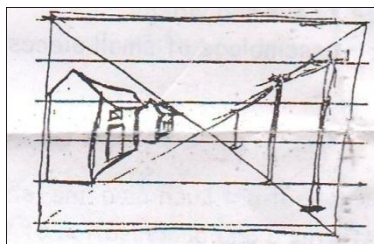


SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

612/1 IPS-ART (STUDIO TECHNOLOGY) - MARKING GUIDE

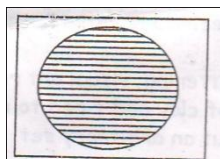
1. (i) Perspective- This is the technique used to represent 3D objects on a 2D paper/ surface/ canvas or in a way that looks realistic and natural/ the creation of illusion of space and depth on a picture plane/ flat surface/The relationship between the sizes of objects and the distance from the viewer.



(ii) Rhythm – This is a pattern in a combination of elements or shapes repeated in regular and recurring arrangements/ A combination of elements repeated but with variations.



(iii) Emphasis- this is created by visually reinforcing something one wants the viewer's eye to pay attention to.



(iv) Harmony-This happens when all the elements of a piece combine to make a balanced / complete/ harmonious whole. It makes the brain and the eyes pleasant to see it.

2.5 marks @=(10 marks)

2. (a) This is the process of interlocking fibres or threads, synthetic and non synthetic like materials by crossing to create a carpet or fabric. **(3 marks)**

(b)–It helps in education purposes eg in drawing of still life and history as artifacts.

-Helps to make containers such as baskets for crop harvests.

-Helps in production of cultural consumes used in celebrations.

-Helps to improve the knowledge and skills as in cognitive development.

- It helps in production of beautiful crafts for decoration in sitting room and other area of public viewing.

- It contributes to tourism industry as tourist attraction.

-Creates creativity and innovation among the young and old people who practice art.

- Generates income to our households when pieces are sold. **Any 5 x 1.5 @ = 7.5 marks, ignore 0.5 mk**

3. (a) This is a stroke or mark long in proportion to its breadth made with a pencil, pen or any tool on the surface/ it's a dot that went for a walk.(2 marks)

(b) –vertical - Wavy - Horizontal - curve line - circular - diagonalany 1 x 1 mark = (4 marks)

(c) – They create space -They form patterns - they create feeling and mood - They create space - They define movement and optical illusions any 1 x 1 mark = (4 marks)

4. (a) Principle is a formal standard and organization of the art elements such as rhythm, harmony, technique, balance and proportion while Elements are visual parts that make up a whole of art such as line, texture, scape and a line. 2 marks @ x 2 = (4 marks)

(b) Form- This is the external appearance of clearly defined objects.

Line – This is a stroke or mark long in proportion to its breadth.

Texture- This is the roughness or smoothness/ surface feel.

Colour- This is a sensation created by the light rays in the eyes.

Value- This is the darkness or lightness of tones or colours.

Shape- This is the internal or external boundary of something. (6 marks)

5. – They promote education and research.- They are a source of income to artists.- They promote creativity among local artists.

- They are source of government revenue through taxes levied on art producing people.

-They enhance friendship between suppliers of materials and the artists.

-They boost tourism industry through attracting outsiders e.g.Namugongo shrine.

-They promote love and development of cultures as well as preservation e.g.Kisizi falls sculpture “ pregnant girl”- Development of centres where they are produced and sold.

-Diversification of the economy through reducing reliance on other sectors.

-Employment opportunities to those involved in craft and sectors.

- Creates market for art materials and tools.

Any 10 pts x 1 mk @ =(10 marks)

6. (a)This is an impression created when two surfaces one plain and another wet/ inked are pressed / smeared together/ is the process of making a plain fabric to look more beautiful/ appealing to the eyes.2 mks

(b) – Wooden frame mounted with silk screen mesh - Flat iron - stencil / Film - Paint - squeegee4mks

(c) Advantages: -It's cheap to buy, - Easy to cut with razor -Can be used repeatedly 2 x 1@ = **2 mks**

Disadvantages: not good for mass production - Takes a lot of time to cut -Damaged by breaking Any 2 x 1@ = **2 mks**

7. (a) This is art work/ illustration done by use of paints./ creation of forms of visual work on paper using the wet media. **(4 marks)**

(b) – use of space - Back ground - Centre of attraction - Fore ground - Horizon Rhythm - Perspective - Lines and vanishing points - Unity/ harmony - Dominance/ emphasis any 6 pts x 1@ = **6mks**

8. (a) This is the skill of doing specific things typically one acquired through practice/ Is the expression of human creative skills and imagination in a visual form eg painting or sculpture, producing works to appreciate beauty/ Something that is created by imagination that expresses important things or ideas eg sculpture or painting. Any 1 = **(2 marks)**

(b) (i) Calligraphy- This is the decorative handwritten lettering/ handwriting that is visual art related.

(ii) Folk – This is an art relating to the traditional culture of a community or nation in relation to the folk music.

(iii) Mosaic – This is a piece of image or art work made from assemblage of small pieces of coloured glass, fibres, etc.

(iv) Computer – This is a device that is instructed to carry out logical or arbitrary operations automatically. 2 mks @ x 4 = **(8 marks)**

9. (a) This is a soft sticky earthy substance from which potters make things like pots, plates, cups/ This is plastic due to the water content and becomes hard, brittle and non plastic upon firing or drying/ This is a fine grained natural rock or soil material that combines one or more clay materials within the traces of metal oxides and organic matter. **(2 marks)**

(b) (i) Vitrification- This is the ability of clay objects to withstand very high temperatures during firing to make them permanent.

(ii) Plasticity- This is the ability of clay soil to hold shape and allow manipulation without breaking.

(iii) Porosity- This is the ability of clay soil to be capable of absorbing water and air then later dries freely without cracking. **(8 marks)**

10. -Mosaic is a kind of art where the craft (art work) is obtained through assemblage of small pieces of coloured earthly materials like stone, glass, etc.

-Prepare a flat board, cutter, banana fibres and glue of various colours.

- Sketch the design on a flat board using a pencil or pen.

- Cut small pieces of banana fibres and arrange them according to colourie light, dark and medium.

-Carefully add glue to small pieces of the banana fibre and apply them on the board one after the other depending on the composition.-Follow the colour value from dark to light shades of the fibres. **10 mks E&O.E**

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

612/2 IPS-ART (STUDIO TECHNOLOGYP5) - MARKING GUIDE

A.	Composition/ drawing/ arrangement	12
	Shape/ structure/ Form	10
	Texture	10
	Shading/ source of light	08
	Tone/ value	05
	Craftsmanship	<u>05</u>
		50

B.	Composition/ drawing/ arrangement	13
	Shape/ structure/ Form	04
	Texture	07
	Shading/ source of light	10
	Tone/ value	06
	Structure	05
	Finish	<u>05</u>
		50

E&O.E

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

612/3 IPS-ART (DRAWING FROM LIVING PERSON) - MARKING GUIDE

Composition/ pose/ arrangement	13
Shape/ structure/ Form	10
Texture	04
Shading/ drapery	07
Tone/ value	05
Anatomy/ mood	06
Personal quality	<u>05</u>
	50

E&O.E

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

612/4 IPS ART (IMAGINATIVE COMPOSITION IN COLOUR) - MARKING GUIDE

Composition/arrangement /interpretation	12
Perspective/ vanishing point	09
Horizon/ value	08
Emphasis/dominance	07
Rhythm/shading/ texture	05
Colour use/ harmony	04
Finish/ personal quality	<u>05</u>
	50

E&O.E

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

612/5 IPS ART CRAFT A (GRAPHIC DESIGN) - MARKING GUIDE

Question 1, 2 and 3

Composition/ drawing/ arrangement	12
Lettering/legibility/consistence	09
Interpretation/illustrations	08
Colour use/balance	07
Creativity/message	04
Purpose/function	05
Personal quality	<u>05</u>
	50

Question 4

Border design/decoration	12
Lettering/rendering/consistence	10
Interpretation/illustrations /creativity	09
Colour use/tone/balance	08
Creativity/message	04
Purpose/function	05
Finish	<u>05</u>

E&O.E

2.6. C2.7. A2.8. B2.9. C3.0. A **2 marks @ (10 marks)**

3A.

3.1. Mary prefers matooke to rice.

3.2. The head prefect forced Chelangat to mop the dormitory alone.

3.3. The car is so expensive that need to be driven carefully.

3.4. He neither comes to me nor do I go to him.

3.5. Although he knew he could not win the race, he still ran as fast as he could.

3.6 .To whom does this book belong?

3.7. Poor as he is, he has educated his children.

3.8. To my disappointment, my own son betrayed me.

3.9. Elizabeth does not know the girl whom she lent her skirt to.

3.10. My son is looking forward to spending his campus life with his uncle in Entebbe. **1 mark @ = 10 marks**

3B. 3.11. B. 3.12. B 3.13.C3.14. B3.15. D3.16. A.3.17. C3.18. C3.19. A3.20.C1 **mk @**

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

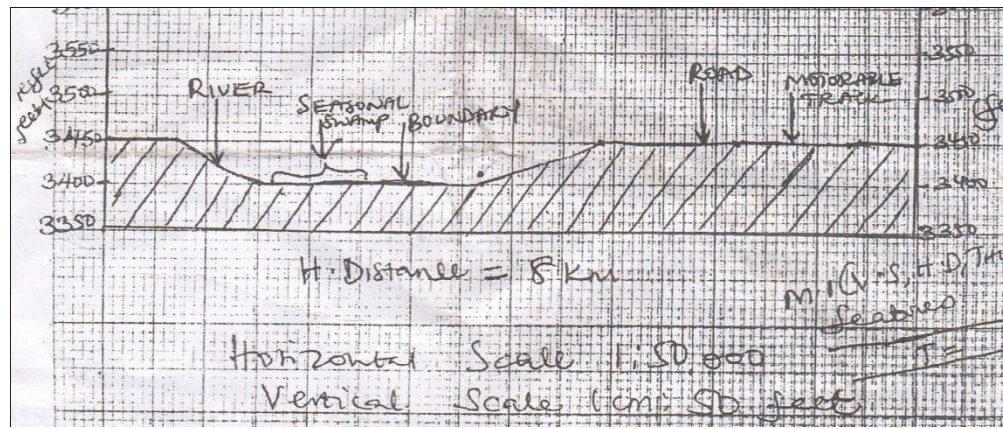
Uganda Certificate of Education

273/1 GEOGRAPHY - MARKING GUIDE

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

PART II: MAP WORK

- (a) A CROSS SECTION OF MALIMA ALONG NORTHING 48 STARTING FROM GRID REFERENCE 010480 TO GRID REFERENCE 090480 SHOWING SEASONAL SWAMPS, MOTORABLE TRACK, RIVER AND BOUNDARY.



- (b) (i) Foot path/ water hole. 2 mks

(ii) 8 7

047446 2 mks

6 5

- (b) Full/Complete squares = 65 ; 1 mk
 Half/incomplete squares = $\frac{50}{2}$; 1 mk
 Total squares $65 + 25 = 90$; 1 mk
 1 square = 1 km^2 , hence, $90 \text{ squares} \times 1 \text{ km}^2 = 90 \text{ km}^2$; 1 mk total = 4 mks

- (d). (i) – Dispersed/scattered patterns eg Museru, Malima ginnery.

- Linear settlement eg along footpaths of Nakibengo, North of Iremerya, North of Malima.

2 mks@ , point = 1mk, example = 1mk total 4 mks

- (ii) –Some woodland areas are avoided for settlement because they harbor disease causing vectors.

- Transport routes have attracted settlement due to easy accessibility eg motorable roads of Kidera-Ndolwa.
- Swampy areas are avoided for settlement because they are breeding places for disease causing vectors eg Namulanda, Nabigaga.
- Thicket areas discourage settlement because they are difficult to clear for crop cultivation.

