



**UGANDA MUSLIM TEACHERS'  
ASSOCIATION**

**UCE**

**MARKING GUIDE**

**FOR**

**JOINT MOCK EXAMINATIONS - 2022**

## PREAMBLE

Uganda Muslim Teachers' Association (UMTA) is a faith based professional, national organization championing the cause for quality education. UMTA was formed to spearhead innovative approaches to the delivery of quality education and welfare of teachers.

On behalf of the Board of Directors, Examination Committee and the Staff of UMTA, we sincerely thank you for choosing UMTA Mocks and supporting us on the drive to prepare our learners for the final examinations (UNEB)

Our goal for UMTA Joint Mock is to contribute to quality education in the country by running the best Mock examination at affordable fees.

Unlike most mock examinations in the country, the UMTA Joint Mock is not just a routine examination but we go extra miles to;

1. strength networking among teachers and all UMTA affiliated schools through joint projects/activities;
2. set standard and regular Joint Mock Examinations aimed at enhancing cooperation and improving academic performance of the learners;
3. build the capacity of teachers through the process of quality assessment as a prerequisite for quality education.

The Scope of the UMTA Joint Mock Examinations covers the following levels;

1. Primary Leaving Examination (PLE)
2. Uganda Certificate of Education (UCE)
3. Uganda Advanced Certificate of Education. (UACE)

**Please note that** this booklet is just a component of what the learner will need during revision of the 2022 UMTA Mock Examinations and should therefore be used in consultation with the class notes, text books and subject teachers.

Wishing you the best in your academic endeavours and looking forward to your continuous support.



**NAMIREMBE AJIRI**

**EXECUTIVE DIRECTOR**

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CRE 223/1  
SECTION A

*1a) How did traditional Africans prepare people for change to fit in their communities*

- Birth rites were performed by whereby after the birth rites of a child, services were performed so as to seek for blessings for the baby as he was encountered the challenges of change
- Child naming was a way of preparing for change in a society
- They were taught different roles according to their sex
- Education stories and myth were told to them so as to discourage laziness, theft and other Immoral practices; for example the Baganda of central Uganda have the "Njabala, Njabala" song which was sang to discourage laziness
- Elders would advise the young ones on the challenges of change
- They were taken to different relatives at different stages of life for training
- They were take to different relatives at different stages of life for training
- they were taken to private places and were mostly briefed about marriage, for example in Baganda girls were to visit the "bush" by the help of their aunties to prepare them into good women in their marriage
- African people were encouraged to make friends through blood pacts in order to be firm during time of negative changes
- They were exposed to various initiation rituals that were performed for example circumcision was done among the Bagishu in Eastern Uganda as a step to adulthood
- The young ones were given different tasks or challenges in life for example boys were to construct houses, girls to prepare meals. this helped them to learn them effectively
- There was group work so as to impact cooperation and even avoid individualism and selfishness
- Marriage ceremonies were made to celebrate and witness the change in couple's life. The Baganda called it Okwanjura when a girl introduced her husband to the parents and members of the society

AT = 07, SH = 03

***b) Explain the changes which the New testament demands of the follower of Jesus Christ***

- The new testament demands Christians to love their parents as Jesus did that's he helped his parents in the domestic work
- It demands the youth to serve in the church just as Jesus did
- It demands Christians to change and be humble themselves just as Jesus did. When he accepted to be baptized although he was not a sinner
- It also requires Christians to be prayerful because Jesus himself used to pray to his father
- It demands Christians to respect the rights of children and make them understand the will of God
- He had concern; love and care for those in need and so Christians should change their attitude and extend their compassion to the needy
- The new testament demands the married people to keep their relationship permanent instead of thinking of divorce
- It encourages Christians to change from worshipping many gods to worship only one God
- It calls upon Christians to treat all people equally regardless of sex and status because Jesus also gave them equal treatment during his ministry
- The new testament encourages people to pay their taxes to those in authority as Jesus one time during his life time
- It demands Christians to participate in charity through helping the needy, strangers etc
- It demands Christians to preach the Good news in order to expand the church of Christ
- He taught his followers to forgive their enemies and avoid revenge in order to go to Heaven

NT = 08, SH = 02

***2a) Why do people loose interest in their jobs in Uganda Today?***

- Due to discrimination at work
- Some look for greener pasture

- Some are exploited so they look for other jobs
- Some have misunderstandings with their bosses so they look for other jobs
- Some have pressure from their colleagues so they abandon their work e.g sexual harassment
- Some are advised by their parents to leave the work and look for another one
- Witchcraft, some are bewitched and end u looking for other
- Poor conditions at work can make one abandon her job to look for another one
- Over working does make some people to change their jobs
- Some work in places which are far from their families, so they look for jobs near homes / families
- Working in war zones and areas with poor security make people leave their jobs. Eg in Iraq, Somalia, Sudan etc  
OS = 07, SH = 03

***2(b) What Biblical teaching can help Christians have a positive attitude towards their work?***

- One needs to develop his / her talents matt 25:14 – 30
- One needs to develop values of work that is honestly, responsibility, reliability etc
- Jesus calls every one to serve others through work
- In matt 25:31 -46, through work we can express our love for God and neighbour
- We should always have hope in our work despite the difficulties, pain, failure and discouragement that we may get in our work
- When working in a group, we should have solidarity and interdependency
- One should do his / her work well and thoroughly
- One should try to share the fruits of their work with others
- Jesus advised peter to go fishing so as to pay his taxes
- In other words, he encouraged other people to be hard working
- Manual work should not be despised, Jesus did not despise any type of Work. He portrays that all types of work was equally important
- God should be acknowledged high in our work

- People should work to provide for their families
- There should be rest / leisure after work
- Man was created to work
- Good working conditions between employers and employees
- Due payment to the workers / Benefit from their labour
- Worker's human right should be protected
- Man works for personal services
- Work is a service
- Work is a blessing
- God was a work
- Working for heavenly rewards
- Hope in the work
- Inter dependence in work

CT = 08, SH = 02

*3a) Give the leisure activities enjoyed by Christians in the early days of the church*

- They took time to pray
- Celebrated the Lord's supper – Eucharist
- Carried out charity work for example, they cared for widows, orphans and the sick
- Drama acted in church about Bible stories
- preaching the gospel of Jesus Christ
- reading the Holy scriptures meditating on the word of God
- visiting fellow Christians – encouraging one another in their Christian faith
- singing praise to God
- celebrating feast days / church celebrations
- writing letters or scriptures to other churches
- holding fellowships
- performing miracles (healing the sick in their community)
- pilgrimages

CH = 08, SH = 02

*b) Using your Bible Knowledge, suggest ways through which a friend can spend his / her;*

### **leisure time**

- should go for prayers, like Jesus went to the Hills to pray.
- Should attend community celebrations/ feast days for example the Jews celebrated the pass over and Jesus attended the wedding in Cana
- Should visit friends and strengthen one's relationship with them as Jesus visited friends like Mary and Martha
- Should read the Bible or the holy scriptures just like Jesus went to synagogue on the Sabbath and read from the scriptures
- Should welcome children and teach them the word of God, Jesus welcomed the little children
- Resting and relaxing from work, Jesus also took time to rest in the boat while travelling with his disciples
- Should go to church to worship, the Israelites observed the Sabbath and Worshipped God. Should take time to go on holy pilgrimages like Namugongo martyrs shrine, the Israelites went on pilgrimages to Jerusalem
- Some help the needy, the sic, orphans (charity work), Jesus healed the sick, raised the dead
- Should attend fellowship, the early Christians would gather in private homes for fellowship
- Preaching the Gospel, as Jesus went about preaching the good news
- Celebrating the Holy communion, as Jesus celebrated his last supper with his disciples
- Telling Bible stories, Jesus taught using parables
- Should develop his / her talents, for example singing, dancing, praise songs / hymns like David composed the Psalms and dance in praise of God before the Ark of the covenant

PS = 07, SH = 03

## SECTION B

### *4a) Explain the injustices committed during the recent presidential elections in Uganda*

- Mad slinging of candidates by fellow candidates during campaigns
- They were characterized by abuse of those on opposing sides
- They witnessed direct attacks of some supporters e.g the Ntungamo confrontation of Amama Mbabazi by movement supporters
- They also witnessed some presidential aspirants telling lies to their supporters
- Some candidates were denied access to their supporters by police like Amama did not reach Kasese, Besigye stopped to visit hospitals
- Bribing of voters in form of giving them money, T - shirts, food etc
- Deliberate delays to deliver electoral material in some places
- Unnecessary arrests and detention of some people on opposition side of the government
- They involved unequal allocation of air time on National television where preferences was to the movement candidates to others from different parties
- Inadequate funding of the opposition parties by the ruling party of NRM
- Some candidates had better means of transport like choppers and thus could go to different places in a day while others basically used Road transport which dragged their movements e.g Basigye stuck in mud in Kanungu
- Using of foreign campaigners like Ruto the vice president of Kenya for Museveni while others had none to help them
- Anger from one candidate towards others

PA = 07, SH = 03

### *4b) what Biblical teaching can help Christians in Uganda to deal with the above mentioned injustices?*

- Where there is mad slinging among candidates there should be good relationship among those campaigning in order to have justice in society

