?
 - Kiki ekyagoberera?
 - Ye yakolawo ki?
- Akubire ng'alaga nti by'alaze bye byaliwo era mazima meereere omutali wadde obukuusa.
- Ateekeko omukono gwe ku bujulizi obwo

(iv) - Omuyizi alage endagiro ye ku mukono ogwa ddyo, kubeerako n'ennaku z'omwezi.

- Omutwe gw'obubaka (obw'okusaasira) mu nnukuta nnene.

- Mu kinyusi ky'obubaka omuyizi alagiremu bino wammanga:-

- Ye omuwandiisi
- Abo baasaasira
- Oyo afudde
- Engeri gy'akubagizzaamu
- Afundikire ng'asabira omugenzi ekiwummulo eky'emirembe ate n'okusabira ab'enju y'omugenzi
- Ateekeko omukono

EKITUNDU C

3. (a) - Teyaddangayo kusula mu nju ya bbakadde baabwe
- Omuwala yazimbirwangwa akayumba ku nkomerero y'ekibanja
 - Oluusi yasindikibwanga n'abeera ewa Ssengaawe
 - Emmere ye yayawulwanga ku ya ssenga
 - Omuwala taliira ku lujjuliro lumu na ssengaawe
 - Emmere y'omusobya erirwako nva za jjobyo
 - Emmere y'omusobu efumbirwa mu ntamu ya kawato

(b) Kubanga aba teyasobola kukolera muwala we mikolo gimuziyiza kufunira lubuto ku luggya bwe yali ng'azzizza omukono emabega

- (c) - Taata takuba mwana - kwewala kuzaala mineene
- Omusobu aboolebwa - kwewaza balala kwonooreka

- (d) - Kubanga ayinza okumutuusaako obuzibu olw'obusungu
- Omwana bwazza omukono emabega aba akuze

- (e) (i) Okwonooneka
- (ii) Okugenda mu nsonga z'ekikyala
- (iii) Balya
- (iv) Nkomerero
- (v) Zitereezebwa/Zimalibwe

EKITUNDU D

4. - Emisango oluusi gyalemanga ewa Kabaka lwa bukukugu bw'abawoza

- Omusango bwe gwalemanga nga waba tewali kyakukola
- Kabaka yatumanga omubaka n'amukwasa omuwaabi n'omuwwaabirwa abatwale ewa Magunda e Lwanga kuba kulina okuvaako asinga.
- Magunda omusango yagusalanga ng'anoonya entula z'omuti oguyitibwa amadundu.
- Yazisekuliranga mu mmanvu n'afukamu amazzi buli omu n'amuwa empaawo bbiri.
- Nga bombi batamidde ne bawozesebwa nga bamaze okukyukako
- Olwettamiro wakiri omu yakubangawo ekigambo ekimusingisa omusango
- Olundi yasangawo ekisanja ng'abeera erudda nabo erudda nabayita bajje beeyanze
- eyalemwanga okubuuka olusanya olwettamiro nga gwe gusinze
- Wabula oluusi omu bwe yawuliranga nti munne akutte mu mmanvu ngafuna eyagayiga ng'amukiikirira ngamuwa n'ensimbi okugenda ewa Magunda okutabaala amaduudu.

BIKOMYE AWO

EBYOKUGOBERERWA MU KUGOLOLA OLUPAPULA P360/3

EKITUNDU A

1. Nsimbi ye muwandiisi w'olugero Bwali butamanya mw'alunnamiza abaagala okufumbiriganwa nga:-
 - Okusooka okumanya empisa z'omwagalwa we. (Kasolo ne Nakakaawa teri akikola) *(Nsimbi yaani 1 mrk)*
 - Okumanyira ddala omwagalwawo gy'asibuka so si kufubutuka.
 - Okufaayo okuwuliriza okulabulwa kw'abakulu (Nakakaawa ye yatabuka)
 - Obutatunuulira bulungi bwa ndabika ya muntu bwokka.
 - Okussa ekitiibwa mu kubuulirwa kwa bassenga (Nakakaawa) Jjajja omukyala (Kasolo) tebabigoberera.
 - Okumanya nti ebyamasanyu ebweru w'obufumbo bamaze okubisuula omuguluka.
 - Okwewa ekitiibwa olwo kiryoke kibaweebwe