- Well drained areas are good for settlement because they are easy to cultivate, build, eg Mauma, Hamya, etc.
factor- 01 mk, explanation- $\frac{1}{2}$ mk , example= $\frac{1}{2}$ mk = 2 mks @ x 4 = 8mks max TOTAL = **20 mks**

2. PHOTOGRAPHIC INTERPRETATION

(a (i) Stone quarrying (**02 marks**)(ii) Rock(**01 mark**)

- (c) -Poor weather conditions such as too much rain, too much sunshine as seen by the construction of temporal shelters to provide shade;
-Lack of machines of high technology to crush the stones since there are no machines seen in both the fore and back ground.
-Rampant accidents such as stone cuts since the women are seen to pick stones with their bare hands.
- Lack of equipment to use when carrying out stone quarrying. A woman on the right fore ground is seen loading stones on a jerrican.
- Lack of market for the stones. Heaps of stones are seen on the fore ground.
- Dust affects their health. No dust guards are covering their nose to prevent entry of dust.

Point = 1mk, evidence = 1mk

Any 3 x 2 mks @ = (**06 marks**)

- (d) -Pollution of the environment through dust.
-Cutting down of trees to build shelters as seen in the fore ground leading to soil erosion.
-Low levels of education since the children too may be engaged in stone quarrying.
2 mks @ x 2 points = (**04 marks**)

(d) – Tororo, Eastern Uganda , presence of rocks

- Oculoi-Soroti district Eastern Uganda, presence of rocks(**02 marks**)

Total = 15 marks

3. FIELD WORK

(a) (i) The topic should state what was studied, where the study was conducted, be geographical, time bound, researchable and achievable. (**02 marks**)

(ii) The objectives should be stated using **action verb**seg “to discover”, “to find out”, “to examine”, “to investigate”
any 2 x 1 = (**02 marks**)

(b) The method should bring out clearly the knowledge of that method that is what was obtained using the method and how the method was used, “How” implies knowledge of the method not **definition** of the method.

(i) Map orientation- Candidates should bring out the use of the area map extract, sketch map or survey map to determine the true North of the area of study.

(ii) Recording- This should have evidence of information obtained from the field written in form of notes, tables, diagrams, cross section, panorama, etc. 3 mks @ x 2 = (**06 marks**)

(c) The findings of the fieldwork should be written be in past tense. Any 3 x 1 mk @ = (**03 marks**)

(d) The follow- up activities mean what the candidate did after the field work. Any 2 x 1 mk @ = (**02 marks**)

Total = 15 marks

SECTION B: EAST AFRICA

4. (a) Climate is the average weather condition of a particular place recorded over along period of time usually over years while weather is the day to day condition of a particular place recorded over a short period of time.

(a) 2mks @ x 2 = **(4 marks)**

- (b) –Moderate cloud cover.
- Experience hot and warm rain season and cool dry season.
 - High temperatures between 21- 30⁰C.
 - Annual temperature range is high ie 11⁰C.
 - Moderate levels of humidity.
 - Moderate annual rainfall between 760 – 1000 mm.
 - Prevailing winds are experienced.
 - Clear nights especially during dry spells.

Max 5 marks

(c) - Use of chemical fertilizers that produce nitrous oxide to the atmosphere.

- Burning of fossil fuels eg natural gases, oils causing methane carbondioxide to accumulate in the atmosphere hence hot temperature conditions.
- Keeping large herds of livestock for food releases methane which is a green house gas in large quantities to the atmosphere when animal products are burnt.
- Rapid growing population affects the environment eg destruction of habitats, demand for fuels and more use of fertilizers contribute to climate change.
- Burning of wastes from food, plastic bags, paper packaging materials produces carbondioxide and burying them produces methane thus climate change.
- Deforestation for firewood and agriculture releases carbondioxide to the atmosphere leading to a rise in temperature and reduced rainfall.

Any 3 x 2 = (6 marks)

(d)-Shortage of water and pasture for the animals hence reduced output.

- Reduces hydro electric power generation potential hence power rationing.
- Heavy rainfall leads to occurrence of land slides in high lands destroying property and life eg Bududa.
- Accelerated erosion due to heavy rainfall and hot temperatures thus siltation of water reservoirs and poor visibility.
- Loss of forests due to reduced rainfall and forest fires.
- Drought and water scarcity causes crop failure, famine and migrations.
- Multiplication of pests and disease outbreak eg malaria, diarrhoea, fever, etc.
- Occurrence of floods that destroy crops, houses hence displacing them eg in Kilembe in Kasese district.

Any 5 X 1 = (5 marks) Total =(20 marks)

5. (a) (i) Indian Ocean **1 mark**

(ii) SS- Salt CC- Copper and DD- Diamond.

1 x 3 = 3 marks

(iii) SS-Katwe , CC-Kilembe and DD- Williamson-Mwadi

1 x 3 = 3 marks

(c) –Open cast method because the mineral ores occur near the surface.

- Top soil layers/ vegetation cover are removed using tractors and excavators.
- The ore is blasted using explosives.
- The ore is removed using heavy trucks or excavators.
- Ore is transported by trucks to the processing houses/crushing sites.

5 marks

(d) -Availability of power to run the mining equipment eg the H.E.P from Owen falls dam and Mobuku power station are used in Kilembe copper mines in Kasese district, Uganda.

-Relief of the area is relatively flat presenting less problems during mining and infrastructure development eg Diamond mining at Williamson- Mwadui in Tanzania.

- Availability of skilled, semi skilled and unskilled labour required in mining works.

-Improvement on transport and communication networks eg roads and railway line facilitating easy transportation of machinery and mining products.

- Provision of cheap foodstuffs to the mine's workers eg the KonjoandeBamba people who are living in fertile soil areas around Kilembe copper mines, Kasese, Uganda.

-Capital availability provided by the governments of East Africa countries.

-Availability of water to generate H.E.P and cool the machines. Any 4 x 1 = **4 marks**

(e) -Pollution of the environment - Flooding of flat areas from ore remains

- Degradation of the environment especially forest deforestation. - any 2 x 2 =**4 marks**

6. (a) A PIE CHART SHOWING THE RELATIVE IMPORTANCE OF FISHING GROUND IN UGANDA

(07 marks)

(b) (i) Lake Victoria(**01 mark**) (ii) Lake George and Edward. (**01 mark**)

(c) (i) –Provision of employment opportunities to the people such as fishermen.

–Development of infrastructure s such as markets for fish, roads, etc.

-Source of government revenue through taxes.

- Earns foreign exchange.

- Diversification of the economy.

- Source of proteins as body building food when eaten.

-Other essential commodities are processed from fish such as fertilizers, cooking oil, animal feeds, cosmetics, etc

-Improvement of international relations with countries that buy fish and fish products. Any 3 = **03 marks**

(ii)–Poor fishing methods such as basket traps, spears, arrows and bows.

-Limited markets for fish and fish products.

- Poor preservation facilities yet fish is perishable.
- Poor transport network since most roads are impassable during wet season.
- Remoteness of some fishing grounds eg Lakes Edward and George in Uganda.
- Drought conditions to inland water bodies which reduces water levels and may cause rapid death of fish.
- Severe lack of capital to improve and modernize fishing industry.
- Competition from other sectors such as cattle ranching, mining, etc. Any 3 = **03 marks**
- (d) - Availability of skilled, semi skilled and unskilled labour required in the fishing sector.
- Improvement on transport and communication networks eg roads and air lines facilitating easy transportation of fish and fish products.- Availability of market for fish and fish products.-Capital availability through subsidized loans.-Supportive government policy. Any 5 x 2 =**10 marks**

7. (a) (i) Railway (**01 mark**) (ii) Road(**01 mark**)

(b) –Trains can only go where there are railway lines.

- Very expensive for short distances.
- Not mostly quick and in time
- Inconvenience and delays due to adhering on schedules.
- Not suitable for perishable and urgently needed commodities such as drugs, fruits, newspapers, etc. **06 marks**

(c) -Pollution of the environment

- Flooding of flat areas due to road construction.
- Degradation of the environment especially forest deforestation to create roads
- Accelerated soil erosion.

Any 3 =**06 marks**

(d) –Provision of employment opportunities to the people such as taxi and bus operators.

- Development of infrastructure s such as markets, roads, etc.
- Source of government revenue through taxes.
- Enables farmers to take agricultural products in the markets.
- Diversification of the economy.

Any 3 =**06 marks**

E&O.E END,

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

800/1 COMMERCE - MARKING GUIDE

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

SECTION B: (80 MARKS)

21. (a)

- Supply is the quantity of a commodity a firm or a producer is willing to put on the market at a given period of time while Demand is the quantity of a commodity that consumers are willing to buy at a given price during a given period. **(4 marks)**

(b)

- Price of the commodity- less is demanded at a high price and more at lower price.
 - Tastes and preferences- Demand will be high with favourable tastes and preferences.
 - Money income of the consumers- the higher the income, the higher the demand and vice versa.
 - Price of other goods- Increase in price of substitute commodity will increase the price of the good while an increase in the price of a complement will lower its demand.
 - Expected future prices. Demand will be high if consumers expect price increase in future.
 - Level of advertising- high levels of advertising increases the demand of goods and services.
 - Size of the population- As population increases, the level of demand for good and services is also expected to rise and vice versa.
 - Quantity of money supply. Too much in circulation will increase the demand for goods and vice versa.
 - Fashion. Goods such as dresses, shoes, etc, tend to have high demand when they are on fashion.
 - Seasonal factors. E.g. demand for most goods is high during Christmas season.
 - Government policy as regards taxation and subsidization.
 - Socio-cultural factors such as marital status, place of residence, etc.
 - The growth of new customers e.g. the demand for consumer durables such as cars, refrigerators is likely to increase with the growth of new customers.
 - Expectation of the trend of future trade e.g. boom, income rise increase the demand of most goods and vice versa.
- Any 8 x 2 = 16 marks, point = 1 mark, explanation = 1 mark.**

22. (a)

- The urgency of the message.
- The distance involved.
- The cost involved.
- The need for accuracy.
- Confidentiality.
- The immediate feedback.
- The need for reference.
- Time.

Any 5 well explained x 2 = 10 marks

(b)

- Acts as a link between the suppliers and the business world.

- Conveys complains of consumers.
- Enables traders to cope up with competition.
- Promotes good image and relationship between the buyer and the seller.
- Saves life and property.
- Solves the problem of shortages.
- Creates awareness about the nature of goods and services available in the market.
- Facilitates the making of inquiries, orders and preparation of important trading documents.
- Acts as a permanent record or evidence of transaction.

Any 5 x 2 = 10 marks

23. (a)

- The name of the firm, its location and address.
- The Status of each type of partner eg active, or dormant.
- The duties allocated to each partner.
- The duration of the partnership ie whether it's temporal or permanent.
- The name, address and occupation of each partner.
- The purpose for which the firm was formed.
- The rights entitled to each partner eg salaries, interest on capital.
- The methods of calculating goodwill at the time of retirement, death, and admission of the partner.
- The procedure governing the dissolution of the partnership deed, retirement and admission.
- The aims and objectives of the business.
- Ratio in which profits and losses are shared.

Any 8 x 2 = 16 marks

(b)

- Members enjoy limited liabilities to their capital.
- Specialization and division of labour is possible.
- More capital can be raised by selling shares to the public.
- It's recognized as a separate entity.
- Company shares are freely transferable from one person to another.
- Their annual accounts are published on the registrar of companies and later to the company.
- The company has a long lifespan/ perpetual succession- death, insanity, bankruptcy, and withdrawal of one of the members does not affect its existence.

Any 4 x 1 = 4 marks

24. (a)

- Making an inquiry either directly with the insurance company or indirectly via the agent or broker.
- Filling of the application/ proposal form.
- Determination of premium basing on the frequency of occurrence of event.
- Payment of premium (first installment of premium).
- Issue of the cover note which lasts for 30 days.

Any 3 x 2 = 6 marks

(b)

- The value of the property insured.
- The age of the applicant.
- The number of applicants.
- The level of precaution taken to reduce the risks.
- The type of policy.

- The possibility of occurrence of the risk.
- The age of the property insured.

Any 7 x 2 = **14 marks**

25. (a)

- Open and voluntary membership.
- Fixed interest on capital
- Democratic control and administration.
- Dividend payment is according to the member contribution.
- Cooperation.
- Neutrality.

Any 4 x 2 = 8 marks (well explained) 1 mk for point only.

(b)

- Insufficient funds due to low income from the members.
- Government intervention/ interference with little or no support.
- Embezzlement of funds by corrupt leaders.
- Lack of collateral security which seeking financial assistance from financial institutions such as banks.
- Political instabilities.
- Inadequate transport facilities.
- Price fluctuations which mostly affects agricultural products.
- Inadequate storage facilities.
- Stiff competition from private formal businesses with better prices.
- Inexperienced and unskilled administration.