- Where there mistreatment of supporters by one camp, politicians should promote equal treatment of all people because all people are equal before God
- They should be obedient to God's law this can reduce the injustices of bribes in campaigns
- There should be love and respect of all human beings, this helps to minimize the injustice of torturing people on the opposition
- There is need for Christians to put God at the head of their activities for he is the source of justice and this helps to control people's anger in campaigns
- There should be fair treatment to all sides and this can reduce the problem of biased security agents like police
- According to the New Testament justice means love for other and this can reduce the injustices of beating of people during campaigns in Uganda
- The new testament calls for reconciliation of the conflicting members this can reduce the rivalry between Kiiza Besigye and Museveni camps in the country
- There should be love for God and fellow man as this can help reduce the injustice of telling lies by most politicians to their voters
- There is need to share what is there and this can help politicians share resources equally
- Justice means tolerance of one another and thus politicians should use this teaching to reduce unnecessary arrests and beating of people

BT = 07, SH = 02

*5a) Explain how the unprivileged in traditional African society were helped to fit in society.*

- All women were expected to marry and be protected by their husbands
- The extended families cared for the homeless orphans
- The passers-by were allowed to eat enough as long as they did not carry remainders eg among the Baganda there is a proverb that

brotherhood is tightened when you share a meal and if one went under an empty stomach, he / she may not come back

- It was a mutual society hence caring for every one
- Social harmony led to accommodation of every one at harvest or any ceremony
- Chiefs and elders acted the role of judicial and reconciliation functions
- They avoided revenge and promoted compensation while reconciling the conflicting parties
- Widows were given special positions and roles e.g among are the Baganda of central Uganda
- Some women special positions and roles e.g thje Luo and other communities like the Baganda, elderly normally acted as counselors via sexual matters, naming of children etc
- The uncircumcised so as to fit in society e.g among the Bagishu one who wasn't circumcised would be forced to so he can fit in society
- Captives of war were integrated into the new society
- Barrenness was updated through polygamy
- Impotent men were helped by their biological brothers to raise children

***b) How does the church help the unprivileged fit in society***

- The church accommodates every body irrespective of social class, tribe and sex
- The church has set up projects that cater for the crippled, blind where they can express their talents in different work shops
- The church through organisation such Y.M.C.A has uplifted the status of women
- Children are given freedom to express themselves in Sunday schools
- Orphans and abandoned children have been built orphanage homes so as to cater for them e.g Sanyu babies home in mango, Nalukolongo home of the elderly
- Some street children have been settled by Christians organizations
- The church has sponsored orphans in the field of education
- The poor have sponsored at higher levels of education through church agencies like Kulika charitable trust under catholic church, ADRA – Adventists etc



- Widows have been financially uplifted by giving cows through organization like "send a cow"
- The church has promoted gender equality by settling up "girl centered school" like Namagunga girls school

***6a) With examples how traditional Africans expressed loyalty to their ancestral spirits***

- Ancestral spirits were consulted in case of illness in society
- The Bemba used to whisper to their spirits to intercede for them
- New born babies among Africans were named after ancestral spirits
- The Baganda made libation to these spirits as a sign of showing appreciation to their spirits
- Spirits are housed by giving them special houses shrines for them to sleep
- Spirits were served meat after a successful hunt Ddungu among the Baganda
- Certain objects like stones, trees etc are dedication to African spirits like Nakayima tree in Mubende
- Spirits were dedicated by giving them sacrifices as one way of recognizing their role in society
- Africans dedicated their children to some of their spirits like Gajn cow among the Bahima

AT = 05, SH = 05

***6b) How did Israelites show loyalty to God in Old Testament?***

The Israelites showed their loyalty to God in the following ways

- The Israelites showed their loyalty to God's command by taking up circumcision which was given to their ancestral Abraham
- By accepting the regulation of the Passover celebration which was to be celebrated every year
- By following the Decalogue (Ten commandments) as they were given to them by God at Mt. Sinai
- Through building a temple for their God built by King Solomon

- They showed their loyalty to God by upholding monotheism i.e worshiping only one God instead of worshiping other gods
- By observing the Sabbath as a day of resting and worshiping their God. They were not to do any piece of Work on that day
- They offered sacrifices to God. For example Solomon made sacrifices as he was dedicating the temple of Jerusalem and Mt. Sinai
- It was through respecting religious days such as day of Atonement, Passover day etc
- Through repenting for their sins; for example king David repented for his sin of adultery with Bathsheba and murdering Uriah her husband
- They showed their loyalty by building alters from where they met and sacrificed to their God.

OT = 08, SH = 02

*7a) Explain why some people are unhappy in Uganda today?*

- Some people in Uganda are not happy because of the following Reasons;
- Some policemen – poor living conditions
- Some teachers – low salaries
- Students who fail exams
- Married couples divorce
- Lovers cheating
- Religious leaders religious insanity
- Politicians losing their elections
- Orphans losing their parents
- The retired failing to access their benefits
- Tenants high rent demanded by their land lords
- Families due to domestic violence
- Presence of incurable diseases like Aids, cancer, etc which lead to loss of lives
- Poverty thus failure to meet the basic needs
- Death of parents which results into suffering of Orphans
- High levels of illiteracy thus inability to get a formal job
- High levels of unemployment in the country, thus making young go without jobs

- Opposition from political opponents which results into demonstrations and later loss of lives
  - Adultery and fornication which result into acquiring of sexually transmitted diseases
  - Smoking that result into lung cancer
  - Loss of elections by some candidates which result in frustrations for such people
  - Disrespect of a partner which result into separation
  - Cultural rigidities thus subjection of women / sabin to genital mutilation that reduces women's sexual desires
- PS = 07, SH = 03

***7b) What Biblical teachings can help them find true Happiness?***

- There should be obedience of God's law like Decalogue in order to have true happiness
  - Need to worship only one God as God required his people of Israel
  - The need to follow God's chosen messages like prophets would make Christians have happiness
  - Need to love one another as members of God's family
  - There is need for repentance
  - Forgiving enemies
  - Providing charitable works
  - Being born again
  - Loving in communion of God and fellow man
  - Loving neighbour and God
  - Obeying the 10 commandments
  - Believing in Jesus' resurrection
  - Living a sacrificial life
  - Through hard work
- BT = 08, SH = 02

***b) Give the,***

***(a) similarities***

*(b) Differences between the Christians and traditional Africans beliefs about life after death similarities;*

- Both believe that death is a point when the spirit separates from the body
- Both have a belief that death is not the end human life continues even after death
- Both Christians and African tradition believes in the Invisible universe or the World of the dead / spirits
- They both believe that life after death depends on the way one conducts himself in the dead / spirits
- They both honor and while praying they mention names of the saints and martyrs e.g St. Paul pray for us, while traditionalists call names of the departed ancestors
- Both make offerings or gifts to ancestral to show their loyalty. Christians collect gifts in memorial services while traditionalists give food and drinks
- In both the dead are remembered by giving their names to newly born children
- Both Africans and Christians offer prayers for the dead in hope securing for them a good unending life
- They both build shrines for the ancestrals e.g the shrine in people's homes just like the Christian shrine at Namugogo for the Martyrs
- Both have a belief that the departed play a mediatory role of the living. Catholics for example pray through Holy mother Mary Judah etc and traditionalists use spirits of ancestors
- They both venerate or respect the ancestors by acts of worship, giving sacrifices and construction of shrines

PS / AT = 08, SH = 02

*b) Differences*

- In African traditional society, Africans would be buried with some of their property like food, beer, spears etc. while Christians believe that new life starts after earthy life
- People in Traditional African society believed that when one died, his spirits lingered around them but Christians go to heaven or hell

- Christians believe that the faithful who died have their names recorded in heaven unlike Africans (Rev 21:27)
- Africans believe that the spirits of the dead are guided by the moral standards of the living but Christians believe that spirits are guided by the Holy spirit
- To the Africans the spirits of the dead would appear to some close relatives for special instructions, but Christians believe the dead's spirit disappears for good
- While Africans believed in re-incarnation where the dead one re-borne in the children through physical characteristics, Christians however, believe that one dies forever
- Christians only say the dead can act as their mediators to reach God
- The idea of Hell or Heaven is missing in the African context, however to Christians it's more pronounced
- Christians believe in sacraments like baptism and Holy communion in order to attain eternal life but Africans believe in one's traditional customs
- While Christians believe in judgment day, Africans on the other hand believe that one was judged by traditional customs

CT = 05

AT = 05

*8a) what do people in traditional African society perceive as success?*

- Success in African traditional society is understood when one was in good terms with the ancestors because he believed such spirits blessed him
- Faithfulness to the observance of traditional / values, norms and customs, was considered a source of success for example good behaviours, circumcision
- Having much wealth in African Tradition was a sign of success since it brought admiration of others
- A man who was most respected in a society due to high reputation was regarded as successful
- Performing a heroic action in the African society, reflected success
- Having many wives was another aspect which reflected success. This is because it would be an assurance for production of children

- Many children assured success. The more children one had, the more prestige one held
- In African tradition leisure time was another sign of success. This could bring successful agricultural yields
- Success was also attributed to a family which made a good harvest of food. This ensured food security which made a good harvest of food. This ensured food security to family members in times of famine
- Honoring blood pacts / bonds would lead to the success of an individual or a family
- This was because it introduced peace, love and unity among those involved
- Success meant being able to share with others for example Africans would share agricultural crops like Yams, bananas or beers
- Among Africans success meant undergoing Initiation rituals or stage like circumcision among the Bagishu, body tattooing among Lugbara and visiting the bush among the Baganda