- Okweggyako emikwano egitazimba mu bulamu bwabwe (Kasolo ne Nakakaawa)
- Okussa ekitiibwa mu mpisa z'ensi yabwe (okukyalira ensiko, obutiiti)
- Okufuba okubeera abayonjo
- Okwewala ebitamiiza (Any 12 x 2)
- Okweggyamu endowooza y'okwesasuza
- Okwewala okujaajaanya ebyama by'oyo bwe mwagalana eri abalala (Nakakaawa ne Kasolo) (Ensonga 1 mrk)

(Ekyok 1 mrk)

2. Kasolo ye mutabani wa Ganyegenya ne Solome Nannyonga era okulunnamya okwo

kwe bamusigamu mu buto bwe oluvannyuma gwe gufuuka omubumbirano gw'obulunnamu mu bulamu bwe nga wano wammanga:- (Kasoro yaani - 01mrk)

- Kasolo abonerezebwa olwobubbi, oluvannyuma amazima geeyoleka mu ye ng'akolera Teefe.
- Kasolo ayigirizibwa eddiini era tulaba ngaddayo mu kkanisa ne mukyalawe oluvannyuma.
- Kasolo obukozi ku nkomerero bweyoleka mu ye n'alongoosa n'amaka ge.
- Kasolo tulaba nga yeewalira ddala ebitamiiza anti n'eka tebyaliyo.
- Kasolo akomekkereza ng'alina omukyala omu nga bwe kyali ku kitaawe ne nnyina.
- Kasolo tumulaba ng'addamu okukolagana n'abantu balamu Teefe.
- Kasolo obukozi obumuyigirizibwa ewa kitaawe bweyoleka ewa Teefe emirimu bw'ajja ne gyeyongera okutinta.
- Mutabani waabwe atereera n'afuuka omuntu eyeebuuzibwako eby'ensonga.
- Okusoma okwamuweebwa mu buto tulaba nga kumuyamba okutereza ebitabo bya Teefe.
- Alabika ng'akumaakuma enjanda ze oluvannyuma (bannyina kati bamweyunira)
- Amanyi obukulu bw'okwemenya anti tulaba ku nkomerero nga yeetondera mukyala we olwa byonna nti "Bwali butamanya." N'ebirala

Any 8 x 3. Ensonga 1 ½, Ekyokulabirako 1 ½ = 24 + 1 = 25mrks)

3. (a) Jjajja Teziyabbiri era abyolekeza Muyeeye/Zinunula.

1 ½ mrks

1 ½ mrks = 3mrks

(b) Jjajja olumbe lwali lumuluma era nga lumugonzezza bwatyo ng'amusibirira ntanda. (2mrks)

(c) Bisimbuddwa mu Bajajja bangi bombi banfaako"

(2mrks)

(d) Yabuulirirwa okubeera omuzira era bwatyo bingi byakola nga okutta empologoma, okuwangula Mbego n'ebirala.

- Obutawalana amukyawa atendeka eggye esirwanirira pyati.
- Okuyamba abateeyinza tulaba nga bwe bawonya akaana ka Kirimuttu ttimba, bafuna obubudamu (*Ekyo jjajjawe ky'amubuulirira ne bwe byeyoleka mu bulamu bwe*)
- Okubeera omwesigwa eri Mirembe kimuyamba okumanya bingi ebifa ku Mwami Pyati Ssololo.
- Obuzira bw'alaba mu bajjajaabe olwobuteesaasira mu bulumi obw'okufa bumuwaliriza okulwana mu muzannyo gwa mafumu.
- Obutakyukakyuka mu bulungi ne mu bubi tulaba ng'alemera ku ntegeka y'ennwana yaabwe bafuuka bawanguzi (ba wankula)
- Obuteenyigira mu njambo tulaba nga buli omu amuyaayaanira kuba teri amuggya mize.
- Akuutirwa okwewala emikwano emibi bw'atyo afuna gya nsonga omuli Mikolo ne Muyodi egimuyamba ebyensusso.
- Tulaba nga buli omu amuwuliriza wabula n'asalawo ekyo ekigwanidde era bwatyo awangula. N'ebirala