Any 6 x 2 = 12 marks. Should be well explained.

26. (a)

- Specialization by commodity.
- Specialization by process.
- Specialization by skill.
- Specialization by region/area.
- Specialization by sex.
- International Specialization.

Any 5 x 2 = 10 marks, should be well explained.

(b)

- It reduces wastage.
- It encourages the use of machines.
- It improves on the workers' skills.
- It reduces the cost of production.
- It promotes international trade.
- Good quality goods are produced.
- Promotes understanding between parties involved.
- It saves time.

Any 5 x 2 = 10 marks. Should be well explained.

27. (a)

- Bank rate policy- increase of bank rate whenever there is too much money in circulation and vice versa.
- Open market operation- central bank buys securities to either increase or decrease the money circulation.

- Compulsory special deposits by commercial banks.
- Selective credit control.
- Moral suasion/moral persuasion.
- Legal reserve requirement.
- Cash ratio.

Any 3x 2 = 6 marks. Should be well explained.

(b)

- Accepting and safe guarding customer deposits.
- Lending i.e. giving out loans with interest payable by borrowers.
- Offer advice to individuals / investors regarding investment opportunities.
- Credit creation- they create money out of deposits received and later lend out.
- Advice upon matters of taxation.
- Supply bank notes and provision of cash.
- Agents of payments or transfer of money e.g. cheques, bank drafts, travelers' cheques.
- Assisting in international trade through transfer of documents and finance.
- Implementation of monetary policies.
- Trustees and executors of will on behalf of their clients especially after death.
- Cash dispenses i.e. easy and computerized deposit and withdrawal of cash.
- Night safe facilities after banking hours.
- Credit rationing and worthiness i.e. acting as referees for their clients.

28. (a)

- It helps the government in assessing taxes as the tax to be charged depends on the performance/ profitability of the business.
- It acts as a tool of management and control from the information provided by the books.
- It acts as a ready reference whenever information is needed.
- Enables a business person to know whether he/she is making profit or not.
- Helps in dealing with creditors or debtors.
- Facilitates easy access to loans from financial institutions like banks. **Any 4x 2 = 8 marks. Well explained**

(b)

(i) The cost of sales = opening stock + purchase – closing stock

$$= (200,000 + 480,000) - 100,000$$

$$= 680,000 - 100,000 = \underline{\text{SHS. 580,000}} \text{ 3 marks}$$

(ii) Turn Over = Sales – return inwards

$$= 820,000 - 50,000 = \underline{\text{SHS. 770,000}} \text{ 3 marks}$$

(iii) Gross profits = net sales/turn over – cost of sales

$$= 770,000 - 380,000 = \underline{\text{SHS. 390,000}} \text{ 3 marks}$$

(iv) Gross profit margin = $\frac{\text{Gross profit}}{\text{Turn over}} \times 100\%$

$$= \frac{390,000}{770,000} \times 100\% = \underline{50.6\%} \text{ 3 marks. E\&O.EEND.}$$

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

845/1 ENTREPRENEURSHIP EDUCATION - MARKING GUIDE

1. (a)

- Presence of raw materials.
- Access/ availability of water.
- Accessibility to transport and communication network.
- Existence of labour i.e. both unskilled and skilled.
- Presence of adequate security in the area.
- Availability of power and energy for use.
- Presence of adequate market.
- Availability of business support services e.g. banks.
- General government policy on location of the business. **Any 4 x 2 =10 marks**

(b)

- The product to be supplied e.g. honey.
- The uniqueness of the business e.g. supply of high quality honey.
- The available business opportunity e.g. availability of cheap raw materials.
- Location of the business, name, address and contacts.
- The market needs to be satisfied e.g. solving the problem of honey.
- The business threats e.g. competition from imported honey.
- The main strength of the business e.g. bringing products nearer to the customers.
- The weaknesses of the project e.g. poor managerial skills by the entrepreneur. **Any 6 x 1 =6 marks**

(c)

- Nature of product.
- Reliability of the channel and its image.
- Availability of storage facilities.
- Nature of customers.
- Location of the target customers
- Availability of middle men. Cost of production. Nature of the market.
- Degree of competition. **Any 5 x 1 = 5 marks**

(d)

- Increases the demand for the product(s) being advertised hence increased sales.
- It bridges the gap between the entrepreneur and the customers.
- It reminds the customers about the existence of certain goods and may boost the sales.
- Creates awareness to customers about existence of particular or new products.
- It encourages the frequent use of the product hence the entrepreneur retains the market share.
- It increases the market share which leads to expansion and business economies of scale **Any 4 x 1 = 4 marks**

2. (a)

- Cash book is a book in which cash receipts and cash payments are recorded.
- Bank statement is the communication from the bank to a person holding an account in that bank, usually issued monthly detailing the value of the holdings in that account and the effects of all transactions occurring with respect to that account.

2 marks@ x 2 =4 marks

(b) HOSANNA ENTERPRISES LTD CASH BOOK FOR THE MONTH OF OCTOBER 1997

DR.

CR

Date	Details	F	Cash	Bank	Date	Details	F	Cash	Bank
Jan					Jan				
1 st	Capital		100,000	850,000	10 th	Purchases		150,000	
5 th	Kasozi			150,000	15 th	Stationery		20,000	
10 th	Sales		200,000		15 th	Rent			100,000
20 th	Aggie				30 th	Kato			50,000
					30 th	Balance	c/d	130,000	850,000
			300,000	1,000,000				300,000	1,000,000
30 th	balance	b/d	130,000	850,000					

42 x $\frac{1}{2}$ = 21 marks

3. GLORIA'S SALES DAY BOOK FOR THE MONTH OF JULY 2009

Date	Details	Invoice No. and details	Folio	Amount (shs)
2009 July				
1 st	Brian			4,800
1 st	Josephine			5,200
7 th	Viviane			3,300
7 th	Peter			2,800
17 th	Viviane			2,500
17 th	Josephine			3,000
28 th	Peter			4,000
Totals to be transferred to the sales account General ledger				25,600

GLORIA'S RETURN INWARDS JOURNAL FOR THE MONTH OF JULY 2009

Date	Details	Invoice No. and details	Folio	Amount (shs)
2009 July				
12 th	Brian			2,200
12 th	Josephine			1,600
25 th	Viviane			3,300
25 th	Josephine			2,800
28 th	Peter			2,500
Totals to be transferred to return inwards account				12,400

Sales ledger (Individual debtor's account)

DR	BRIAN'S A/C	CR
July 1 st Sales 4,800	July 12 th returns in	2,200
		July 31 st balance c/d 2,600
<u>4,800</u>		<u>4,800</u>
	August 1 st balance b/d 2,600	

DR	JOSEPHINE'S A/C	CR
July 1 st Sales 5,200	July 25 th returns in	2,500
		July 31 st balance c/d 2,700
<u>5,200</u>		<u>5,200</u>
	August 1 st balance b/d 2,700	

DR	VIVIANE'S A/C	CR
July 1 st Sales 3,300	July 25 th returns in	1,800
		July 31 st balance c/d 1,500
<u>3,300</u>		<u>3,300</u>
	August 1 st balance b/d 1,500	

DR	PETER'S A/C	CR
July 1 st Sales 2,800	July 28 th returns in	3,300
July 28 th 4,000	July 31 st balance c/d	3,500
<u>6,800</u>		<u>6,800</u>
	August 1 st balance b/d 3,500	

DR	SALES A/C	CR
July 31 st balance c/d 25,600	July 31 st Total debtors	25,600
<u>25,600</u>		<u>25,600</u>
August 1 st balance b/d 25,600		

DR		RETURN INWARD'S A/C	CR
	July 31 st Total debit notes	12,400	
			July 31 st balance c/d 12,400
<u>12,400</u>		<u>12,400</u>	
	August 1 st balance b/d	12,400	

4. (a)

- Cash book -Return inwards journal -Sales journal -General journal. -Return outwards journal Purchases journal.

Any 4 x 1 = 4 marks

(b) –Passport size photographs

-Proof of identity e.g. LCI recommendation.

– Specimen signature

- Minimum amount of initial deposit, filling and signing of form,

Any 5 x 2 =10 marks

(c)

- To avoid taxation.
- To identify losses and control them.
- To avoid fraud.
- To facilitate planning.
- To facilitate preparation of financial statements.
- To minimize conflicts.To avoid over taxation.

Any 4 x 2 = 8 marks

(d)

- Creditors.
- Management.
- Employees.
- Donors/funding agencies.
- Internal auditors.
- Government
- Banks/lenders.
- The general public.
- Investors
- Entrepreneurs.

Any 3 x 1 =3 marks

5. (a) **KKY GENERAL HARD WARE LTD**

P.O. BOX 860 LIRA (U)

PLOT 200 OBOTE AVENUE, TELEPHONE NUMBER 0392 551500.

CASH SALE

Date: 16th September 2016

M/S: GLORISO Contractors and Supplies (U) Ltd

P.O. BOX 23799, Kampala (U)

QUANTITY	PARTICULARS	RATE (UGX)	AMOUNT (UGX)
40 bags	Cement	33,000	1,320,000
11 jerricans	Plascon paint	55,000	605,000
04 kgs	Roofing nails	5,400	21,600
22	Painting brushes	12,000	264,000
100	Iron sheets	62,000	6,200,000
05	Wheel barrows	120,000	600,000
	Sub total		9,010,600
Discount (10%) of total amount =			901,060
Account Amount			8,109,540
Amount in words: Eight million, one hundred and nine thousand five hundred and sixty shillings only			
Received by: (candidate's name) Signature: (Candidate's sign)			
On behalf of			
(KKY GENERAL HARD WARE LTD)			

12 marks

(b)



8 marks

(c) Receipt/cash sale, invoice, credit note, debit note, inquiry, delivery note any 5 x 1 = **5 marks**

E&O.E

END.

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

845/2 ENTREPRENEURSHIP EDUCATION - MARKING GUIDE

SECTION A: (40 MARKS)

1. (a) (i) Communication is the two way process that involves the transfer of information, ideas and knowledge from one person (sender) to another (receiver). **1 mark**
- (ii) Incompleteness of the message, using funny language e.g saying “am kawaa”, inappropriate environment e.g. noisy place, unclear message, wrong channel of communication, Any 3 x 1 = **3 marks**
- (b) (i) Product refers to anything offered by a business to satisfy the needs/ wants of customers. It can be a good or service e.g. shoes, medical service, etc **1 mark**
- (ii) Description of the product, quality, product attributes, branding any 3 x 1 = **3 marks**
- (d) (i) An investment is part of a person’s income which is not consumed and used to set up ventures to generate profits. **1 mark**
- (ii) –He is a risk taker, he is opportunity taker, he is information seeker, He is persistent, He is systematic planner, He is innovative, He is hard working, he is self confident, he is committed. Any 3 x 1 = **3 marks**
- (d) (i) A contract is an understanding between two or more persons to perform an agreed transaction basing on agreed terms and conditions that include price, quantity, time of performance and place of delivery **1 mark**
- (ii) By performance, by frustration, by breach of contract, by destruction of subject, by agreement 1mk@=**3**
- (e) (i) A receipt is a document that shows how much cash was received by the business and from whom. **1 mark**
- (ii) –Being the one not ordered for, defectiveness, poor quality, wrong quantity ordered, goods not being of a correct size, Any 3 x 1 = **3 marks**
- (f) (i) Advertising refers to the process/ activity that involves the spreading of information to the perspective buyer about the product, and increasing its awareness so as to increase sales. **1 mark**
- (ii) The cost of the medium, age group of the target market, Geographical area to be covered, speed and urgency of the information , nature of the commodity to be advertised, Any 3 x 1 = **3 marks**
- (g) (i) Book keeping is the systematic and accurate recording of business transactions in monetary terms, classifying, and summarizing them for future reference. **1 mark**
- (ii) – To minimize conflicts, to control business assets, to avoid fraud, to avoid over taxation, to facilitate

planning, to identify losses and control them in a business,

any 3 x 1 = **3 marks**

(h) (i) Paid employment is where one gets employed by another party like an individual, business, government, church, NGOs, etc and one is paid a fixed and regular reward(salary). **1 mark**

(ii) –Availing subsidized loans with low interest rate and long repaying period, Construction of infrastructure such as roads, Providing professional services to the entrepreneurs, Reduction on taxes and giving tax holidays,

Provision of security Any 3 x 1 = **3 marks**

(i) (i) Packaging is the process of wrapping, crafting and compressing goods to protect them from spoilage, breakage, theft, contamination during the process of transit, storage and use. **1 mark**

(ii) –Unit cost of packaging material, The purpose of packaging, means of transport to be used, source of packaging materials and suppliers, availability of the packaging material. Any 3 x 1 = **3 marks**

(j) (i) A business plan is a management tool that acts as a control device against which the management can measure its achievements. **1 mark**

(ii) –General description of the business. - Statement of mission, goals and objectives. -marketing plan.