AT = 08, SH = 02

***9b) Explain the success Jesus won for those who believe in Him***

- Jesus' death and resurrection made his followers to attain salvation in life hence success
- Those who accepted his gospel became children of God's family and that means success on their side
- Through Jesus' death and resurrection, Jesus' followers have victory over death and a hope of resurrection as Jesus did
- Jesus has given power to his followers to withstand persecutions thus attaining success
- Believers in Jesus have been given power to resist temptations from the devil
- Through forgiveness of sinners, they have been reconciled with God
- Jesus taught his followers the aspect of sharing with one another
- He has helped them to develop love for one another and for their God

NT = 09, SH = 01

SECTION D

*10a) State the problems which are faced by families today*

- In many families there is unfaithfulness among the married through acts of adultery
- In some families we encounter the problem of barrenness which cause a lot of discontent among the married and disrespect from relatives
- Some families encounter the problem of women emancipation in which women seek equality with men and thus have neglected some of their basic duties in the home
- There is the problem of poverty in many families caused by unemployment and retrenchment
- HIV / AIDS and other dangerous diseases especially cancer are causing a lot of stigma
- Some parents lack time to be with their families because of the nature of unemployment for instance those people working in media houses and parliament
- Many families suffer the problem of alcoholism that has made some men neglect their obligations in the families
- Some families encounter the problem of domestic violence where women are mistreated by their husbands which sometimes can result into death
- There is a problem of indisciplined children due to the problem permissiveness
- There is a problem of influence of the western culture in practices like homosexuality
- Poor housing facilities which make it difficult for married people to enjoy privacy at home and this sometimes makes women divorce their husbands
- Polygamous marriages don't often have happiness because of too much quarrel, suspicion and hatred manifested in such families
- Incompatibility of religion especially between a man and wife, once they fail to agree on the principle of religion divorce becomes inevitable in that situation
- Too much wealth in a family can also be a problem to the members of that family. In most cases, rich men rarely settle down with one wife, he

will be forced to get second one, third and eventually this cause the family problems like AIDS.

- Barrenness / impotence of the partners which can bring about separation and finally divorce
- Presence of mobile phones has also destabilized many homes while couples have separated because of mobile phones
- Drunkenness in either partners also works against stability of families more so if it makes one dodge his obligations at home

PS = 08, SH = 02

***10b) How can the Bible help to solve the above problems?***

- By following the Old Testament teaching in Genesis that marriage is permanent, this can help to reduce the problem of divorce
- If the married can respect each other as emphasized in Old Testament, this helps to fight the issue of domestic violence in homes
- If married can learn to be to tenant as Hosea was with his wife Gomer, this can reduce the problem of caused by barrenness
- The book of Genesis stresses the importance of Work which if followed can help fight poverty
- The old testament teaches that the married should complement each other which can help to reduce the problem of unfaithfulness
- Jesus in the New Testament condemns adultery which helps the married to be faithful
- Paul's teaching or call in Ephesians for children to be obedient to their parents can help o fight the problem of indiscipline in families
- The new testament stress on marriage between a man and a woman can help to fight homosexuality in families
- The new testament teaching that the married should love one another can help to fight most of the problems in the families
- The problem of diseases can be solved by the New Testament teaching that the married should love one another in sickness

BT = 07, SH = 0M

***11a) What sexual inequalities exited in Africa traditional societies?***



- Women were not allowed to participate in political affairs of their communities
- Women were considered inferior to the men and were considered property of the man
- They were considered just as sex objects to appease men's sexual urge
- The child produced by the women belonged to the man's clan
- They were denied certain delicacies for example in Buganda Women were not allowed to eat eggs
- Women's ideas in the family, the husband was the head and his word was final
- In some societies the women were considered source of bad omen
- A woman caught in an act of adultery was punished but by not by the man
- The gift that were brought for bride were mainly taken by the man

AT = 08, SH = 02

***11b) Show how Jesus in the new testament expressed the equality between man and women***

- Jesus had women friends for example Mary and Martha
- He forgave the sins of the adulterous woman
- Though God was born of a woman that is Mary
- Jesus preached the Good news to both men and women
- The salvation Jesus Christ brought is for both man and woman
- He died for both men and women to win them eternal life
- The miracles Jesus performed were both men and women
- He allowed a woman to anoint the at the Bethany
- At the cross he was comforted by both men women
- After his resurrection Jesus appeared to both men and women

NT = 08, SH = 02

***12a) Explain why some youth today fear church weddings?***

- They claim church weddings are expensive

- Church weddings call for monogamous marriage which the youth are not ready for
- Those married in church wedding, divorce is not easy they claim
- Church wedding call for too many things for example no polygamy
- That before church wedding, one has to repent his sins e.g among the Catholics
- Church wedding call for unconditional love one has to his wife / husband irrespectively
- Most church marriages are made expensive for the ordinary people to afford them for example it requires drinks, suits, sodas, transport etc
- Some African Christians have considered church marriages as a copying of European culture than the Christian faith itself. So they reject it as another white man's influence on Africans
- Some men fear to commit themselves to church marriages because it limits them from monogamy, yet they wish to have more than one wife
- Some people don't want to get committed to permanent relationships with some one who fertility they have not proved
- As people attain high education and more wealth, they stop considering religious beliefs, therefore they reject the church marriage
- Church marriage is rejected by some people because it undermines other forms of marriage like civil and customary marriages
- Some parents refuse their children to marry in the church not until bride wealth has been paid
- Church marriage offers not automatic guarantee for happy marriage to the partners involved. One partner may be harsh , hostile, not respecting in-laws hence leading to regret
- Some people simply fear church marriages because they are shy and cannot face a big congregation

PS = 07, SH = 03

*b) What can Christians today learn from the New Testament teaching about marriage?*

- They learn to embrace monogamous marriage
  - They learn to be faithful in their marriage relationship
  - The children learn to be obedient to their parents
  - Parents learn to bring up well children
  - They learn to love their children
  - They learn to be prayerful in order for their marriage to be peaceful
  - Married Christians should be respectful for another
  - Christians learn to embrace marriage because it's a gift from God
  - They learn to always trust in God in their marriage relationship
  - Christians learn to tolerant of each other in marriage
  - They learn to embrace marriage between a man and a woman
- CT = 08, SH = 02

## SECTION E

### *13a) How did people in traditional African society show their belief in God?*

- Africans believed in God as the creator and sustainer of life in the universe, hence the Baganda called him "Lugaba" meaning sustainer of man in everything they needed including life
- They would confess and sometimes swear in the names of their respective gods
- Africans would dedicate their children, houses and families to their respective gods
- Africans would dedicate their children, houses and families to their respective gods
- Africans used to offer sacrifices to their gods and ancestral spirits, for example among the Baganda barren women would sacrifice and pray to fertility god called Mukasa to bless them with children
- Africans believed that the supreme God gave part of his powers to minor spirits and gods for example god of rain, harvest, birth etc
- It was done by setting sides places which were regarded as homes of the spirits like forest, mountains, rocks and river banks
- They set aside sacred or godly objects which were believed to

To be attached to spiritual importance for example herbs, bones, stories, roots, spears and drums for example the popular tree called Nakayima in Mubende is regularly given sacrifices by people

- Africans would respect their religious leaders who used to guide them towards religious knowledge and seeking of God. These included medicine men, diviners and rain makers
- Africans would give thanks to their gods whenever there was an achievement or something good attend like winning a war, good harvest e.g thanks to "Dungu" diety of hunters.
- It was done to call upon God to punish immoral people or wrong doers in society
- It was done by asking for blessings from their God. Thus would take the form of wealth like cattle sheep goats, fertile land etc
- Africans believed in the powers of God and his manifested itself inform of lightening, dreams and visions
- Africans used to construct holy structure called "shrines" for their gods in those shrines
- Africans used to respond positively to their traditional beliefs as one way of showing their belief in God, these beliefs included tattoos, myths, legends and customs

AT = 07, SH = 03

***13b) What is the importance of baptism to Christians?***

- It means being born as a child of God
- Baptism is an assurance of the future resurrection of all Christ's followers
- Through Baptism Christians are united and identified themselves as Christ's church
- It is a condition to receive other sacraments like the Lord's supper, Holy matrimony etc
- It is a sign of obedience to Jesus' command to his disciples to baptize in his name
- It prepares believers to endure persecution since they have the power of the Holy spirits

- It signifies the fulfillment of the Old testament scriptures about Noah and the floods when the Israelites crossed the Red sea
- It identifies one as a follower of Jesus Christ. Therefore one becomes a Christian through baptism and having faith in the risen Christ
- Baptism is meant for repentance of sins. Thus baptism makes one fresh after forsaking all his sins
- It is a sign of complete change to have good morals and live righteously
- Baptism signifies God's grace for men since after baptism one believes that he has received salvation
- Accepting baptism is a witness to the trinity. One is baptized in the name of the father, son and holy spirit
- It helps Christians to receive the holy spirit from God
- It means turning away from the original sin of Adam and Eve to receive a new life

CT = 08, SH = 02

***14a) Give reasons why people tend to create their own gods***

- Many people today create own gods because of the following reasons
- It's because God the Almighty sometimes is slower when he is answering people's plight
- It's because people want a god they can see physically
- The delayed response also forces people to look for their own gods
- Lack of role models in the church also compels people to look for alternative gods
- Presence of permissiveness in Uganda society
- Decline in religious convictions among Ugandans
- Declining outreach activities from religious leaders
- Outright disobedience of most people today
- Greed for money and wealth forces people to make their own gods can provide for them
- Intermarriages between Christians and non-Christians
- Rigidity of religious laws