Any 6 x 3 - Jjajja Kyamubuulira - 01 ½
Engeri gye ky'eyolekera - 01 ½

4. Zinunula Omunaku lwe lugero lw'ekiseera ekyayita era nga muno mulimu ebintu bingi ebyoleka amagezi g'abaganda nga:- *Olugero lufa ku ki? - 1 mrk*
- Mu kukuuma obuyonjo akagga Mpottwe temunaabirwa yeekoonye kagere
 - Okuyunjalu abaana mu mpissa nga Tezikyabbiri bwekola ku zinunula.
 - Abaami okuwabulwa abantu abakulu nga Muyicli awabula Pyati nga ayogeera okutta Zinunula.
 - Obwenkanya mu mpagazza oggyayo ekintu kya ngeri emu n'omulala afune
 - Ekibira omutatyabwa luku olwo obutonde bw'ensi buba bukuumwa
 - Obuzira/obuvumu omwana bwamusigibwangamu nga muto (Mpago mu Nsooka okulaba kun go)
 - Okussa essuubi n'okukkiriza mu bulamu bw'oyo asigala (Muyeeeye ayambwa Tezikyabbiri)
 - Okusoma embeera z'omuntu e.g Muyochli amaya Pyati
 - Ky'oyinsa okukola zinunula n'amutendera mu magumu.
 - Okutonda oluganda olutanyeenyezeka mu kutta omukago (Mpalappalanye ng'atatte Mukago)
 - Emizannyo egyazimbanga obuvumu (Okulwanyisa amafumu)

- Okuwagira obuyiia n'obukozi bw'abaana nga bato ddala (Muyeeye asiimibwa mu kulunda ente "empummumpu")
- Okulunjanya abaana ku byafaayo by'obulamu bwabwe ebisaaniddde "ebigambo bisirikitu ddala ebyawambira...."
- Emizannyo gy'abaana egizimba obwongo (Ssekitulege nemirala n'ebirala.)
- Okugunjula abaana mu mpisa Zinunula bw'asobya, ayisibwako owembuya.
(Ekyeyolekera mu kiseera ekyayita - 1mrk)
(Amagezi agakirimu - 1mrk) Any 12 x 2 = 24.

5. (i) Obuseegu/Obugwenyufu

Omutwe 1 mrk - Ensonga 3 x 1 = 4mrks.

(ii) Gwa buseegu/obugwenyufu obuli mu nsi ensangi zino, kuvoola buwangwa okumemuka, nsonyi, kuggwa mu bantu.
(3mks)

(iii) Eyokwenyamira - olw'ensonga nti

Kya kitalo nnyina w'omuntu ate okwegwanyiza mutabani we.

- Ey'okwewuunya olw'okulaba omuzadde atakwatibwa nsonyi.
- Embeera ey'okwenyiwa abazadde ba kaggwensonyi.

(Embeera 2 mrks - lwaki embeera eyo 4 x 1 = 4mrks)

(iv) Abeetoolookerwako embozi; mum, dad, son, abaana. Wa obuwangwa ekitiibwa. (1/2 @)

- Abazadde bafube okulaba nga bessaamu ekitiibwa olw'okwewala okuswaluka mudda. (Ky'abagamba 4 x 1 = 4 mrks)
- Abalenzi bafube okussa ekitiibwa mu bakadde abakazi ababazaalira abakyalala kuba kya nsonyi okubezza.

(v) - Omukadde omukazi talina kusemberera mutabani kawasa muwala we.

- Omulenzi awasa omuwala alagibwa Ssenga.

- Mu mpisa Maama kazaala muwala talina kwoleka mubiri gwe eri mutabani kawasa muwala we.

- Omwenzi awasa omuwala talina kwewuuba ku buko. (Any 3 x 2)

(i) - Omutwe

- Stanza musanvu

- Obubonero bw'empadiika

- Entunnunsi (kyetwala)

- Ennyiriri empanvu n'ennyimpi

- Ebifaananyi
- Okuwawaanya
- Amaloboozi agavuga obumu
- Olulimi olwangu
- Embeera eyennyamiza (Any 7 x 1 = 7mrs)