- Financial plan. - Organizational plan. -production plan, any 3 x1 = **3 marks**

SECTION B: (60 MARKS)

2. (a)

- It helps the entrepreneur to get rid of surplus stock as it can easily be moved to other areas.
- It bridges the gap between the producer and the customers as customers can easily access the goods.
- It helps in transporting employees to their work place in time.
- It facilitates movement of raw materials.
- To identify different markets.
- Avails customers with a choice to make due to varieties available.
- Encourages the entrepreneur to set up certain enterprises in different areas. Any 5 x 2 = **10 marks**

(b)

- Nature of the goods. Distance to be covered. Speed and urgency. Size of the load to be moved.
- Value of goods. Flexibility. Value of the goods. Cost of transport Any 5 x 2 = **10 marks**

3. (a)

- Bank rate policy- increase of bank rate whenever there is too much money in circulation and vice versa.
- Open market operation- central bank buys securities to either increase or decrease the money circulation.
- Compulsory special deposits by commercial banks.
- Selective credit control.
- Moral suasion/moral persuasion.
- Legal reserve requirement.

- Cash ratio.

Any 6x 2 = 12 marks. Should be well explained.

(b)

- Accepting and safe guarding customer deposits.
- Lending i.e. giving out loans with interest payable by borrowers.
- Offer advice to individuals / investors regarding investment opportunities.
- Credit creation- they create money out of deposits received and later lend out.
- Advice upon matters of taxation.
- Supply bank notes and provision of cash.
- Agents of payments or transfer of money e.g. cheques, bank drafts, travelers' cheques.
- Assisting in international trade through transfer of documents and finance.
- Implementation of monetary policies.
- Trustees and executors of will on behalf of their clients especially after death.
- Cash dispenses i.e. easy and computerized deposit and withdrawal of cash.
- Night safe facilities after banking hours.
- Credit rationing and worthiness i.e. acting as referees for their clients. **Any 8 x 1 = 8 marks**

4. (a) Business ethics refers to those acceptable behaviours shown by or ways by which businesses should conduct themselves towards the customers, employees, government, society and fellow businesses **2 marks**

(b) To customers

- Honesty, Courtesy, Provision of quality goods and services, Genuine to customers, Analyze the need of customers.

To employees

- Provision of good working conditions.
- Creating a room for creativity.
- Listening to employees.
- Through giving them fair pay.
- Politeness.
- Respect.
- Job security of an employee.

To the government

- Complying with the laws that govern the business like licensing laws, registration laws, labour laws, occupational hygiene, etc.
- Following government policies in their operations e.g. avoid engaging in illegal businesses.
- Meeting production standards e.g. weight, quality, etc.
- Observing and settling tax obligations.

To the society.

- Conserving the environment.
- Protecting people's health and lives during its operations like controlling machinery.

- Provide employment opportunities to the community.
- Strict observations for the norms e.g. no selling pork in Moslem community.

3 marks each category x 4 = 12 marks

(c)

- The business easily accesses cheap labour and raw materials from the society that leads to increased profitability due to reduced costs of materials.
- Honest businesses will attract government support and sympathy during times of need like winning some local and foreign tenders.
- Achievement of business goals and objectives and good employee-employee relationship.
- Business can expand through provision of good services. **Any 3 x 2 =6 marks**

4. (a)

- High tax rates.
- Unfair tax system.
- Un proportionally distributed burden of tax.
- In convenient tax system
- Corruption from government/ tax officials.
- Lack of integrity and professionalism of tax administrators.
- Unethical business owners who are non compliant.
- Complicated tax laws and long administrative process. **Any 5 x 2 =10 marks**

(b)

- Pay as you earn.
- Trading license/Business license.
- Value added tax(VAT)
- Property tax.
- Graduated tax.
- Income tax.
- National social security fund(NSSF)
- Import and export tax **Any 5 x 2 =10 marks**

5. (a)

- Over taxation by the government. Poor management skills. Poor quality goods. Corrupt management.
- Political instability. Hard economic policies. Price fluctuations, High bureaucracy e.g. filling tax returns **Any 8 x 2 =16 marks, well explained**

(b) Selling cold drinks, bread and chapatti, saloon, drug shop, Selling foodstuff, bookshop, etc.

4 x 1 = 4 marks

E&O.E.

END.

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

241/1 HISTORY OF EAST AFRICA - MARKING GUIDE

1. a)

- After the final conquest of the East African Coast in 1510, Alfonso the Portuguese Viceroy in India made Goa his headquarters.
- Sofala in Mozambique was made regional headquarters.
- It was under a captain who took his orders from the Viceroy of Goa.
- Cape Delgado was made the mid point of the East African possession.
- The South part of Cape Delgado was ruled by a captain at Mozambique.
- The North of Cape Delgado was ruled by a captain who stationed at Malindi.
- The role of the captain was to collect exports and import duties and tributes from the rulers.
- The Captains were answerable to the Viceroy in Goa India.
- Fortified Garrisons were built in Sofala and Mozambique.
- The Captains and rulers kept law and order and were to crush any resistance.
- They encouraged gold trade.
- They also used divide and rule policy.
- In 1593, Fort Jesus was built in Sofala and Mozambique.
- They employed ruthless military commanders.
- They discouraged trade in ivory and slaves.
- They isolated and discriminated themselves from the locals to strengthen their positions. **Any 10pts =10**

b)

- Lacked enough fortified garrisons.
- Poor communication between the East African Coast and Portugal.
- Lack of enough funds.
- Malindi's withdrawal.
- Constant rebellions from the coastal people.
- Portuguese officials were arrogant and inefficient. They were greedy, harsh and corrupt.
- Language barrier.
- Harsh climate
- Religious and cultural differences ie the coastal people were Moslems and the Portuguese were Christians.
- Tropical diseases e.g. sleeping sickness, small pox, malaria, etc.
- Man eaters e.g. Wazimba and Segiju.
- Loss of Muscat capital to Oman.
- Rivalry and competition from other European Countries eg Dutch, Turkey, Britain.
- Coastal people hated them since they kept too much money for themselves.
- Help offered by the Oman ruler to the rebellious coastal towns.
- Union of Spain and Portugal.
- Coastal line was too wide to control ie 3200km/2000miles with few Portuguese officials. **Any 15pts =15m**

2. a)

- After the collapse of the Bunyoro- Kitara kingdom, there emerged many independent kingdoms among them was Bunyoro.
 - Bunyoro's neighbours included the Ankole, Busoga, Buganda, Lango, West Nile, Karagwe, etc.
 - Bunyoro frequently raided those kingdoms named above for expansion purposes.
 - In early days, these raids helped them to expand in size.
 - In 1650 she unsuccessfully attacked Karagwe in the South.
 - Later when the neighbours became strong she lost much of her territories and power to them.
 - Between 1800-1850, she lost Mubende to Buganda.
 - In 1850 she controlled much of Busoga, Buganda, parts of Ankole, Lango, Karagwe, and Toro.
 - She raided Katonga region that belonged to Ankole under Ntare IV.
 - Between 1870-1900 she lost her rich iron province of Buddu to Buganda.
 - She lost areas of Kooki, Singo and Kyagwe to Buganda.
 - Some Banyoro intermarried with their Northern and Eastern neighbours like Sogas, Acholi, Alur and Langis.
 - She lost Toro when Kaboyo established his Kingdom.
 - By 19th century she had lost Bulemezi, Buruli, Mawogola and Bugerere to Buganda.
 - Bunyoro recruited mercenaries from Lango, Acholi and Teso for her expansion programme.
 - Bunyoro maintained trade relations with her neighbours like Buganda, Ankole, Busoga, Lango, West Nile and Karagwe.
 - When the British came most of Bunyoro neighbours joined the British to fight against Bunyoro and this marked the end of her glory and power.
- Any 13 points = 13 marks**

b)

- Bunyoro kingdom had greatly declined during the reign of his father.
- When he came to power he embarked on restoring the kingdom to its former glory.
- He built a strong standing army of Abarusula.
- He encouraged Bunyoro to grow enough food especially millet.
- He encouraged a spirit of nationalism e.g. he always reminded them about Baganda threat.
- He built enough granaries (food stores) and reduced famine in the kingdom.
- He armed the Abarusula (army) with guns from Long distance trade with the Khartoumers and the Arabs.
- He expanded the boundaries of the kingdom to Buganda, Busoga, Toro, etc.
- He encouraged trade with the coastal Arabs.
- He destroyed the class division and even appointed commoners (Abairu) to positions of responsibility.
- He supplied ivory and in return got guns.
- He also encouraged trade with the neighbours.
- He established a highly centralized with him as a political head.
- He defeated the opposition from the royal family and chiefs who had supported his rival brother Kabigumira.
- In 1891 he got into trouble with the British and applied a guerrilla war.
- He was captured in 1898 in Lango with Mwanga and exiled to Seychelles Islands.

- He alter died in Jinja on his return.
- He was buried at Mparo present day Hoima.

Any 12 points =12 marks

3. a)

- The Uganda railway is the railway line built from Mombasa at the East African Coast through Kisumu to Kampala then to other parts of Uganda.
- To stop slave trade.
- To connect East African interior to the outside world.
- To make the British presence in Uganda effective.
- To open up the interior for commerce and trade.
- IBEA Co had recommended it.
- To provide quicker, cheaper and easier means of transport.
- For strategic reasons i.e. to protect the source and waters of River Nile.
- Ease transportation of military personnel, colonialists, administrators and missionaries in Uganda.
- To ensure security and safety to the British settlers in Kenya.
- To prevent other powers like the Egyptians who had shown interest in Uganda.
- To encourage cash crop growing such as coffee, tea, cotton, etc.
- To conform to the doctrine of “effective occupation” as demanded by the Berlin conference.

Any 12 points = 12 marks

b)

- Stimulated the growth of cash crops.
- Eased transport and communication.
- Development of plantation agriculture.
- Displacement of the Kikuyu and the Masai.
- Ensured easy British occupation and final colonization.
- Marked the beginning of political rivalry between Africans, whites and Indians.
- Coming of European settler farmers in Kenya highlands.
- Easy movement of the British administrators and troops.
- Loss of lives to those who were stubborn e.g. OrkoityotKoitale of the Nandi.
- Brought outside traders to Kenya and Uganda e.g. AldinVislam set up the 1st shop in Kampala and NK Metha opened up Lugazi sugar works.
- Africans were employed.
- Ended slave trade.
- Transportation costs greatly reduced.
- Movement of the missionaries was made easy.
- Expansion of Mombasa as a port.
- Development of feeder roads.
- New Monetary system were introduced ie. The Indian traders introduced Indian rupees.
- Kenya capital was transferred from Mombasa in 1707 to Nairobi.
- Small scale industries like coffee processing, copper smelting, cotton ginneries developed.