Ps = 07, sh = 03

***14b) Explain how the Israelites evaded God in Old Testament***

- The Israelites evaded God when they worshipped idols and forgot the covenant they made with Him at Mt. Sinai (Exodus 32)
- The Israelites evaded God by offering to him poor sacrifices on their altars. This was bad because they had to present genuine sacrifices
- They also evaded God by demanding for the earthly King. This shows that they had abandoned God as their King (1 Samuel 8)
- They also evaded God when they married foreign women as soon they reached the promised land. This greatly annoyed their God
- The Israelites evaded God when they put much emphasis on following the law, and giving sacrifices instead of loving their brothers and Sisters
- King Saul evaded God by disobeying his instructions in the war between Israel and an enemy country Amalek. King Saul did not kill all the people as he was required by God and also spare the enemy king "Agag"
- Some people lost love from their country men especially the rich towards the poor
- They evaded God by worshipping God alongside other gods
- Some kings like Solomon, Ahab etc were unrepentant even when they were aware of their evils
- David evaded God by killing an innocent man Uriah and there after he took away his wife Bathsheba
- King Solomon evaded God when he introduced forced labour in Israel and forced God's people to worship the pagan gods
- David evade God by committing adultery with Bathsheba the wife of Uriah
- While king Ahab evaded his God by marrying a pagan woman Jezebel and also killed a poor man Naboth for failure to sell to him his vine yard

OT = 08, SH =02

***15a) In what ways are Christians working together irrespective of their denominations***

Differences to make their world a better place?

- All Christians are one member of the Uganda joint Christian council aimed at improving life of Christians and ensure co-existence of all beliefs
- They jointly monitor election process in the country under UJCC
- Christians still meet in joint prayers especially during the way of the cross, end of year etc
- They belong to different political parties much as they come from different denominations
- All participate in national programs like national census elections, immunization etc
- All Christians are involved in state programs like education and poverty elevation in the country
- Jointly own the institutions like Banks, schools and farms
- All Christians from different beliefs are part of the armed forces of the country ensure peace and stability in Uganda
- They are all useful in national teams – football, net ball etc
- They go to the similar schools where same curriculum is imparted onto them
- All Christians are employed by the state regardless of their denominations

PS = 08, SH = 02

***15b) what problems do they face in trying to work together?***

- Lack of team work
- Favoritism may be witnessed in such situations
- Such people are likely to have cliques thus destroying solidarity
- Coordination is likely to be based on religious thus destroying efficiency of workers
- Problem of having joint prayers
- Problem of promotion may affect leaders where such people are
- Problem of appointing such people to positions of responsibility in the country like commissioners, Directors, ps, ministers etc
- Sharing fruits of work may not be possible where workers come from different denominations
- Difficult in pooling resources together thus retarding their development

- Some people are likely to drop their jobs prematurely because of the feeling that they are side lined or hated by members of other beliefs
- Inconveniencing in practicing their religious practices
- In the long run it may lead to neglect of prayers
- False judgment against each other
- Self-praise due to the pretense of claiming to be too much faithful

PS = 08, SH = 02



*1(a) What do Africans believe about spirits?*

*Solutions*

- They believe that God is a spirit
- Disunities and living dead are part of spiritual world
- They believe that spirits are/were continually present
- They turned to the spiritual beings in time of need
- They believe that spirits have the human characteristics
- They greatly fear and respect the spirits
- They believe that spirits exist in hierarchy i.e. God on the top
- They believe that spirits can possess human being
- They believe in good and bad spirits (good and evil)
- They believe that spirits occupy the invisible part of the world
- They also believe that there natural spirits (directly created by God)
- The spirits of those who died long ago called ancestral spirits/ghosts
- They also believe in human spirits i.e. these were once human beings but graduated to the spiritual world of God
- Spirits are said to be immortal since they were fully alive not dead
- Spirits deliver people's requests to God
- Spirits ensure social justice as they punish those who go against the jowal order i.e. criminals.

*(b) Explain why there is a decline in belief about spirits*

*Solns*

- Role of formal education
- Coming of Christianity and its teachings about spirits
- Some people believe that once you die, they die completely

- Decline in African traditional culture
- Role of science and technology
- Some people think its satanic to believe in spirits
- False presence of being possessed by spirits by some people
- Spirits bring about suffering to people
- Permissiveness in the society
- Negative words about spirits by the public
- Some spirits are too demanding which becomes expensive

***2(a) Give evidence to show that Africans know God***

***Solns***

- By sacrificing to Him
- Building places of worship to God eg A masabo among the Baganda
- Naming children names of God
- By worshiping God
- By carrying out works of charity
- By singing and praising
- By obeying God's commands
- By taking care of his creations
- By expanding the clans(pro-creation)
- By believing in life after death
- By respecting contain places which were regarded as sacred
- By consulting and behaving in the spirits

***(b)Why is there a need for a Christian to observe the Sabbath***

***Soln.***

- Because man has to rest and relax
- To raise God
- To enable man thank God for the good things done
- To remember God resting after creating the world
- To renew their covenant with God

- To pray to God
- Need to repent one's sins during Sabbath
- Need to fulfill God's command
- To fellowship with others
- Need to do good things to others
- To enjoy the fruits of his sweat

***4(a) Give reasons that made the Jewish leaders reject Jesus***

***Solns***

- They reject Jesus because he was a carpenter
- Because he came from a humble background
- B'se he grew up from Nazareth which was a despised town
- It was a divine plan for Jesus to be rejected by his own people
- B'se they knew him as the son of Mary and Joseph
- They thought that Jesus was gaining cheap popularity through his ministry
- He was rejected to fulfill the old testament scriptures in psalms 118:22 and Isaiah 53:1-12
- They expected a messiah to come from a prosperous family
- Lack of faith /lack of understanding about Jesus made the Jewish leaders reject Jesus
- They were questioning where he got his wisdom from
- His cleansing of the Jerusalem Temple made them reject Jesus
- Because he was endowed with powers to do extra-ordinary things like miracles that were strange
- Because he was endowed with powers to do extra-ordinary things like miracles that were strange
- Because he performed miracles on Sabbath day
- He associated with the despised people like the Gentiles

***(b)How do people reject Jesus today***

***Soln***

- By engaging in witchcraft instead of trusting in God
- Some are blasphemous (Abuse God)
- Some Christians are hypocrites. They pretend to be holy yet they are perpetual sinners
- Some engage in idolatry
- Some have become materialistic that they forsaken God in favour of riches
- Some have engaged in theft to try to fix their own problems, thereby abandoning God
- Some have failed to go to church on Sunday, hence abandoning God
- Some do not pray
- Some do not fast even during the lent period

*5(a) Describe the content of solution the Baptists' preaching*

#### *Soln*

- It was in the 1<sup>st</sup> year of the rule of emperor Tiberius
- Pontius Pilate was the governor of Judea
- Herod was the ruler of Galilee
- The word of God came to John son of Zachariah in the desert
- So he went through out the entire territory of the R. Jordan preaching
- Turn away from your sins and be baptized and God will forgive you
- As it was written in the book of Isaiah
- Some one is shouting in the desert that
- Get the road ready for the lord
- Make a straight path for him to travel
- Every valley must be filled up, every hill and mountain leveled off and all the rough path be made smooth
- The whole man kind will see God's salvation
- Crowds came to him to be baptized by him

- He called them snakes and wondered who deceived them that they could escape the punishment that God was about to send
- Do those things that show that you have turned away from your sins
- Stop being proud just because Abraham is your ancestor(father)
- For God can even take stones and out of them make descendants of Abraham
- The Axe will cut down every tree that does not bear good fruits and thrown it in fire
- The people asked him "what are we to do then?"
- He told whoever had two spirits to give one to the man who had none and the one with food to share it.
- He told tax collectors not to collect more than what was legal
- He instructed soldiers not to take money from any one by force or to make false accusation
- His teaching raising people's hope and they began to think that he was perhaps the expected messiah
- He explained that he was not the messiah but the fore runner of the messiah
- That he baptized them with water but the messiah would baptize them with fire and H.S
- John said that, the one coming was greater than him for he was not even good enough to untie his sandals
- He condemned herod the governor because he had married Herodias the wife of his brother and had done many other evil things
- Then herod did an even worse things by putting John in prison

***(b) Explain the role of John the Baptist***

- JB is presented as a fore runner of Jesus
- JB laid a foundation for the work of Jesus
- He made a prophet announcement about Jesus by predicting his imitate coming of the world

- He preached a message of Baptism of all mankind as a condition of receiving Jesus as the messiah
- He baptized all categories of people
- He demanded people to return to total obedience towards God as a sign of holiness
- He announced the readiness of God to forgive man's Sins
- He preached the message of repentance
- He physically baptized Jesus in R. Jordan
- He showed the superiority of Jesus over him
- JB'S baptism was preparing people for the coming of the baptism of the holy spirit

***6(a) Relate the story of the announcement of the birth of Jesus Christ***

***Soln***

- In the 6<sup>th</sup> month of Elizabeth's pregnancy
- God sent the Angel Gabriel to a town in Galilee named Nazareth
- The angel had a message for a young woman who had been promised in marriage to a man named Joseph ,a descendant of king David
- The young woman was a virgin and her name was Mary
- The Angel said to her" Peace be with you' the lord is with you and has greatly blessed you"
- Mary was deeply troubled by the words of the angel and kept wondering what they meant
- The Angel Gabriel said to her "Do not be afraid .Mary God has been gracious to you"
- You will become pregnant and give birth to a son and you will name him Jesus
- He will be great and will be called the son of the most High God
- God will make him king just as his Ancestor David had been
- He will be king and shall rule over the descendants of Jacob forever his kingdom will never end
- Many said to the Angel" I am a virgin ,how then can this be"

- But the Angel said" the holy spirit will come upon you and God's power will rest upon you
- For this reason. the son to be born will be called the son of God
- The Angel told many that, there is nothing that God cannot do
- That even her relative Elizabeth was six months pregnant despite her old age
- Many finally accepted the words to the Angel Gabriel when said" I am the Lord's Servant, let it happen to me as you said"
- After all this, the Angel Gabriel left her.