(ii) Eno eba nsengeka era eri bweti:-

- Omutwe
- Mu stanza esooka ayagala okujjukiza bba by'alabika bye yeerabira
- Mu stanza ey'okubiri alaga nti bajjajjaabe
- Bwe baabanga basenguka ng'ekiryo ky'ensujju tebakikula.
- Ekiryo ky'ensujju kyaddaabirizibwanga bulungi.
- Ekiryo ky'ensujju kyayibwangako evvu n'obusa ku kikolo.
- Ekiryo kyensujju nga kitemerwa n'okutemerwa
- Tewaabanga yeegezaamu kutema kiryo
- Mu stanza ey'okusatu ajjukiza bba nti bw'aba si musiige mu kika akkakkane addaabirize ekiryo ky'ensujju.
- Ekiryo akikuulemu omuddo akireke kirande
- Okutema ekiryo kivve mu mpisa z'Abacholi.
- Okutema ekiryo kivve mu mpisa z'Abacholi.
- Mu stanza ey'okuna agamba kitaawe w'abaana be eby'okweyisa ng'omuwere abiveeko atuule yeebuulirire.
- Agambibwa okufaayo ku bugagga obw'ensibo obwamulekerwa bajjajjaabe.
- Stanza ey'okutaano alaga nti ekiryo kisigala mu kibanja ng'abantu basenguse.
- Abacholi bakiwa nnyo ekitiibwa anti eba mmere.
- Mu mpisa z'Abacholi omwana ne bw'akkuta takkirizibwa kuzannyisa mmere.
- Stanza ey'omukaaga eraga nti okuva edda n'edda mu buwangwa ekiryo ky'ensujju bwe bulamu ebikoola babifumba ne babirya.
- Ensigo bwe zisiikibwa n'omunno ogumala, ziyisa omuntu mu biseera ebyekyeya
- Ensujju bw'ekula esalwamu ebibajjo ne byanikibwa ne bikala ne biterekebwa okwaniriza abagenyi.
- Stanza ey'omusanvu eraga nti ekiryo ekisigala mu kibanja omusengukiddwa kiyamba abatambuze n'abeggani b'enkuba.

(Omutwe 1mrk - Obubaka obuli mu sitanza = 1mrk)

7 x 1 = 7mrks

(iii) -Abacholi mu mpisa zaabwe bwe baba basenguka ekiryo ky'ensujju tebakikuula.

- Mu mpisa z'Abacholi ekiryo bugagga bwa nsibo obulekerwa omuntu okuva ku bujjajja.

- Mu bacholi tebazannyisa mmere omwana ne bw'aba akkuse tebamuganya kukikola.
- Ekiryo ekisagala mu kibanja omusengukiddwa kiyamba abatambuze n'abeggani b'enkuba.
- Ekiryo, ebikoola bifumbwa ne biriibwa
- Ate n'ensigo ziyamba nnyo mu biseera by'ekyeya n'ebibajjo byazo bikola ng'enjala egudde.

(Any 5 x 1)

(iv) Kubanga bugagga bwa nsibo

- Ebeera mmere
- Bulamu mu buwangwa bw'abacholi anti ebikoola bifumbwa n'ebiryo ne bisiikwa
- Okuyamba mu biseera by'ekyeya.
- Ebibajjo by'ensujju byaniriza abagenyi
- Ekiryo ekisigala mu kibanja omusengukiddwa kiyamba batambuze n'ab'eggani b'enkuba.

Ekyogerwako kye ki? - 2mrks

Ensonga - 3 x 1 = 3mrks } 5mrks

7. Okot' p'BITEK ye muwandiisi w'ekitabo omulanga gwa Lawino ekyakyusibwa Abasi kiyimba era mwanyita okulafuubanira ensi ye nga wano wammanga.

- Alumirira abakazi abeeyelusa
- Ayanika abasajja abasuulawo amaka gaabwe
- Alafuubana okulaba ngolulimi lwe lukuumwa butiribiri
- Alwana okulaba ng'obuwangwa bugobererwa (ekiryo ky'ensujju)
- Afuba okwewaza abantu abakoppererera empisa z'abeeru (Omukazi baze gwakwana)
- Okot akubiriza abamanyi okujjukiza abo abava ku mulamwa (Lawino ajjukiza bba mu kiryo)
- Ayamike obuzibu obuli mu byobuguzi.
- Alafubana ng'alaga obukulu bw'empisa z'ensi eri bannyini zo (Omugasogw'ekiryo n'ebirala.
- Avumirira obukuusa obuli mu ddini engwira.