- Brought Indians to East Africa.
- Africans like the Masai and the Nandi lost their lands where the railway line passed.
- Development of towns eg Nairobi, Tororo, Jinja, Eldoret, Kisumu, etc. **Any 13 points =13 marks**

4. a)

- Coastal towns were 37 in number.
- The major towns were Malindi, Mombasa, Mogadishu, Kilwa,
- Profitable Indian Ocean trade.
- Good climate that favoured agriculture and foreign settlement.
- Kiswahili language eased communication.
- Had rich hinterland.
- Visiting traders were taxed.
- Fertile soils.
- Good means of transport by Indian Ocean.
- Natural harbours for ship to anchor.
- Good leadership e.g. Ali Ibn Hassan of Kilwa.
- Islam created unity and brotherhood.
- Koranic schools promoted literacy.
- Sharia laws.
- Introduction of guns for defense and expansion
- Cowrieshells improved trade.
- Coming of many foreigners e.g. Egyptians, Arabs, Persians, Syrians, etc.
- Some coastal towns controlled major trade items e.g. Sofala controlled gold. **Any 13 points = 13 marks**

b)

- Portuguese burnt coastal towns.
- Weak leadership.
- Conflicts between the coastal towns.
- Depopulation due to slave trade.
- Famine due to slave raids
- Disunity among the coastal states
- Poor armies which could not defend the states.
- Competition for prosperity and power.
- The Portuguese over taxed the coastal people.
- Religious and cultural differences i.e. the Portuguese were Christians and Arabs were Moslems.
- Man eaters eg Zimba and Segeju.
- Some trade items became scarce eg ivory and gold.
- Portuguese looted the wealth of the coast.
- Wars in the interior. **Any 12 points = 12 marks**

5. a)

- Luo are Nilotic group of people under the river- lake Nilotes.
- They originally settled in the Bahr el Ghazel region in South Eastern Sudan.
- They included the Acholi, Langi, Janam, Phadola, Anuak, Nuer, etc.
- Spirit of adventure.
- Famine.
- Over population.
- Natural calamities especially floods.
- Cattle and human diseases e.g. sleeping sickness, malaria, nagana, small pox.
- Shortage of food.
- Natural aggressive tendencies i.e. need to conquer weak states.
- In search of fertile soils.
- Over population.
- In search of water and pasture for their animals.
- Internal conflicts e.g. conflicts between Nyikang and his brother Gillo.
- Group influence.
- Influence of strong leaders e.g. Gipir, Labong, Olum.
- To export their political culture.
- External pressure e.g. Galla, Dinka and Cushites,
- Fishermen were looking for fishing grounds i.e. rivers and lakes.

Any 12 points = 12 marks

b)

- Non Luo adopted Luo language.
- Displacement of some tribes.
- Intermarriages between the Luo and the local communities e.g. Alur, Japhadhola, etc.
- Population increase.
- Became rulers where they settled.
- Introduced Luo Babito dynasty.
- Introduced their new culture e.g. dancing, dressing, etc.
- Increased warfare and insecurity.
- Introduced royal regalia in Bunyoro e.g. horn, shield, royal drum, etc.
- Luo settlement in Nyanza region led to land pressure.
- Led to decline in trade because of instability.
- Introduced pet names e.g. Atenyi, Amoti, Akiki, Adyeri, etc.
- Final collapse of the Bunyoro Kitara / Chwezi Empire.
- Introduced chiefdoms (Rwotthdom) in Northern Uganda.
- Conflicts resulted leading to loss of lives and destruction of property.
- Small independent states emerged e.g. Ankole, Buganda, Karagwe, Busoga, Bunyoro, etc.
- Their cattle culture was spread in some areas e.g. Acholi.
- Introduced cereal crops such as simsim, sorghum, maize, etc.

Any 13 points = 13 marks

6. a)

- After the Portuguese rule at the coast, Oman Arabs imposed themselves as new rulers of the coast.
- They came from Oman in the North East of Arabia.
- Imam of Oman IbnSalf Sultan appointed his new rulers called Walis for each town.
- Wanted to make sure that the Portuguese do not return.
- To strengthen and spread Islam.
- The Coastal towns were rich and wanted to control them.
- Wanted taxes from the coastal settlements.
- Wanted to gain from the profitable Indian Ocean Trade.
- Coastal climate was good for agriculture.
- The Yorubi- Busaidi conflicts in Oman.
- Hospitality of the coastal people.
- Wanted to rule the coast as a compensation for helping the coastal people defeat the Portuguese.
- Wanted to maintain social and cultural ties with their Moslem brothers at the Coast.
- The coast was strategically located with very good natural harbours.
- Wanted to exploit cheap slave labour at the coast.
- Wanted to impose taxes that would generate revenue for their country- Oman. **Any 15pts = (15 marks)**

b)

- Conflicts broke off by the failure of the Mazmi governors of Mombasa to recognize the rule of the Busaid.
- The coastal governors hated corruption and ruthlessness of the Oman rulers.
- The conflicts were greatly fueled by the constant supply of man power from the Nyika.
- The coastal governors were tired of foreign rulers.
- Oman Arabs wanted to take the coast as the reward after fighting and sending away the Portuguese.
- The Mazmi rulers believed that they were the rightful rulers of Mombasa.
- Coastal people hated high taxes imposed on them by Oman rulers.
- Mombasa under the Maznai governors declared herself independent of Oman rule.
- The Busaid wanted to use the favourable coastal climate for Agriculture.
- The coastal towns like Mombasa thought to regain independence after the Portuguese but not to be under other foreigners.
- Supply of man power from the Nyika empowered Mombasa to resist the Oman Arabs for long.

Any 10 points = 10 marks

7. a)

- At first East Africa was not involved since this was entirely a European war.
- East Africa found herself joining the war on the side of Britain.
- The war started on the 3rd September 1939 and went up to 8th May 1945.
- East Africa was under a colonial rule of some of the war lords.
- Some Germans supported Hitler hoping that Tanganyika would return to Germany.
- Britain had to make sure that this does not happen hence involving East Africa.

- She wanted under the military obligation to support her colonial master Britain.
- East Africa was directly involved in the funding of the war.
- Africans had performed well in the First World War so Europeans decided to use them.
- The Germans and the British were opponents at home.
- Italy invaded Somalia, Ethiopia, and Eritrea. The presence of Italy in such areas threatened the British in East Africa.
- In June 1940 Italy joined the war in favour of German forcing Britain to also join and even stationed seven KAR battalions on the Somali border.
- The Italians were defeated and driven out of Somalia, Eritrea and Ethiopia.
- She contributed money to her colonial master Britain.
- Later 1943, Japan joined the war. This so much worried the British who wanted to protect Indian Ocean and their interests in India.
- Because of this the numbers of battalions were expanded to 30.
- On 8TH May 1945, German was defeated and forced to surrender. **13 marks**

b)

- Many people lost their lives.
- Many people were forcefully recruited into KAR army.
- Decline in food production which led to famine.
- Africans realized that Europeans were not as strong as they thought.
- Many European communities began to change their attitudes towards Africans for the better.
- Trade was disrupted and exports declined.
- Many people were imprisoned.
- Family system was disrupted- men were forced to abandon their families to go for war front.
- Ex-service men created settlement problems as many had no where to stay.
- Educated Africans like Nyerere and Jomo Kenyatta were inspired to mobilize the masses for self rule.
- The war sowed seeds of nationalism in Kenya.
- Africans were allowed to participate in trade.
- Veterans brought and spread venereal diseases such as STDs like Syphilis, gonorrhea.
- In Kenya, the Luo and the Kikuyu generated a lot of money after breaking into Indian retail businesses.
- Some Germans in Tanganyika were arrested for supporting Tanganyika's return to Germany.
- There was misery and suffering as many of the families did not have support.
- General China one of the leaders of the MAU MAU rebellion was a World War II Veteran.
- Others were wounded and others permanently crippled in the military campaigns.
- Those who were killed, their bodies were neither returned nor any compensation given to their families.
- The British government enabled the ex soldiers to acquire education and technical skills.
- Tanganyika became a trusteeship of the British under UNO provision towards self government.
- Britain was forced to decolonize East Africa due to the pressure from newly created UNO.
- Africans learnt how to read and write while serving in the colonial army.

Any 12 points = 12 marks

8. a)

- Many European powers were involved in the colonization of East Africa eg Germany, France, Portugal, Britain.
- Stop slave trade.
- Wanted to spread Western Civilization.
- Need for raw materials.
- Need to invest their surplus capital.
- Need for markets for manufactured goods.
- Need to promote legitimate trade.
- Discovery of minerals in South Africa ie diamonds and gold.
- Over population in Europe. Needed settlement in Kenya highlands.
- Wanted to spread Christianity.
- Berlin conference 1884-5 came with a doctrine of “effective occupation”.
- Kenya was colonized to link Uganda to the Coast.
- For exploration purposes.
- Growth of nationalism in Europe ie for prestige.
- Activities of King Leopold II in Congo also alarmed other European powers.

Any 12 points = 12 marks

b)

- Development of legitimate trade.
- Africans lost land.
- African states lost independence.
- Spread of Western culture e.g. worship, dress.
- Economic exploitation.
- Introduced taxation-hut gun tax.
- Increased missionary activities.
- Ended long distance trade.
- Traditional leaders lost their powers.
- Influx of white settlers who replaced the Kikuyu and the Masai.
- Created rivalry and tribalism among African societies.
- Marked the end of commercial and political importance of Zanzibar. Since it had become part of the British influence.
- Forced Africans to grow cash crops eg cotton, sisal, tea, etc.
- Economic exploitation of African resources eg forests and minerals.
- Infrastructure development eg railways, roads, etc.
- Africans who tried to oppose European rule were killed eg Abushiri, Kinjikitale, Mpande, etc

(13 marks)

9. a)

- This rebellion was called the Abushiri rebellion.
- It was organized by Abushiri Bin Salim an Arab sugar planter and it was named after him.
- It was the earliest resistance against German rule in Tanganyika.
- Germans took away their land.
- Abolition of slave trade.
- Harsh methods of administration.
- Over taxation.
- Desire for independence.
- Forced labour on their farms and public projects like railway lines and roads.
- Germans dismissed Akidas and Jumbes who were serving in their administration.
- Local rulers were mistreated by the Germans ie publically flogged them.
- Forced cash crop growing.
- Rise of nationalistic feelings ie emergence of leaders like Abushiri and Bwana heri.
- They also entered the mosques with their dogs which annoyed the Moslems.
- German competition in ivory trade.
- They did not respect the Moslem time of prayer, fasting, etc.
- Natural calamities e.g. diseases, drought and famine associated with the coming of the Whites.
- Germans did not respect the traditions and cultures of the coastal people.
- They drunk and slept with people's wives. **Any 13 points =(13 marks)**

b)

- Disunity of Africans eg Mkumbwa Zigna collaborated with the Germans.
- The rebellion lacked national outlook.
- Lack of military training.
- The British assisted the Germans by blocking the coast.
- The rebellion was poorly organized.
- Abushiri lacked military experience and tactics of fighting.
- His weapons were inferior eg old fashioned guns, spears, bows, arrows, etc.
- Assistance given to the Germans by the Zulu, Nubians, Somalis, and Turkish troops.
- The resisting tribes lacked coordination.
- German determination.
- The local people did not join him thinking that it was merely an Arab revolt.
- Famine weakened Abushiri rebels.
- Abushiri applied poor methods of fighting eg. Open warfare.
- Topography of the coast did not offer defensive barriers.
- Poor economy of the coastal people.
- Germans had modern military machinery eg bombs and machine guns.
- The Germans had a superior army well disciplined and trained **Any 12 points =12 marks**

10. a)

- The British government spearheaded the crusade versus slave trade.
- In 1772, it became unconstitutional to allow slavery in Britain.
- The Champions of the Abolition movements were William Wilberforce, Buxton, Granville Sharp, Thomas Clarkson, and Thomas Clarkson.
- In 1807, the British government passed a law making slave trade illegal.
- In 1815, the British navy started to patrol major seas and oceans.
- In 1817, the governor of Mauritius signed a treaty with leaders of Madagascar to stop shipment of slaves.
- In 1822, Moresby treaty was signed between Sayyid Said and Moresby.
- In 1833, slavery was abolished in all British controlled areas.
- In 1839, a new attempt to supplement and reinforce the Moresby treaty.
- In 1841, Harcourt was appointed the British consul in Zanzibar.
- In 1850, Christianity was introduced to stop slave trade.
- In 1873, Frere treaty was signed with Sultan Bargash that closed slave trade market in Zanzibar.
- In 1876, Sir John Kirk persuaded Bargash to make slave trade illegal.
- In 1889, a treaty was signed between Khalifa and the British and all people entering Sultan's territory after November were to be free.
- In 1890, Zanzibar became a British protectorate.
- In 1897, Slavery was abolished in Zanzibar and Pemba.
- 1907 slavery was abolished in all British East African territories.
- Infrastructure was developed to discourage slave trade.
- Legitimate trade was introduced to replace slave trade. **(12 marks)**

b)

- Inter-tribal wars reduced.
- Decline of slave trade states eg Nyamwezi, Zanzibar, etc.
- Growth of legitimate trade.
- African cultures abandoned.
- Spread of Christianity.
- Population in East Africa increased.
- Slave trade markets lost wealth eg Zanzibar.
- Adopted western culture eg dance, dress, etc.
- Improvement in Transport systems eg roads, railways,
- Improvement in agriculture.
- Improved security.
- Missionaries opened stations for freed slaves eg Bagamoyo, Rabai, etc.
- Loss of income and wealth to those who depended on it.
- Former trade routes developed into proper communication lines.
- Peace and harmony existed.
- Local people hated their leaders because they sold them into slavery.
- Loss of independence to East African states.