**6(b) *How are babies welcomed today?***

***Soln***

- By taking them to hospitals for immunization
- By giving them names
- By administering special herbs to avert away demons
- By informing family members about the arrival of a new member
- Some carry out celebrations in form of feasting
- Some take them to religious leaders for blessings
- Some perform rituals (circumcision)
- Some baptize them immediately
- Some sound special bells for the new born babies e.g 1 bell for the girl and two bells for the boy's child
- They organize special prayers to welcome the new family members
- The mother together with the newly born child undergo purification ceremony

**7(a) *Narrate Jesus' temptation as in LK 4:1-13***

***soln***

- Jesus returned from Jordan full of the holy spirit who led him into the desert where he was tempted by the devil for forty days

- In all that time, he ate nothing so that he was hungry when it was over
- The devil said to him "if you are a son of God, order this stone to turn into bread
- But Jesus said. "The scripture says, human beings cannot live on bread alone
- Then the devil took him up and showed him in a second all the kingdoms of the world. I will give you all this power and all this wealth
- The devil told him that ,all of it has been handed over to me and I can give it to any one I choose
- At this will be yours then if you worship me
- Jesus answered" The scripture says ,worship the Lord your God and serve only him
- The the devil took Jesus to Jerusalem and set him on the highest point of the temple and said to him;
  - ✓ If you are God's son, throw yourself down from here
  - ✓ For scriptures says, God will order his angels to take good care of you
  - ✓ It also says, they will hold you up with their hands so that not even your feet will be hurt on the stones
  - ✓ But Jesus answered," The scripture says, do not put the lord your God to test"
  - ✓ When the devil finished tempting Jesus in every way ,he left him for a while

*(b)What lessons do Christians learn from Jesus' temptations*

*Solns*

- They should seek God's guidance upon them in all situations
- Should always fast and pray
- Should pray for God's protection against the devil and his plans
- Should be contented with what they have like Jesus was



- Should worship God alone
- Should respect God and not put him to test
- Should observe the commands of God
- Should resist the devil
- Should accept Jesus as their personal lord and savior
- Should always be humble
- Should make reference to the scripture always as Jesus did during his encounter with the devil
- Should always sacrifice for the sake of ministry the way Jesus did

*8(a) Describe the parable of the Prodigal Son.LK:15:11-32*

### *Soln*

- Jesus went on to say
- There was once a man who had two sons
- The younger one said to him" father give me my share of the property now"
- So the man divided his property between the two sons.
- After few days,the younger son sold his part of the property and left home with the money
- He went to a country far away where he wasted his money in reckless living –he spent every thing he had
- Then a severe famine spread over the country and he was without a thing
- So he went to work for one of the citizen of that country who sent him out to his farm to take care of the pigs
- He wished he could eat the bean pods that the pigs ate but no one gave him anything to eat
- At last, he came to his senses and said." All my father's workers have more than they can eat and here I am about to starve
- I will get up and go to my father and say father, "I have sinned against God and against you"

- I am no longer fit to be called your son, treat me as one of your hired worker
- So he got up and started back to his father
- He was still along way from home when his father saw him
- “father”, the son said ,”I have sinned against God and against you; am no longer fit to be your son”
- But the father called his servants “hurry, bring the best robe and put on him, put a ring on his finger and shoes in his feet
- Then go and get the prize calf and kill it and let us celebrate with a feast
- For this son of mine was dead but now he is alive,he was lost but now he is found and so the feasting began
- In mean time, the elder son was out in the field but on his way back when he came close to the house ,he found music and the dancing
- So he called one of the servants and asked what was going on
- Your brother came back home and your father has killed the prize calf because he got him back safe and sound
- The elder brother was so angry and he would not go into the house
- So the father came out and begged him to come in
- But he answered his father,” look ,all these years I have worked for you like a slave
- And I have never disobeyed your orders, what have you given me? Not even a goat for me to have a feast with my friends
- But this son of yours wasted your property on prostitutes and when he came back home ,you killed the prize calf for him
- The father answered, My son you are always here with me and everything I have is yours
- But we had to celebrate and be happy because your brother was dead but now he is alive, he was lost but now he has been found

*(b)What is the significance of the above parable?*

*Soln*

- The lost son refers to any sinner
- Signified that Jesus is ready to forgive all sins e.g. small or big
- Signified the messianic secrecy of Jesus i.e. the father in question is Jesus Christ
- Showed that spiritual wealth is more important than material wealth in order to inherit eternal life
- Signified that Jesus had come for all who were in spiritual darkness
- Signified that there is joy in heaven when one sinner repents
- Signified that Jesus wanted his listeners to think for themselves about the meaning of the parable
- The parable was challenging the pharisees and scribes because of their hypocrisy and spiritual blindness
- Showed that the ministry of Jesus was universal i.e. for both sinners and righteous.

***9(a) Narrate the story of Jesus meeting with Zacchaeus (LK 19:1-10)***

***soln***

- Jesus entered Jericho and was heading to Jerusalem
- There was a chief tax collector there named Zacchaeus who was rich
- He was trying to see who Jesus was
- But he was a little man and could not see Jesus because of the crowd
- So he ran ahead of the crowd and climbed a sycamore tree to see Jesus who was about to pass that way
- When Jesus came to that place, he looked up and said to Zacchaeus
- Hurry down, Zacchaeus because this very day I must eat in your house
- Zacchaeus hurried down and welcomed him with great joy
- All people who saw it started grumbling
- This man has gone as a guest to the home of a sinner

- Zacchaeus stood up and said to the Lord
- Listen sir ,I will give half of y belongings to the poor
- And if I have cheated anyone, I will pay back four times as much
- Jesus said to him,” Salvation has come to this house today, for this man also is a descendant of Abraham
- The son of man came to seek and to save the lost

**(b)How do Christians celebrate the pass over today?**

**Soln**

- The Catholics regularly carry out the lord’s supper every time they meet for worship when they are led by a priest
- The protestants carry out the lord’s supper on big Christian days like Christians ,good Friday, and Easter Sunday
- It involves breaking bread which symbolizes the body of Jesus Christ
- It involves drinking wine which symbolizes the blood of Jesus Christ
- The Catholics use the method of dipping a piece of bread into a cup of wine and then eat
- The born again first eat the bread and drink wine in small glasses
- Christians are required to first examine themselves taking part in the lord’s supper
- The lord’s supper celebrations is led by a clergy in all Christian churches
- The clergy reads the New Testament scriptures concerning the lord’s supper
- In some churches like the catholic churches, Christians line up to take part in the lord’s supper
- There is singing of Christian hymns by the church choir together with the congregation to accompany the lord’s supper
- In the catholic and Anglican church, it is only taken by those who were baptized and confirmed by the church

- In the catholic church, the believers who are not married in church do not participate in the lord's supper celebration
- There is also praying together before taking part in the Lord's supper celebration
- In the SDA church ,one first washes another's' feet before taking part in the Lord's supper
- The SDA's take Juice instead of wine to represent the blood of Jesus

***11(a) Comment on Peter's denial of Jesus (LK 22:54-64)***

***soln***

- Jesus was arrested and taken to the house of the high Priest
- Peter followed at a distance ,closely
- A fire had been lit in the center of the courtyard and Peter joined those who were sitting around it
- When one of the servants saw him sitting there at the fire, she looked straight at him and said
  - ✓ This man was too with Jesus
  - ✓ But peter answered," Man I am not"
  - ✓ About an hour later, another person insisted strongly, there is not any doubt that this man was with Jesus because he is also a Gahleam
  - ✓ But Peter answered," Man I don't know what you are taking about"
  - ✓ At once while Peter was still talking , a cock crowded
  - ✓ Jesus turned around and looked straight at Peter
  - ✓ Then peter remembered what Jesus had told him during the last supper that before the cock crows to night
  - ✓ You will say three times that you do not know me
  - ✓ Peter went outside and wept bitterly

***(b)Why did Peter deny Jesus?***

***soln***

- Peter was afraid that he would be arrested together with Jesus
- He lacked courage to stand by Jesus up on seeing how he was humiliated
- He was tempted by the devil and could not over come
- It was God's will, Jesus had predicted that Peter would deny him thrice that night
- Peter was over whelmed by the turn of events i.e. heat of the moment
- Peter could not stand because he lacked the support of other disciples
- His accusers looked so serious ,thus forcing him to deny
- Peter feared to be flogged by the authority as had happened to Jesus
- He was only human and this explains the fear he had
- He had not fully understood Jesus up to this time ie that he was the Messiah
- It was a fulfilment of the old testament scriptures that a Messiah would be denied by his own people the one close to him

***12(a) Relate Jesus' resurrection in Luke24:1-244***

***soln***

- Very early on Sunday the women went to the tomb carrying spices they had prepared
- They found the stone rolled away from the entrance of the tomb
- So they went in but they did not find the body of Jesus
- They stood there puzzled about this when suddenly two men said to them;
- Why are you looking among the dead for one who is alive?
- He is not here; he has been raised
- Remember what he said to you while he was in Galilee
- The son of Man must be handed over to sinners ,be crucified and three days later rise to life

- Then the women remembered his words ,returned from the tomb and told all these things to the eleven disciples and all the rest
- The women were many Magdalene ,and many the mother of James
- They and other women with them told these things to the Apostles
- But the Apostles thought that what the women said was nonsense and did not believe them
- Peter got up and ran to the tomb, he bent down and saw the linen wrapping but nothing else
- Then he went back home amazed at what had happened.