Ensonga 1 ½ - Example 1 ½

Any 8 x 3

8. (i) - Omutwe

- Ennyanjula
- Stanza ez'enjawulo munaana
- Obubonero bw'empandiika
- Amaloboozi agavuga obumu
- Okuddinjana ebigambo/okuwawaanya
- Entunnunsi

- Ebifaananyi
- Embeera
- Olulimi olwangu
- Olukusa lw'abatontomi

(Any 6 x 1)

(ii)- Omuzadde anywa eddagala ery'enjawulo asobole okuzaala omwana

- Omuzadde okufaayo kwe kuwa ezzadde oluwenda olwempisa z'amaka n'ezekikyala.
 - Analako abazadde ekiwuubaalo ng'abatwalira abazzukulu.
 - Obukulu bw'omuzadde
 - Okusomesa omwana
 - Okulubirira abaana e.g ng'ababikka.
 - Omuzadde y'asibukako omukisa olw'olweza lwe yanaaza, n'okusaba katonda
- Any 4 x 1 ½ mrks)

(iii) - Okwebaza era n'okusiima abazadde

- Okuddiza abazadde ng'obayamba mu bukadde bwabwe kuba kati ggwe muzadde.
- Okujjanjaba abazadde
- Obutabajuza (nembadabiliza mu bukadde)
- Okutwalira abazadde ezzadde lyo babuukemu, bazannye bayimbe bawone ekiwuubaalo. (Any 4 x 1 ½ mrks @)

(iv) - Nsengeka ya kitontome

- Akiwadde omutwe
- Ennyanjula
- Mu stanza esooka alaga nti buli muntu mu ngeri asaanidde okwebaza n'okuddiza abazadde.
- Era alagiramumu nti buli muntu ky'ali omuzadde ye yali oyo.
- Mu stanza ey'okubiri alaga ng'omuzadde yanywa eddagala n'okuganga omwana we akule.
- Mu stanza eyokusatu alaga nti omuntu abamusajja/mukyala mu maka ku maama ye yafeesa abeere nga bw'ali.
- Mu stanza ey'okuna omuwandiisi alaga nti omuzadde ye yalwana omusajja akule ng'omusajja okwewala okuboolwa.
- Mu stanza eyokutaano alaga nti omusajja yenna asiime omuzadde kuba kati tanyoomwa lwa muzadde.
- Stanza ey'omukaaga nti omuntu ayitwa muloodi olw'omusente naye ajjukire omuzadde n'omukisa gwe.
- Stanza ey'omusanvu agamba abazaala nti abazadde mu bukadde tebajuzibwa byansi

- Okuliisa abazadde
- Okubabikka
- Okubatwalira ezzadde lyo
- Stanza ey'omunaana alaga nti omuntu yenna alifaayo ku bazadde ng'eggulu limutuuse kuba mu kusooka eggulu liba mu bazadde
- Ettima eriragibwa abazadde ne Katonda omunyiiza
- Kirungi omuntu akole nnyo okusanyusa abazadde olwo Katonda ababeere n'abazadde baabwe. (*Asengese okutuuka ku sitanza 5*)

9. Masagazi ye muwandiisi w'ekitabo Mpaawo Kitakya mwatuttottolera ebyo byonna ebyeyawulidde abatonde nga wano wammanga:-

- Abatonde beefuula
- Balina enkwe
- Tebaagaliza
- Balimirira
- Tebaagala kukola
- Baagala nnyo eby'endola
- Waliwo abafaayo okusiima abazadde baabwe
- Balogologo
- Bansalana
- Tebalina mazima
- Bakozi
- Tebeesigwa
- Mulimu abeekolera ne batatunuulira balala
- Basaanyizzaawo obutonde.

(Any 12 x 2)

10. Omuzannyo Lozio bba Ssesiria ogwawandiikibwa Wyclife Kiyingi era mu gwo mutwolekeddwamu ebikolwa ebittattana empisa z'ensi nga byetaaga okuvumirira nga:-

- Abakazi okuganza abalenzi abato be batuuse n'okuzaala
- Abavubuka okufumbirwa (Nakyeyombekedde)
- Omuzannyo gufa ku ki?
- Okukeera okutamiirukuka mu ssaawa ez'emirimu
- Obubbi
- Okusuula empisa y'ekizzaŋŋanda.
- Okulowooleza mu kutunda ebyobusika
- Abasajja abazeeyuse okwegwanyiza abaana abato
- Okuwaayiriza abantu abatalina misango
- Okukyusakyusa amannya (Lazen – Lozio)
- Obutayagala kukola omuntu n'akeera okulera engalo