(13 marks) E&O.E.

1. a)

- The Mfecane is a general term describing a period of great troubles characterized by misery, deaths of people, insecurity, hunger and destruction.
- Need for fresh pastures.
- Need for bigger political units.
- Population expansion.
- Trade as Shaka and Dingiswayo and Zwide were competing in trade.
- The rise of Shaka.
- The imitation of white settlers.
- Epidemic diseases e.g, sleeping sickness, small pox, Malaria, etc.
- Cultural transformation ie the Zulu age groups became military regiments.
- Cattle raiding.
- Military organization of the Zulu.
- Need for more land as the population grew.
- The rise of able leaders such as Shaka, Dingiswayo, Sobhuza, etc.
- The Boer penetration of South Africa.
- People's cooperation like Shaka enjoyed loyalty among his subjects.
- Need for fertile soils.
- The attacks on neighbours by Shaka.
- Meeting between Dingiswayo and Robert Cowen,
- The attacked people ran away and caused problems whenever they passed.

Any 12 points = **12 marks**

b)

- Loss of lives.
- Destruction of property.
- Penetration of Europeans.
- Depopulation as a result of migration and wars.
- Disruption of trade.
- Famine.
- Suffering and misery.
- Social unity was created.
- Wars on other lands.
- Spread of Zulu military tactics such as surprise attacks, cow horn method.
- Formation of new states eg Ndebele, Basuto state.
- Poverty among the survivors.
- Formation of a centralized system of government.

- Consolidation of the Zulu nation.
- Introduced new weapons eg short stabbing spears.
- Destruction of old empires egLozi in Zambia and Rozwi in Zimbabwe.
- Increased slave trade.
- It led to the rise of powerful empire builders like Shaka, Sobhuza, etc.
- Formation of a centralized system of government.

Any13 points =13 marks

2. a)

- Lack of capital.
- Lack of enough women for wives that led to homosexuality.
- Homesickness as Holland was far away.
- Environmental problems.
- Lack of enough land for cultivation.
- Lack of social services.
- Company officials were corrupt.
- Attacks from Africans.
- Threats from France.
- Limited market for their commodities.
- Lack of geographical knowledge.
- Lack of agriculture experience.
- Trade restrictions in certain commodities.
- Crops like wheat and barley needed a lot of money and much care.
- High annual rent the DEI wanted.
- Drought which brought food shortage.
- Lack of labour as locals could not supply the needed labour.
- Lack of enough food.
- Boers mistreated the Khoikhoi which brought racial conflicts.
- Lack of social services like hospitals and schools for their children. **Any 13 points = 13 marks**

b)

- More men were recruited for defence to protect the settlers.
- Elementary schools were set up and church expanded.
- Girls especially orphans from Holland were imported to get married to settlers.
- Farmers were imported from Europe.
- A large fortified building was built for defenceVs local inhabitants.
- Larger water reserves were built for use in drought.
- French religionists called Hurguernots were allowed to come and boosted food growing.
- Governor William and other corrupt company officials were dismissed.
- A temporary hospital was built and by 1707 another large hospital was built.
- The company withdrew restrictions on farmers and marketing of their products.

- Some soldiers were made to participate in farming to solve labour shortage.
- The importation of slave labour from Madagascar and West Africa.
- Farmers were allowed to sell grain and other commodities to the crew of visiting ships.
- Immigrants from other areas were given passage and land.
- Farmers were imported from Europe.

Any 12 points =12 marks

3. a)

- Are a group of people with a root word “NTU” referring to people.
- Make 70% of South Africa population.
- Came from Congo and Cameroon highlands.
- Came in 4 groups: Nguni-Tsonga, Ambo-Herero, Shona, and Sotho-Tswana.
- External threats.
- Famine.
- Group influence
- Poor leadership.
- Misfortunes.
- Spirit of adventure.
- Internal conflicts.
- Population pressure.
- Lack of enough land for agriculture.
- Diseases e.g. malaria, sleeping sickness, etc.
- To export iron working culture.
- Natural calamities.
- The presence of vast unoccupied areas in South Africa.
- Drought.

Any 12 points =12 Marks

b)

- Lineages constituted clans.
- Intermarriages within the same clan were prohibited.
- Used skins for clothing.
- Family formed the smallest social unit especially among the Nguni.
- Initiation ceremonies were respected and qualified one to adulthood.
- Members of the same clan shared a common name.
- Their settlements were concentrated on hill tops for defence and security.
- Houses were usually painted with attractive designs on the wall.
- Initiation was a license to participate in military and civic function of the clan.
- Agriculture e.g. millet, sorghum etc.
- Chiefs were provided by central clans.
- The clans were led by clan heads.
- Hereditary practice.

- Had chiefdoms led by the chiefs.
- Black smith activities.
- Cattle were for dowry, fulfilled religious needs and source of wealth.
- Land was owned communally.
- Hunting for meat, honey and ivory.

Any 13 points = **13 marks**

4. a)

- Led to the birth of African Nationalism.
- Improved medical services by building health centres.
- Provided international markets for African local products.
- Championed the human rights of Africans.
- They taught new farming methods to the Africans.
- Introduced western education.
- Participated in African wars Vs Boers e.g. Livingstone supplied guns to Africans for self rule.
- Led to colonization of South Africa.
- They printed books and translated some writings especially bible to local languages.
- Africans adopted European cultures e.g. dressing, marriage, dancing, etc.
- Improved transport and communication through establishment of road networks.
- They converted many people to Christianity.
- Africans gained some political liberties e.g. freedom of press, land ownership, etc.
- However, missionary education divided Africans into non educated and educated.

Any 13 Points =13 marks

b)

- Language barrier.
- Poor means of transport.
- Tropical diseases like malaria, sleeping sickness where many lost their lives.
- Threats of the Boers.
- Some lost lives while fighting for the rights of Africans.
- Competition from the Dutch reformed church.
- Many missionaries were not experience in missionary work.
- Unfavorable climate.
- Were hated by the Khoikhoi because they gave them simple education.
- They had little time for the people due to other activities like building schools, hospitals, missions, etc.
- Threats from African tribes e.g wars of the Zulu.
- Lacked enough man power especially translators and evangelists.
- Threat of the Boers.
- Lacked enough finance.
- Africans opposed teachings against smoking, drinking alcohol, polygamy.
- Africans were much attached to their religions.
- Many missionaries were denied a chance to complete their work. **Any 12 points = 12 marks**

5. a)

- Bambatta rebellion was staged by the Zulu against the British rule.
- It was led by a Zulu chief called Bambatta thus the name of the rebellion.
- Heavy loss of land to the British.
- Failure of peaceful means.
- High spirit of nationalism among the Zulu.
- High deployment of the British troops in 1905 following a simple rebellion.
- Support of other chiefs.
- Strong leadership of Bambatta.
- Increased land rents.
- Destruction of the traditional powers eg Dinizulu was demoted and deposed.
- Natural calamities e.g. drought was interpreted by the elders as annoyance by ancestral spirits.
- Emergence of Ethiopians.
- Zulu were against British annexation of Zulu land at Natal.
- Mistreatment of the Zulu i.e flogging.
- Imposition of poll tax of 1 pound per head.
- With discovery of minerals many Africans moved to towns which envied whites.
- Early defeat of the British by the Zulu.
- Ruthless collection of taxes i.e. the public murder of 14 Zulu defaulters.
- Early defeat of the British by the Zulu.
- The British order for the arrest of Bambatta.

Any 12 points = 12 marks

b)

- Widespread famine.
- It led to the union government in 1910.
- The Zulu were defeated.
- Destruction of agriculture.
- Zulu lost their independence.
- Losses of lives about 30,000 were killed.
- Zulu lost more land to the British.
- Widespread diseases because of little care.
- It forced the British to introduce administrative reforms.
- Zulu militarism was completely destroyed.
- Displacement of people from their original villages and homes.
- The Zulu lost their cattle.
- The Zulu developed a slogan of “Africa for Africans” that led to the formation of more independent states.
- Trade and Commerce was affected.
- It laid foundation for the growth of African nationalism.

Any 13 points = 13 marks

6. a)

- It was led by the Dr. Jameson hence the name Jameson raid.
- It was mainly a result of misunderstandings between Transvaal Boers led by Paul Kruger and the British subjects the Uilanders under the influence of Rhodes.
- The British concern to protect the Uilanders.
- The British wanted to control the whole of South Africa.
- Kruger the leader of the Boers over taxed the Uilanders.
- Rhodes wanted riches of Transvaal to come under the British control especially gold.
- Uilanders were forbidden to use English language.
- They were worried about their wealth.
- Uilanders had been denied civil rights eg speech, education, press, etc.
- Uilanders had been denied their political rights eg voting.
- British wanted to revenge on the Boers who had defeated them in 1880-1881.
- Use of radios and newspapers to voice out the suffering of the Uilanders.
- The Uilanders had no control of the finances and the expenditure of the government.
- The British wanted to show their military superiority.
- The personality of Paul Kruger.
- Children of the Uilanders were forced to attend schools of the Dutch.
- Dr. Jameson was encouraged by the Maxim gun.
- The Uilanders were scheming to overthrow the government of Kruger.
- The Boers denied them justice.
- The Boers under Kruger were discriminating the Uilanders in getting mining contracts.

Any 15 points =15 marks

b)

- Dr. Jameson forces were few.
- Arrest of Dr. Jameson.
- Able leadership of Jorbert and Kruger.
- Boers fought on their homeland.
- Uilanders were divided by different nationality origin.
- The Boers defeated the British under Dr. Jameson.
- The raid was poorly planned for and organized.
- The Uilanders' grievances were not serious to cause a rebellion.
- Few Uilanders who fought lacked fighting ability.
- The Boers were determined to defend their independence.
- The Uilanders were more business minded.
- The British underestimated Boer strength.
- Dr. Jameson acted contrary to Rhodes orders.
- British were betrayed by a Boer guide.
- The intended surprise attack failed because the news of the raid had leaked.
- The Boers were economically strong.