*(b)What lessons do Christians learn from the above event?*

*soln*

- They should believe in life after death
- They should take Jesus as the son of God
- They should endure persecutions for the sake of Christ
- They should wait for patiently for the second coming of Jesus
- They should always wait for patiently for the second coming of Jesus
- They should always spread the news of Jesus' resurrection
- They should repent off their sins waiting for the return of Jesus
- They should behave in the resurrection of Jesus
- They should always believe in God's messengers
- They should go to Jesus for any challenges they face

**CRE 224-5**  
**THE AFRICAN RELIGIOUS HERITAGE**

***1a) What was the importance of African Traditional Religion? (13 marks)***

- To Africans, religion was important in the following ways;
- It promoted unity
- It was one way of preserving African culture
- It promoted hard work among people
- Religion helped to distinguish the different societies
- Religion promoted good health
- Encouraged permanence in marriage
- Promoted leisure
- Peace in society
- Love for nature
- Respect

***1b) Given evidence to show that Africans had a religion before missionaries (12 marks)***

- Africans believed in the supreme creator
- They believed in gods considered to be assistants to the creator
- Africans believed in life after death
- Africans believed in ancestral spirits
- Africans also carried out prayers
- They had rituals
- They also offered to the divine beings
- Africans also had worship places e.g shrines, mountains, slaves etc
- They also had religious leaders
- They believed in art and symbols

***2a) How important was Kinship system in Traditional Africa? (12 marks)***

- Kinship determined how people related and behaved
- It helped people to live peacefully
- It ensured the wholeness of life
- Provided security
- Regulated matrimonial rules



- Kinship helped to preserve cultural identity
- Kinship determined the punishment delivered to errant members
- It gave members a sense of identity
- It ensured the youth were given proper education
- Kinship ensured that property inheritance was done fairly
- It ensured family and land disputes were settled peacefully
- Kinship ensured new certain ceremonies

**2b) *Why is kinship system fading out today?* (13 marks)**

- Advanced technology
- Formal education
- Rural urban migration
- Permissiveness in society
- Decline in African culture
- Intermarriages
- Moral decay
- Generation gap
- Nature of Jobs – Busy schedule
- Selfishness in society
- Witchcraft and sorcery
- Rural urban migration
- Poverty in society

**3a) *Describe the ritual of circumcision among the Gishu of Eastern Uganda* (15 marks)**

- Circumcision could be carried out enemy after two years
- Boys of the same age group were prepared for circumcision
- Lessons on the rite i.e its importance how it is conducted etc
- Boys could sing and dance before circumcision
- They could visit homesteads
- They were offered gifts of appreciation for courage
- Candidates were dressed traditionally
- On circumcision day the whole community gathered singing tradition songs

- The candidate could come and jump in front of elders with raising arms ready for the exercise
- Some strong men could then come in front of him with a big stick
- One of the elders would then remove the candidate's pencil and peel off the foreskin
- They could then put traditional beer and other medicine on the circumcised penis
- The entire community would sing songs of praise to him and congratulate him
- Boys became men after circumcision and could now propose marriage

***3b) How important is circumcision among the Gishu? (10 marks)***

- It was some sort of entertainment
- Helped circumcised youth to acquire wealth
- Sign of loyalty to one's culture
- For identification purposes
- Promoted brevity
- One way of acquiring wealth
- Pleasing ancestors
- To make facts with ancestors
- Overcoming calamities
- Sign of maturity
- Ways of cleansing
- Promoted unity
- Preservation of cultural

***4a) How did Africans teach the young about sex?***

- Through initiation rituals
- Sex deviators were severely punished
- Through peers
- Virginity was highly valued
- Taboos were used to scare the young ones from engaging into sex
- Story telling
- Secret schools / private localities

- Separation of girls and boys
- Aunties trained the girls about sex
- It was provided orally
- It was compulsory to everyone before marriage
- Through music, dance and drama

***4b) What are the obstacles parents face in trying to teach about sex today? 12 marks)***

- Permissiveness
- Immorality in society
- Formal education
- Poor government policy
- Some parents are shy
- Pornography in society
- Advanced technology
- Generation gap
- Busy schedule
- Peers have become a problem
- Poor communication skills by some parents
- Un controlled media

***5a) Why was courtship important in Traditional Africa? (13 marks)***

- It resulted into choosing of a good marriage partner
- Helped partners to have a stable marriage
- It helped individual to study and learn each other's behaviours
- It extended friendship
- Helped young people to avoid making wrong choices
- It made marriage meaningful and respected and respected
- Helped the intending partners to get the guidance from parents
- Gave partners to plan to gather for future well- being of their marriage
- It helped to identify and appreciate individual's hobbies
- It provided an opportunity to establish the health status of the partner to be
- Helped to express their intimate love each other

- Partners assisted one another socially and materially
- Helped partners to know each other's family background

**5b) Give reason why the youth are running away from courtship.**  
(12 marks)

- Curiosity ie some young people want to test their fiances sexually before marriage
- Busy schedule
- No guidance to be followed
- Neglect of parents during courtship
- Permissiveness
- Poverty
- Preface during courtship
- Wide spread indiscipline and immorality
- Peer pressure
- Decline in African culture
- Advanced technology
- Bad examples from elders

**6a) How did Africans spread their leisure?** (13 marks)

Africans enjoyed leisure in the following ways;

- Story telling
- Community celebrations
- Beer parties
- Hand Craft
- Initiation rites
- Communal games
- Playing instruments. (singing and dancing)
- Educating the young
- Hunting
- Worshipping
- Carrying out sacrifices
- Visiting friends especially the needy

**6b) Why is it hard for people to enjoy leisure today?** (12 marks)

- Poverty
- Overworking
- Government intervention
- Accidents involved
- High crime rates
- Over spending during leisure
- Formal education
- Limited leisure activities
- Drug abuse during leisure
- Religious restrictions
- Remoteness of some areas

***7a) What was the position of women in traditional Africa?***

- Women were not allowed to compete with men in leadership
- Women were taken as mere sex objects
- Compensation would be paid to the man for adultery of his wife
- A woman caught in adultery would be seriously punished
- Women were supposed to sit down while men on chairs / stools
- A woman was not allowed to initiate divorce
- Women were expected to do domestic duties
- They were taken as sources of misfortune
- Women were not allowed to participate in beer parties
- Failure to produce was attributed to women
- Women were rarely consulted when important decisions were made
- Widows were inherited
- Women were punished by their husbands for the failure to fulfill their responsibilities
- Women duties were rarely appreciated

***7b) What are the achievements of women Liberation movement?***  
***(12 marks)***

- It was reduced the rate of sex abuse
- Increasing number of women in politics
- Availing employment opportunities to women

- It has encouraged a number of girls in schools
- It has promoted family stability
- It has boosted women to work hard for their families
- It has increased the tax base for the government
- It has enabled women to talk in public and hold political rallies
- It has reduced the rate of early marriages
- It has promoted leisure industry since women are allowed to participate
- Increased security
- It has increased women participation in high profiled professions
- It enabled women to own land
- It has encouraged women to own land
- It has encouraged women participation in religious affairs

**8a) Why did people sacrifice in Traditional Africa? (15 marks)**

- Sacrifices helped people to communicate to the dead
- Sacrifices were used to overcome problems
- Promoted unity
- They were used to seek forgiveness
- Promoted good relationship between the living and the dead
- Promoted good morals
- To cleanse evils
- Helped to worship the divine beings
- To express people's needs
- Healing the sick
- Source of life
- To recognize God the owner of life
- To avert calamities
- Sacrifices were offered as gifts to God

**8b) Explain the different occasions during which Africans sacrificed to God. (10 marks)**

- During war
- During marriage
- At birth

- During harvest
- During calamities
- During burial rites
- Amending broken relationships / during reconciliation
- Celebrating victory

***9a) Show the ways how Christians demonstrate their faith in God today? (13 marks)***

- Promoting unity
- Through serving one another
- Living exemplary lives
- Paying taxes
- Respecting people's fundamental human rights
- Fulfilling promises
- Respecting and preserving marriage institution
- Sharing with one another
- Being faithful
- Giving donations / alms giving
- Respecting parents / leaders
- Telling the truth
- Working Hard
- Exercising humility
- Through praying to God

***9b) Explain the characteristics of African God (12 marks)***

- The African God is real
- The African God is one but manifests himself in several ways
- The African God is all powerful
- God is all knowing
- Omnipresent
- The African God the provider
- God is merciful

- The African God is everlasting (eternal)
- God is the master
- God is unique

***10a) Africans searched for God in all ways possible why? (13 marks)***

- To acquire knowledge
- To be blessed with good harvest
- To show God's uniqueness
- To bridge the gap between the living and the dead
- To promote peace and unity in society
- To avert calamities
- To be forgiven
- Because divine beings were taken to be superior / powerful
- They searched for in order to respect of their sins
- To be of service to one another
- To ask God to solve their problems
- To thank God for whatever he had done for them
- To ask for long life