- Okujaajaanya ebiraano (Yoramu)
 - Obutassa kitiibwa mu buko (Ssessiria – Yoramu)
 - Okutibula abaana nga bafuulibwa ab'ekitalo oluvannyuma kwonooneka
 - Okuvvoola abaagalwa b'abaana be baba basiimaganye nabo. n'ebirala
 - Bassenga okufunira abawala ababeezi olwebigendererwa byabwe.
- (Ensonga – 1mrk - Example - 1 mrk)

11. Lozio bba Ssesiria muzannyo ogwawandiikibwa Wyclife Kiyingi era nga muno mutwolekebwamu ebikolwa ng'ababikola ate bibazaalira leenya oluvannyuma nga:-
(Amakulu agali mu njogera - 1mrk)

- Ssesiria alemesa muwala we okwagalana ne Japhet – abuuka ne Mukasa
- Maseruka alabika obutalunjamya mutabani we ekivaamu kwonooneka
- Ssesiria abba ekiraamo aswaluka
- Girigoori alabulwa Ssesiria okwewala Lozio n'alemerako – awaayirizibwa obubbi afiira mu kkomera
- Lunninze okwesiba ku baana abato aweebuulwa Mukasa
- Jane obuteefumiitiriza ku bigambo bya Mukasa atamiirukuka ekiddako lubuto na musomo kufa.
- Ssesiria okutibula muwala we, - amala gamwanukula era ekitiibwa kitono.
- Ssesiria okwesiba ku balenzi abato asigalira nga Lozio amaze okuyitamu.
- Yolamu okujaajaanya ekiraamo bakimubbako
- Emirina okwesiba ewa Ssessiria ng'ate ayagala Lozio ayiirwa amazzi n'akubwa n'akasonduuuko.
- Emirina okumala gaasanguza linnya lya Lozio mu bantu akubwa oluyi lubalala
- Lozio okufuumbirwa taweebwa kitiibwa – Jane akiraga bulungi tamuyita taata amweyitira Lozio. N'ebirala.

12. Bemba Musota muzannyo ogwawandiikibwa Elly Nathan Kyeyune nga mu guno alagiramumu ebikolwa by'abafuzi eri abo be bafuga nga:-

- Bonna baagala obukulembeze
- Buli omu alowooza ky'akola kye kituufu
- Obufuzi balooza kubufuna nga balwana.
- Bonna bawoolera eggwanga.
- Babaako n'abantu be beesiga.
- Baganza abakyala abasukka mu omu.
- Beekengera abantu be balowooza okuba abawuube
- Beesiga balubaalw
- Okulemwa kwabwe bakusiba ku balala
- Abali ku mulamwa baboogerako ng'abakyamu

- Ensi bagibatwalako nga tebategedde (Bemba abantu bonnna bamuvaamu nga tamanyi)
- Batiitiibya nnyo abantu abaabwe okubusukkulunnya ku balala. (Bemba tayagala bakazi be baggibweko maziga) n'ebirala.

(Any 8 x 3)

13. Bemba musota muzannyo ogwawandiikibwa Elly Nathan Kyeyune era omusomi alabika okuba ng'agambwa okubaako ne ky'akola okukyusa embeera esobole okutereeranga:-

- Okufuba okulwanyisa effugabbi
- Okussa ekitiibwa mu mpisa z'ensi Katumba – Namukasa
- Okwewala effugabbi (Bemba bimutabukira)
- Okussa ekitiibwa mu bakulemberwa
- Okussa ekitiibwa mu bye bakola bafune ettutumu (Walukagga)
- Obutamala gekkiriranya (Walukagga)
- Okutuukiriza obuvunaanyizibwa (abalwanyini ba kintu)
- Okufuba bulijjo okuba n'enteekateeka ennunnamu nga kintu bw'akola
- Okutumbula ebitone byaffe (Nalwoga)
- Okwegendereza ennyo embeera za batonde anti beefuula
- Okwagala ensi yaffe
- Okufaayo ku bazadde (Nalwoga ava mu ddwaniro agende alabe ku nnyina)

BIKOMYE AWO