Any 10 points =10 marks

7. a)

- It was a federation of 2 Boer republics I Orange Free State and Transvaal and 2 British provinces of Cape colony and Natal.
- To avoid competition between whites in South Africa.
- The British were threatening to destroy Boer independence.
- The Vereeniging treat called for unity.
- Fear of African revolts.
- To fight Indian threats.
- Support from British government.
- Political developments i.e Boer republics of Orange free state and Transvaal were given respective governments in 1907 and 1906 respectively.
- To lower administrative costs.
- To fight against African hatred.
- Need to restore a responsible government amongst the whites.
- To control Africa migrant labour.
- No opposition from Boer side where opposition leaders such as Rhodes and Kruger died.
- Need for a common racial policy.
- British feared the Boers would cooperate with Germans in Namibia and Portuguese in Angola to fight them.
- To stop the hostility between the British and the Boers.
- In 1905 all the railway system in South was put under the same authority.
- By 1908, all the four white states were economically well off. **Any 13 points =13 marks**

b)

- Effects were social, political and economic were positive and negative.
- Led to the apartheid policy in South Africa.
- It solved language problem.
- Forced Africans to move from rural areas to urban centres.
- The British retainedRhodesia and Bechuanaland.
- Formation of economic integration.
- Led to the formation of African political parties like ANC
- Led to African poverty.
- Sowed seeds of strong African nationalism.
- Africans lost their land i.e. over 70% of the land to whites.
- Ended hostility between the Boers and the British.
- It gave whites a dominant position.
- Loss of African nationalism.
- Excluded Africans from politics of South Africa.
- Led to equal sharing of Republics e.g. Natal for the British and OFS and Transvaal for the Boers.
- Lesotho and Swaziland were excluded from united South Africa.
- Led to uneven development of South Africa.
- Boer interests of discriminating other races to urban centres. **Any 12 points =12 marks**

8. a)

- This was a battle fought on 16th December 1838 at R. Donga and River blood.
- It was between the Trekkers of Piet Relief against the Zulu under Dingane.
- It was led by Andres Pretorius.
- The Boers were determined not to go back to the British cape at any cost.
- Zulu determination to protect their land.
- The great trek brought two enemies together
- The failure of land negotiation between the two.
- The Zulu had to protect their independence.
- The warrior mentality of the Zulu.
- The sending of Piet Relief into Tlokwa land.
- The Africans wanted to get rid of Mulungu.
- The Zulu were encouraged because they had secured some few guns.
- The earlier victory of the Zulu Vs relief and his party after a beer party.
- The destruction of the Boer camps in Eastern Natal and in Weenen in mid February.
- The murder of relief and his party.
- TheZulu were suspicious the Boers were fronted by the British.
- The Zulu needed to protect their large herds of cattle.
- The Boers wanted to set up an independent republic free from the British.
- Thecamping of Boer commandos in the blood river banks.
- The Africans wanted to get rid of Mulungu.
- Appointment of Pretorius in 1838 gave the Boers new hoe, courage and determination.
- The Zulu were encouraged because they had secured some few guns. **Any 12 points =12 marks**

b)

- Led to destruction of property.
- Dingane lost his power of his ^{1/2} brother Mpande.
- Loss of lives.
- Led to the rise of Andres Pretorius.
- The Zulu royal family was divided.
- Led to the British interference into religion.
- Dingane fled to Swaziland and was killed.
- The Zulu were displaced.
- Zulu kingdom was reduced to only the land between Tugere and Pongola.
- Independence of the Zulu was undermined.
- Marked the beginning of the Boer interference in the politics of South Africa.
- Gave rise to Pretorius who was later honouredby naming the capital of South Africa after him- Pretoria.
- Loss of cattle on both sides.
- Establishment of the Natal Republic.
- Suffering and misery. **Any 13 points =13 marks****E&O.E**

END.

1. a)

- Good climate attracted them.
- Wanted to stop slave trade.
- Wanted to spread Western Civilization.
- Need for raw materials.
- Spirit of adventure.
- Fertile soils.
- Need for markets for manufactured goods.
- Need to promote legitimate trade.
- Wanted to spread Christianity.
- For exploration purposes.
- To provide social services such as hospitals, schools, etc.

Any 12 points = 12 marks

b)

- Language barrier.
- Poor means of transport.
- Tropical diseases like malaria, sleeping sickness where many lost their lives.
- Some lost lives while fighting for the rights of Africans.
- Many missionaries were not experienced in missionary work.
- Unfavorable climate.
- Hostility from African tribes.
- Lacked enough man power especially translators and evangelists.
- Lacked enough finance.
- Africans opposed teachings against smoking, drinking alcohol, polygamy.
- Africans were much attached to their religions.
- Many missionaries were denied a chance to complete their work.

Any 13 points = 13 marks

SECONDARY SCHOOLS' JOINT MOCK EXAMINATIONS, 2018

Uganda Certificate of Education

223/1 CHRISTIAN RELIGIOUS EDUCATION - MARKING GUIDE

SECTION A: MAN IN A CHANGING SOCIETY

1. (a)

- Today work is aimed at profit making.
- Qualifications are needed for one to work.
- Today work has made man to forget God.
- Most work leave people with little or no time for leisure.
- There is a lot of unemployment today.
- There is specialization in work which makes work so boring.
- Office work is preferred to manual work.
- People take up jobs with work privileges such as transport, housing, medical allowances.
- Today work is attached to some value of money.
- People struggle to get prestigious jobs such as directors, managers.
- People have become work oriented hence forgetting their families.
- New jobs have emerged which need new skills and knowledge such as computer work
- Today work is aimed at achieving high standards of living e.g houses, cars. 12 points x 1 @ = **12 marks**

(b)

- It teaches us to work and change ourselves and the rest of the creation (Rom 8:18-25).
- Jesus rested after doing his work hence we are taught to rest after work e.g when he was resting in the boat.
- Jesus was a worker e.g he helped his father in carpentry work, so we need to work too.
- We develop our talents through work (Mathew 25:14-30).
- We should work to establish God's kingdom.
- In 1 Cor 12:12-30, Apostle Paul teaches Christians to work as one body of Christ, hence unity at work.
- Whoever does not want to work should not eat (2 Thes 3:10).
- New Testament teaches workers to have a sense of responsibility, work with joy and be honest.
- New Testament teaches us to serve one another by working to meet their needs.
- Jesus used examples at work e.g examples of fishing meaning that work is normal, parable of the sower.

8 points x 1 @ = **8 marks**

2. (a)

- Involving in premarital sex hence getting STDs and unwanted pregnancies.
- Watching blue movies, reading romantic books hence involvement in bad acts like fornication.
- Gambling hence their money can be taken and arrested at times.
- Misuse of drugs leading to mental disturbance.
- Visiting boy/girl lovers that can make them be arrested, beaten by the parents of the girl or rivals.
- Trans knitting in discos leading to pre marital sex, girls can be raped, one can be beaten in disco.

- Idleness hence conflicting with parents, lacking pocket money.
- Fighting hence end up being hurt or taken to police/prison cells.
- Too expensive leisure activities hence end up being thieves.
- Smoking hence getting lung cancer, bad teeth and wasting money.
- Loitering in the streets, one can be arrested by police.
- Sitting near the road sides and calling the passersby bad names, hence can be beaten arrested by LCs or police.
- Reading military or violent literature may make one to try to copy hence falling into problems.(12 marks

(b)

- The Bible gives both positive and negative views about beer/ wine.

Positive views:

- According to Gen 27:37 wine is one of the blessings from God. Isaac gave Jacob a blessing of wine besides many others.
- Proverbs 31:7 Solomon shows that alcohol helps people to forget problems, poverty and unhappiness.
- In Genesis, lack of wine is a sign of punishment from God on the individual or society concerned.
- Ecclesiastes 9:7, the Old Testament also teaches people to drink wine because it makes them cheerful/ happy.
- The Old Testament encourages that man should enjoy wine since it is a gift from God. King Solomon encouraged this in the book of Ecclesiastes.
- There will be plenty of wine for God's people. (Amos 9:13).
- Jesus in the parable of the Good Samaritan teaches that alcohol can be used as medicine. The Good Samaritan applied it on the wounds of the injured man.
- In Timothy, Paul advised Timothy to drink some wine since he had a stomach complication.
- In the New Testament Jesus changed water to wine. He did this to enhance the marriage celebrations.
- Jesus also encouraged his followers to take wine as a symbol of his blood which was shed for the redemption of mankind.

Negative views:

- Lot had a relationship with his daughter due to the influence of alcohol.
- In Genesis, Noah lay naked and one of the sons saw him naked. This was due to the influence of alcohol.
- According to Proverbs 31:16 alcohol is for people who are dying not for normal people. If you are normal then you should avoid it.
- In Timothy 3:8 Paul advised that Bishops and Deacons should not drink too much alcohol.
- Proverbs 21:7 people who take much alcohol will end up becoming poor. They spend much money on it yet they have little time to work.
- Prophet Isaiah blames those who know how to mix wine that they will be punished by God.
- In the Bible, servants of God e.g Priests, prophets, Nazarites, etc were not allowed to drink it. John, Samson, Samuel, etc did not drink it.

Positive views = 4 mks Negative views = 4 mks =08 marks

2. (a) **Positive changes**

- Production of new things eg computers, cars, guns, etc.

- Women have started owning property e.g land, houses, cars.
- Development of infrastructure e.g roads, hospitals, schools
- Led to commercialized agriculture.
- Introduction of salary and wage payments.
- Care for the needy by the use of money e.g orphans, widows, elderly.
- Has enabled countries to dispose off surplus goods.
- Money has given women independence unlike in the past they totally depended on men.
- Exploitation of natural resources e.g minerals hence earning foreign exchange for the country.
- Money has brought traders into African countries.
- Has led to setting up of industries.
- Touring of different places during leisure time.

Negative changes

- Prostitution.
- Family neglect where parents go to work leaving children at home.
- Criminal acts have increased such as robbery, child sacrifice, murder, etc
- Discrimination in society where the rich are favoured against the poor.
- Evasion of God eg working on Sundays.
- Pride as people get money they tend to be proud and arrogant.
- Smuggling of goods across borders.
- Increased unemployment due to competition.
- Environmental degradation like massive deforestation in order to get money from timber and sale of charcoal.
- Power struggle in churches and offices.

Positive changes = 6 marks Negative changes = 6marks =12 marks

(b)

- Paying tuition and or school fees
- Constructing houses
- Buying plots of land.
- Helping the needy such as orphans, elderly, parents and widows.
- Supporting church programs and evangelism.
- Opening sustainable businesses.
- Academic and spiritual tours.
- Constructive leisure with friends.
- Investing in Agriculture. **1 mark @ x 8 points =(08 marks)**

SECTION B: ORDER AND FREEDOM IN SOCIETY

4. (a)

- Child rejection where they are denied parental care.
- Kidnapping children.
- Child sacrifice.
- Child headed families where a child heads a family and takes care of their siblings is a violation of their right as children.
- Under feeding where some are given very little food hindering their development.
- Over working children makes them to suffer.
- Some are denied education.
- Medical neglect causing them to die.
- Bullying and teasing in schools.
- Forced marriages in an attempt by some parents to get wealth.
- The uncontrolled media showing pornography which is unfair to children.
- Homelessness like those abandoned on the streets.
- Severe punishments for minor cases like burning them.
- Lack of parental care as most of them are busy with work looking for survival.
- Sexual incest, defilement by their close relatives and other people like fathers, uncles.
- 1 mk @ x 13pts = **13 marks**

(b)

- The church has condemned homosexuality e.g. Pastor Tamale.
 - The church has stood firm to fight oppressive rulers by condemning their acts and approaches to stop injustices.
 - The church has preached morality to all using the Gospel of Jesus Christ.
 - It has set up health centres to cater for people's health needs especially where services are lacking.
 - The church has advised the government to reach on agreement with the opposition through reconciliation hence reducing injustices committed especially by religious leaders.
 - It has maintained harmony in families by settling disputes between parents and children, husbands and wife.
 - The church has set up schools to give chance to children to access education where schools are limited.
 - Improving the image of women and preaching about equality and supporting advocates for equal right to fight injustice.
- 1 mk@ x 7pts = **07 marks**

5. (a)

- A good leader should be educated and well informed.
- A good leader should be exemplary to others.
- A good leader should be approachable whenever need arises.
- A good leader should be dedicated to his work.
- A good leader should be responsible e.g. one who does not incite strikes in schools.

- A good leader should be sacrificial and ready to give in his/her time to serve people.
- A good leader should be honest to his subjects.
- A good leader should be impartial and treat people equally regardless of sex, tribe, or religion.
- A good leader should be polite and humble.
- A good leader should be smart to act as a good example to the rest of the students.
- A good leader should be talk with authority to command respect from his subjects.
- A good leader should be energetic enough to be in position to conduct his business.
- A good leader should be presentable.

1 mark @ x 13 points =

13 marks

(b)

- He gave Israelites laws to govern them.
- Blessed Abraham and Hannah with children.
- He created the universe and put it in man's hands to control it.
- He answered prayers like he gave Solomon wisdom.
- Destroyed the power of small gods at Mt. Camel.
- He punished wrong doers e.g Sodom and Gomorrah.
- He provided for the need of his people e.g Israelites.
- He used His authority to deliver Israelites from slavery.
- He appointed prophets to preach His word.
- He fought battles for his people e.g using David to kill the Philistine giant.

1 mark @ x 7pts=**07marks**

6. (a)

- High costs of living forcing people to be disloyal in order to survive.
- Permissiveness where they do whatever they feel like doing.
- Evasion of God has led some to lose the religious doctrines and teachings.
- Unemployment among the youth.
- Economic hardships causing some of them to steal and embezzle.
- Existence of many cultures e.g. the Western culture has greatly influenced them.
- Formal education has made them to despise cultural and traditional norms of their societies.
- Lack of good examples from the elders.
- Family break ups leaving the children to live on their own.
- Existing wide generation gap between the children and their parents.
- The youth have been given too much freedom and leisure time.
- Peer pressure causing them to do bad things as seen from their friends.