***10b) Why are people evading God today?***

- People take Christianity and Islam to be foreign religions
- Because of scientific knowledge
- Un answered prayers
- Mis understandings among religious leaders
- Poverty
- Greed for money / wealth
- Conflicting loyalty
- Failure of some individuals
- Politics in the church
- Witch craft, sorcery and magic
- Limited miracles in the church
- Ignorance

***11a) Describe the cause of injustice in Traditional Africa (13 marks)***

- Intermarriages were discouraged



- Harsh treatment and isolation of the under privileged
- Women were considered inferior
- Exploitation of the ruled by the ruler
- With craft and sorcery
- Discrimination of strangers
- The un married were despised
- Killing of twins
- Cannibalism and child sacrifice
- Forced marriages
- Women were denied delicious foods
- Over charging of bride price
- Women were denied to inherit property
- Women were not allowed to participation in politics

***11b) How do people settle their differences in your society today  
(12 marks)***

- Punishing wrong doers
- Forgiving one another
- Praying for those involved
- Through compensation
- Holding family meetings
- Using courts of law
- Abandoning / ignoring cases
- Fighting until when the winner takes it all
- Organizing special meals / parties for re – union
- Being open to the offenders e.g witches
- They can be settled through music, dance and drama
- Consulting religious leaders for help / advise

***12a) Give evidence to show that Africans believed in life after death  
(12 marks)***

- Death was seen as crossing from one state of life to another
- Ancestors were considered to be more powerful than the living
- Death was seen as a mere sleep
- They buried the dead with material things

- Mounting graves with stones
- Ancestors visited the living through dreams
- The dead were always consulted by the living
- The living dead were regarded as the up holder of customary order
- Africans poured libation
- They respected the grave yard
- Africans treated the orphans with care that their parents were always watching and protecting them

**12b) How can one try to avoid death?**

**(13 marks)**

- Through being prayerful
- Visiting hospital
- Driving carefully
- Listening to parents
- Obeying laws of the society
- Through proper medication
- Avoid fighting
- By avoid over drinking
- Being in good terms with ancestors
- Having good terms with ancestors
- Having good nutrition / being with what he / she eats
- Having enough rests in order to avoid fatigue and anxiety
- Being faithful to your partner to avoid STDS

**IRE 225/1**  
**SECTION A**

***1(a) Jahliyah days were the days of evil in Arabia before the advent of Islam***

- They are popularly known as the days of ignorance and darkness.
- Different groups of people were treated in different ways basing on their social status.
- Servants during those days belonged to the lower class of society
- The following is how they were treated by the general society
- They were not respected by anyone b'se of their social status
- Many of them were mistreated by their masters without anybody's concern
- Female servants were usually sexually abused by their masters
- Freedom of worshipping was not extended to them at all
- Many times they would work beyond the normal hours without any resting
- Work that was given to them was always beyond their abilities
- With all the heavy work done no payment was made to them
- Sometimes the payments made were too low for the heavy work.
- They were not allowed to visit their relatives
- Equally marriage among themselves was illegal therefore they couldn't have families
- Servants were taken as property for the masters
- They were not allowed to visit their relatives
- They were made to move very long distances as they carried the goods of their masters
- Basic needs of life were hardly provided to them e.g. food and medical facilities.
- Freedom of speech was not extended to them in any way
- They were not allowed to vote or make any political contribution
- Owning of any property was unheard of for the servants
- They were not allowed to take part in the economic activities of society
- Any act of social development (ideas) servants were not expected to take part

$1 \times 13 = 13$

***(b) Islam was introduced in 610AD. Since then onwards MH'D preached a number of teachings that ended up liberating many people including the servants.***

- The following teachings that ended up liberating many people including the servants

- Islam taught brotherhood therefore they were to be cared for by society members.
- It taught equality implying that they would now belong to no social class
- Servants were also liberated when Islam taught freedom of worship
- It taught marriage for all including servants
- Masters were told to provide all basics of life to their servants
- Payment for the work done were declared compulsory which was good for the servants
- Acts of raping were declared illegal so they couldn't suffer any more in those days
- Islam taught humanity therefore they were to be treated as any other human being
- Politics for all was taught by Islam implying that they were also politically liberated
- Economic participation was also declared for all humans irrespective of the status
- Islam taught masters to allow servants to visit their relatives which was good
- They were equally free to take part in the economic activities of their society
- The idea of owning human being as property was stopped by Islam which was good for the servants.
- Islam stopped the practice of public punishments that were formerly given to the servants
- Resting hours were to be granted to all servants
- Islam encouraged that work given was supposed to be equal to one's ability
- All members of society were free to participate in any social developmental activities  $1 \times 12 = 12$

***2(a) Mh'ds miraculous journey undertaken in 621 AD is known as Isra-Wal Miraj***

- It's a journey that involved two events i.e. Isra' and then Miraj
- Isra is the 1<sup>st</sup> part of this which involved mh'd moving from Mecca to Jerusalem carried by Buraq.
- Miraj on the other hand is the 2<sup>nd</sup> part of the journey where MH'D was escorted by Gibreal from Jerusalem to heaven and back to Mecca in one night.
- The whole event happened in one night after MH'D experiencing many challenges like the death of Khadija and Abutwalib
- God decided to invite him for a consolation through Angel Gibreal.
- While mh'd was in his bed after the Isha prayer ,Gabriel appeared to him and informed him about the invitation

- Gibreal appeared with a unique animal Buraq which was to carry MH'D
- MH'D was instructed by Gibreal to be ready to be carried by Buraq
- Buraq had a unique speed and within no time they were in Jerusalem.
- In Jerusalem Mh'd toured many important sites connected with Islam e.g. Masjid Aqsa, mt. Sinai etc.
- Mh'd got a miraculous chance of meeting the earlier prophets of God.
- He led them in prayers and finally he ascended to Heaven
- Before getting unto the ladder sent by Allah, Mh'd was given a drink by Gibreal
- He was then escorted throughout the seven heavens by Gibreal
- At every level they met an earlier prophet and an Angel
- Mh'd was always saluted and then continued towards the final point
- Finally they reached a special point where Gibreal told MH'D to continue alone
- Mh'd continued alone to the final point where he was given salaam by Allah HIMSELF
- The conversion went on with no eye contact. Mh'd was consoled and finally given the 50 prayers
- In all the whole process, he even got a chance to witness what happens in both heaven and hell
- Mh'd noted the number of women being far above that of men in hell
- As he travelled back, he met with prophet Musa who advised him to go back and plead to God for a reduction
- The advice for reduction was done twice therefore from 50,25 and finally to 5 prayers
- He was back to Mecca and by morning time he informed his people
- Many could not believe him apart from special followers like Abubakar
- Abubakar was even given a special title (Al-swiddiq)  $1 \times 13 = 13$

***(b) Isra –Wal-Miraj affected MH'DS mission in a number of ways e.g.***

- It consoled Mh'd who was formerly stressed therefore he was able to continue preaching.
- To those who believed in it they were able to also continue preaching.
- The faith of such people also improved upon.
- Others who had not yet converted were now convinced to accept Islam
- The event helped Mh'ds prophet hood to be accepted much as it was being opposed by the majority
- It helped Mh'd to have a miracle to prove that indeed he was a prophet of God
- Through this event Muslims were able to get the pillar of Islam which is an act of worshipping

- It proved to the Muslims that there's life after death which helped them to prepare for it.
- Equally it helped them to realize how powerful God is e.g. through the miraculous ladder
- The event helped Muslims to confirm the existence of the previous prophets which is part of their faith
- It proved that God has a variety of creatures e.g. Buraq therefore Muslims continued fearing God
- It gave opportunity to strong followers like Abubakar to get the title of Al-Swiddiq
- It opened doors to the Muslims to realize how God is merciful to His creatures reducing from 50-5 prayers)
- It was a motivation to the women to change their character in fear of hell
- The event proved how MH'D was indeed a beloved prophet of God since not so many prophets got this chance
- The official greeting of the Muslims (salaam) was also got which is still in use until today
- It taught a lesson to the Muslims to always be true to those they trust e.g. what Abubakar did to Mh'd.

$$1 \times 12 = 12$$

***3(a) The treaty of Hudaibiyyah was the 1<sup>st</sup> of its kind to be signed between the two great enemies***

- It happened at a place called Hudaibiyyah in 628 A.D.
- It was between the Muslims and the meccan Quraish
- Mh'd was the Muslim leader while Suhay Bin Amir led the Quraish side
- It was to be signed basing on the following factors;
- The month in which it was signed was a peaceful one therefore each side had respect for it (Dhul Qa'da)
- Mh'ds nature of being accommodative helped the two sides to go into agreement
- The meccans feared to stop the Muslims by force therefore they resorted to peace talks
- The Muslims need to perform Hijja made them to go and in the process they ended up into an agreement
- Mh'd had dreamt about Muslims performing Hajj without any interruption
- The great need by the Muslims to fulfill the above dream