1mark @ x 12pts= **12marks**

(b)

- Respecting and observing the Passover festival.
- Fasting and prayer e.g. during the time of Ezra and Nehemiah.
- Giving sacrifices to God.
- Observing the Sabbath.
- Keeping covenant obligations e.g. obeying the 10 commandments.

- Monotheism (worshipping one true God)
- Maintaining harmony and good relationships with each other.
- Paying tithe to God who blessed them with everything they had.
- Being morally upright.
- Enduring hardships and keeping in the service of God e.g. Prophet Jeremiah.
- Obeying leaders like Kings since leaders are chosen by God.
- Responding to the needs of others like the poor and the hungry.
- Caring for the children and raising them in A Godly way e.g. Hannah prayed and dedicated Samuel to God.

1 Mark @ x 8pts = 08 marks

SECTION C: LIFE

7. (a)

- Famine.
- Old age.
- Breaking taboos caused death.
- Sicknesses.
- Violation of an oath by an individual intended to hide truth about someone.
- Wars eg inter tribal wars.
- Lack of respect for God's holy places through deeds and words.
- Bad spirits of the living dead.
- Breaking blood pack relationships.
- Curses especially from the elders.
- Witchcraft or evil magic.
- Evil deeds eg murder, incest, night dancing.
- Physical causes like animal attacks, drowning.

1 mark @ x 12pts = 12 marks

(b)

- Jesus performed miracle of rising the dead eg Lazarus and Jairu's daughter shows us that there is life after death and so we should face death with fear.
- Those who have Christ have life and so she should not fear since Christ is the source of eternal life (John 4)
- Christ conquered death on the cross for all of us to live.
- We should reconcile with God, remain in Him and bear fruit so as to inherit the everlasting life hence no need no fear death.
- Great assurance as seen in John 14:14 where Jesus told His disciples that he was going to the Father to prepare for us places.
- Paul the Apostle teaches that through Jesus' death, death lost its power and strength which gives us confidence to face death.
- The dead are just asleep when Christ comes, they shall arise which gives us hope even when we die.
- Jesus resurrected and so we shall also resurrect after physical death.

Any 4 ptsx 2mks = (08 marks) i.e. 4 = teaching, 4 = application (SH)

8. (a)

- Owning property such as luxurious cars, houses.
- Having a lot of money.
- Building schools, hospitals and churches in different areas.
- Performing miracles hence bringing restoration of peoples' lives.
- Being healthy and free from diseases especially STDs.
- Having a job /being employed.
- Having children.
- Getting a sustainable marriage.
- Having land/ plots.
- Success in prayers when God answers them.
- Winning court cases.
- Winning a political race e.g. for being Mp.
- Being educated.

1 mark@ x 13 pts = **13 marks**

(b)

- Victory in wars e.g. David killed Goliath.
- Getting a companion e.g. Adam receiving Eve.
- During fellowships (Psalms 133:1)
- Receiving forgiveness from God e.g. David composed Psalms praising God.
- During Festivals e.g. celebration of Passover.
- Liberation e.g. when Israelites crossed the Red Sea being liberated from slavery.
- Recovery from Sickness e.g. when Job passed the test.
- God fulfilled His promises to the people e.g. when Israelites finally settled in Canaan.
- Dedication of the temple e.g. when Solomon dedicated the temple to God.
- Good relationship with God e.g. when God made a covenant with Abraham.

1 pt with example = 1 mark x 7pts = **07 marks**

9. (a)

- Corrupt leaders end up embezzling funds.
- Low levels of education
- High poverty levels that hinder investments.
- Political instability hence people have no time to concentrate on productive activities.
- Permissiveness especially among the youth where they can do anything they want.
- Laziness e.g. some youth doesn't engage in farming.
- Evasion from God.
- Curses especially from elders can hinder one to achieve success.
- Involvement in wrong practices such as witchcraft, murder, child sacrifice which hinders success.
- Long term sicknesses such as cancer, STDs like HIV/AIDS can hinder one from achieving success.
- Accidents can cause one to be lame hence limiting a person's working potential.
- Death.

1 mark @ x 12 pts = **(12 marks)**

(b)

- Provision of financial incentives to start up business such as Youth Livelihood Fund.
 - Improvement on infrastructures such as roads, schools, hospitals.
 - Reduction on taxes.
 - Support from the technical, financial and professional institutions.
 - Skills training such as piggyery, carpentry, computer. Etc.
 - Reduction on bank interest rates and increase of repayment periods.
 - Protection of intellectual property.
 - Adequate market research before engaging the youth on a particular production.
 - Provision of security to the youth.
- 1 mark @x 8 pts =(08 marks)

SECTION D: MAN AND WOMAN

10. (a)

- Poverty and too much love for money.
 - Fornication- sex outside marriage.
 - Adultery where one can not settle with one partner.
 - Curses from elders and parents.
 - Evasion of God where couple run away from God.
 - Constant fights and quarrels.
 - Prostitution- selling of the body for money.
 - Laziness from one or both partners may fail the marriage.
 - Witch craft in marriage especially in polygamous marriages
 - Worshipping idols.
 - Differences in education levels may cause failure in marriage today.
 - Sickneses such as sickle cell anemia.
 - Barrenness- failure to produce children.
- 1 mark @ x 13 points = **13 marks**

(b)

- Marriage should be monogamous (Mark 10:8).
- Wives should submit to their husbands.
- Marriage should be for sexual pleasure therefore partners should fulfill their sexual desires in marriage.
- Marriage was initiated by God and deserves to be respected.
- Marriage should be permanent.
- Forgiveness and reconciliation in order for marriage to survive.
- Marriage is honored in the New Testament e.g. Jesus attended the wedding at Cana (John 2)
- Marriage helps the married to guard against adultery.
- Children are a blessing in marriage e.g. Elizabeth thanked God for the favor of giving her children.
- Husband is the head of the marriage.
- Children should be brought up in a Godly way and be treated well.

- Husbands should love their wives and treat well with care. 1 mark @ x 7 pts= **07marks**

11. (a)

- They have over come the oppression of women e.g. Those who do domestic work.
- They have empowered women to take part in decision making e.g. the number of children to be produced.
- They have over come cultural practices which undermine the position of women and violate their rights e.g. female genital mutilation (female circumcision).
- They have empowered women economically in order to fight poverty.
- They have cultural taboos like food prohibitions so that they are able to eat foods.
- They have empowered women to have property inheritance rights e.g. to inherit their father's property.
- They have over come violence especially from men who treat their wives as property.
- They have over come religious discrimination e.g. no Bishops in Church.
- They have promoted women's rights in marriage e.g. against divorce and polygamy.
- They have promoted women's right in employment e.g. the right to maternity.
- They have over come sexual abuse and harassment. 1 mark @ x 10 pts= **10 marks**

(b)

- Women were regarded as a source of evil basing on the short coming of women in the Old Testament eg Bathsheba.
- Women were not allowed to lead congregational prayers.
- Women were represented in fellowships by their husbands since women were to stay home.
- Veneration of Saints in church History excluded all women even when they lived exemplary lives.
- Only men could read and interpret scriptures in church History.
- Women could not participate in missionary work since they were to stay home as the men go.
- Women were not allowed to confess their sins without their husbands.
- Women were not allowed to participate in church leadership.
- Women could not take on priestly roles like officiating the Holy Communion.
- Women were denied a chance to preach yet Jesus commanded everyone to preach the Word of God.

1 mark @ x 10pts = **10 marks**

12. (a)

- Language barrier.
- Tropical diseases.
- Poor transport and communication networks.
- Rigidity of some tribes to change to Christianity.
- Hostile tribes and leaders.
- Illiteracy since most people could not read the word of God.
- Rigid African culture.
- Shortage of food and water.

- Ignorance of African people.
- Slave trade affected them.
- Frustrations like lack of finances.
- Lack of hospitals.

1 mark @x 13 points = **13 marks**

(b)

- They fed the hungry
- They encouraged new converts that those who have Christ have life since Christ is the source of eternal life.
- Christ conquered death on the cross for all of us to live.
- People should reconcile with God, remain in Him and bear fruit so as to inherit the everlasting life.
- Great assurance that Jesus told His disciples that he was going to the Father to prepare for us places.
- They encouraged people that death lost its power and strength which Jesus died and resurrected.
- The dead are just asleep when Christ comes, they shall arise which gives us hope even when we die.
- Jesus resurrection encourages us that we shall also resurrect after physical death.
- They need to endure with oppression, abuses for the sake of Christ.
- Baptism washes away our sins.

1 mark @ x 7 pts= **07 marks**

SECTION E: MAN'S RESPONSE TO GOD THROUGH FAITH AND LOVE

13. (a)

- Supporting the poor people.
- Teaching love for one another.
- Promoting women's image through teaching equality in church.
- Condemning immorality such as defilement, incest, rape and fornication.
- Interpreting God's word for people to understand.
- Preaching the Gospel.
- Improving people's education by setting up schools.
- Employing people such as accountants, cleaners.
- Counseling married people.
- Starting church projects to support poor people e.g. Compassion international supports orphans.
- Promoting good health by setting up hospitals.
- Putting up babies' homes e.g Divine babies' home by Fr. Basobola in Mbarara Archdiocese.

1 Mark x 12 pts =12 marks

(b)

- Supported the poor people.
- Taught love for one another.
- Promoted women's image through teaching equality in church.
- Condemned immorality such as defilement, incest, rape and fornication.
- Interpreted God's word for people to understand.

- Preached the Gospel.
- Improved people's education by setting up schools.
- Employed people such as accountants, cleaners.
- Counseled married people.
- Started church projects to support poor people.
- Promoted good health by setting up hospitals.

Answers strictly in past tense. 1 mark @ x 7 pts= 07 marks

14. (a)

- Through prayers.
- Charitable works.
- Serving the church e.g. ushers.
- Tithing (giving $\frac{1}{10}$).
- Holy Communion.
- Bible studies.
- Wedding in church.
- Attending church services.
- Accepting Jesus and being born again.
- Asking in business.
- Carrying out pilgrimages e.g. going to Namugongo.
- Giving testimonies.
- Watching gospel videos/ tapes.

1 mark @ x 12 pts = 12 marks

(b)

- Being baptized.
- Repentance of one's sins.
- Living according to the beatitudes.
- Jesus is the only way to the father (John 14:6)
- One has to sacrifice everything he/she has for the sake of Christ.
- Accepting the good news of Jesus helps us to find God.
- Obedience to Jesus teachings.
- It is by the Grace of God that one can seek and find Him.
- Having compassion for the others eg the poor, the lame, the blind, etc.
- Living a prayerful life.

1 marks @ x 8 = 08 marks

15. (a)

- Lack of religious commitment.
- Temptations from the devil/ Satan.
- Unemployment leading to prostitution and defiling God's temple.
- Many financial demands in the church.
- Boring preachers in church.

- Love for materialism e.g. leading to stealing.
- Poverty causing people to steal.
- Improved science and technology that seems to provide what people needs making them to think they don't need God.
- Many religions confusing people.
- Intellectualism/formal education which makes people think they don't need God.
- Ambitions for power causing others to murder.
- Looking at religion as foreign.
- Bad examples from religious leaders.
- Influence from friends who are irreligious.
- Frustrations making them to visit witch doctors e.g. financial losses, failed marriages.

1 mark @ x 13 pts = **13 marks**

(b)

- They wanted to challenge God's wisdom which was wrong.
- It showed that the people had lost trust in God's care and protection.
- They failed to understand that God is omnipresent and instead thought for him in the sky by building the tower.
- They were impatient with God and so they decided to build the tower to reach him not knowing God's timing is the best.
- Man trusted his wisdom.
- The Israelites had adopted the method of building the towers fro their gods and hence it was practical idolatry.
- They displayed pride and arrogance towards God.
- They seeked for God physically yet He should be sought spiritually.
- They neglected prayer, the best way of seeking for God and decided to build the tower to seek for Him.

1 mark@ x 7 pts = **(07 marks)**

E & O.E

END.