- Quran had assured the Muslims that they were the true guardians of the Kaaba- they were motivated to move
- God had also promised to punish anybody who would stop the Muslims from entering mecca .It motivated them
- The Ansars of medina had always wanted to see the birth place of the prophet
- They were equally eager to see the kind of people who refused and even tortured a full prophet of God
- Mecca was a special place to the Muslims therefore by all standard they wanted to visit it
- The meccans had for along time stopped the Muslims from entering mecca
- The Muslims pledge to revenge for Uthuman's alleged killing made the meccans to fear quickly take action
- Most of the Muslims previous victories against the meccans gave them confidence and ready for anything
- The meccans had a fear that Muslims might convert their people .so they needed to prepare them 1<sup>st</sup>
- The original aim of the Muslims was not to fight therefore it wasn't a surprise that they accepted the agreement

$$1 \times 15 = 15$$

***(b) The treaty of Hudaibiyyah had a number of advantages towards the growth of Islam e.g.;***

- It helped Mh'd that his prophet hood was being recognized by the meccans
- It gave hope to the Muslims that they would come back to mecca for hajj next year
- It helped Islam to reduce on the enmity of the meccans towards the religion
- Through this treaty peace was created therefore the spreading of Islam was rarely interrupted
- It enabled the Muslims to get allies (Ban Khuza) who were of great value to Islam
- It helped Muslims that the meccans were able to get time to re-think about Islam
- It acted as a clear sign to the two sides especially the meccans that conflicts could be solved without fighting
- Because of this treaty the city of mecca was finally conquered since it had been violated
- Due to this treaty, many of the Muslims continued confirming the survival of their religion

- It displayed to the meccans that Mh'd was not really a bad person as they had always imagined
- Some terms of its treaty enabled Islam to be spread in mecca in future e.g. that Muslims were free to move around during the 3 day's stay

$$1 \times 10 = 10$$

***4(a) Prophet Mh'd (pbuh) became a prophet in 610 A.D and he died in 632 A.D***

- After Mh'd performing his last pilgrimage and having even visited Al-Bareeq to pray for the dead Muslims, he moved back to medina
- On his way back he fell sick however, on arrival he continued with his state duties
- For around 11 days he led Muslims in the grand mosque however ,he became weak
- He finally requested Abubakar to help him lead prayers
- Abubakar did this duty for a number of days as Mh'ds health was worsening
- He even requested his wives to go to Aisha 's house from where he finally died
- On his bed he kept on praising God and even repenting
- His family members would vividly hear him doing the above
- On Monday Rabbil Awal as the prophet was extremely weak he called his daughter Fatuma and talked to her
- At 1<sup>st</sup> she wept tears but later she smiled
- Later she shared the reasons for the above with Aisha i.e. she was informed by the father that he won't survive
- Then the smile was b'se she had been told that she would be among the ladies of Jannah
- Finally as Mh'd was resting on Aisha's laps he breathed his last after days of serious headache and rising temperatures
- The news was received with mixed feelings of denial and disappointments but Muslims had to finally accept
- Burial arrangements were made by his companions although there was an issue of where to bury him.

$$1 \times 12 = 12$$

***(b) Muhammad's death came with a number of results upon the Muslims and Islam at large.***

- As a result of his death, Muslims were highly disorganized since it was unbelievable to them.
- Some even pledged to handle anyone who dare mention it.



- Because of his death there was an issue of where to bury him though it was later solved.
- It created a leadership crisis within the community since there was no leader.
- The death led to the coming up of different groups each wanting to be the leaders.
- It created a gap for some people to claim to be prophets yet it was misleading
- Some Muslims decided to go back to their original religion since Mh'd was now dead.
- Others even refused to give zakat yet it was still a pillar of Islam.
- Within the community some Muslims refused to pray much as they knew that it's a pillar
- They went to the extent of requesting prayer to become optional which was not good
- The community became threatened since the enemies of Islam planned to attack them immediately after the death (Christian Romans)
- There was an issue of his property which he left that was being claimed for by his daughter (Fatima)
- Mh'ds death re-awakened the clan enmity between the Ban Hashim and the Ban Umayyad's
- Some Muslims even chose to go back to their former Jahliyyah evils

$$1 \times 13 = 13$$

***5(a) Abubakar was the 1<sup>st</sup> caliph in the history of Islam. He was elected in a meeting held at Tha'qif in 632 AD***

- The following is how he became a caliph
- When Mh'd died in 632 A.D ,the Muslim community got a crisis of who was to be their leader
- Because of the gap left, a number of groups came up each having it's reason of claiming for leadership
- Among the groups for the claim were the Ansars,muhjroons, Legitimists and the Ban Umayyad's
- A lot of discussions went on however later on the community chose to organize a meeting at Tha'qif
- As the meeting was progressing,Abubaker and other strong companions heard about it
- They quickly came to join the meeting .After a while of listening, Abubakar requested for a chance to contribute
- Chance was given to him therefore he began by thanking the Ansars for the great work done for Islam

- He alerted his listeners for the need to be careful as they discuss the issue
- He requested those present to allow the Muhjroons to produce the next leader
- Before taking his seat, he proposed two names Umar and Abu Ubaidah
- The two candidates however withdrew their names in his favour
- With such events , most of the participants accepted to have Abubakar as their leader
- He was therefore announced as the 1<sup>st</sup> speech
- He served the Muslims for the next two years until his death in 634 A.D

$$1 \times 13 = 13$$

***(b) For the two years of his leadership the Muslim community benefited in the following ways;***

- The Islamic empire was expanded through the conquests he made
- Islam as a religion was well spread to many other places
- Mh'ds mosque was expanded during his leadership
- New converts were well taught during this period
- Zakat as a pillar which was being abused was well restored
- Prayer as a pillar was also well resorted by caliph Abubakar
- Caliph Abubakar created security through his army which was good for the Muslims
- He preached brotherhood therefore promoting unity among the Muslims
- Muslims were able to have the Quran well compiled during Abubakar's time
- He started up the idea of a state treasury which was good for the welfare of the society
- Abubakar's time managed to end the idea of false prophets that were misleading the public
- The Roman Christians who were planning to attack the Muslims were also well handled by him
- He managed to bring back morals in society by punishing the criminals
- A number of schools were put up which promoted education
- Also a number of mosques were put up in different areas
- The empire was divided up into provinces which brought effective administration
- Leaders were appointed on merit which was an advantage to the community

$$1 \times 12 = 12$$

**6(a) Caliph Umar was the successor to caliph Abubakar**

- He was elected in the year 634 AD and led the Muslims for the next ten years up to 644 AD when he was murdered
- For the 10yrs his leadership, he made a number of changes in different sectors e.g.

(i) Education;

- This sector got the following changes
- It was now declared compulsory for all by the caliph
- Education was now formalized with a well designed curriculum
- Some subjects were even declared compulsory e.g. Quran and Hadith
- The caliph introduced the idea of trained teachers so that education is handled by technical people
- Teachers were to be highly paid to ensure quality delivery
- Teachers were usually sent to different areas so that the grassroots would receive the education
- A number of schools were put up to ensure that it's really for all
- Many of the excelling students were given scholarships
- Educational materials were always provided by the gov't for effectiveness
- Scholars and researchers were always invited to the empire to boost this sector
- Umar himself was fully involved in the process of education and this was one way to check on the quality
- The idea of Adult education was also brought which gave chance to Adults who had missed earlier on
- Arabic language was highly studied and promoted as a language of instruction

$$1 \times 12 = 12$$

(ii) Judiciary

- This was another sector in which a number of changes were made e.g.;
- He divided it into departments for easy and effective operation
- Umar ensured that the judiciary is independent in its operations
- Caliph Umar always ordered the judges to be fair in their judgments

- He elected judges basing on very strict qualities therefore ensuring quality services
- Judges were highly paid so that they can serve with due diligence
- He made himself the chief judge so as to make a closer follow up
- Quran and hadith were the constitution to be used by the judges
- A number of courts of laws were put up in different areas of the empire to avoid delaying justice
- He always made judges in terms of number so that justice must not be delayed
- Any judge that would be found guilty of doing otherwise was always dismissed
- He boosted Judiciary by establishing a well-trained and facilitated police force
- Equally he built a standing Army that would also help the judiciary in matters of this law
- Prisons were constructed by the caliph in line of the law breakers

$$1 \times 13 = 13$$

***7(a) Uthuman bin Affan's life before his conversion was very simple right from his conversion in 610 A.D***

- He was a son of lady Arwa and his father was Affan bin Abu
- Uthuman was born in 576 A.D during the days of evil
- He was a son of a great and rich merchant
- Born a non-Muslim in Mecca from popular family of the Ban Umayyad's
- He was from the great Quraish tribe of Mecca
- He was a very disciplined child although he grew up in the days of jahliyyah
- Uthuman grew up with his parents as a simple ,helpful and kind child
- He knew how to read and write although majority of the Arabs by then were illiterate
- He learnt trade from his own father therefore even when he grew up he became a trader
- Because of his good character which was similar to those of Abubakar, they easily became friends in future
- Uthuman was among the prominent trades in Mecca
- He was known for his being trustworthy and above all he would always help the poor and the needy
- Many Meccans respected him because of his good character

- In the year 610 A.D he converted to Islam instantly after being told by his close friend Abubakar
- He was therefore among the few meccans to accept in its infancy

$$1 \times 10 = 10$$

***7(a) Uthuman became a caliph in the year 644 A.D after the murder of caliph Umar***

- Before his caliphate, Uthuman benefitted his religion fully while the Muslims were in mecca and in medina
- The following are the ways in which he benefitted his religion;
- He always called people to join Islam
- Uthuman took off time to teach the new converts
- Since he was a rich trader he used his money to help the needy Muslims
- He was greatly hated by his relatives because of accepting Islam but he didn't give up
- Uthuman was among the Muslims who used to record the Quran Mh'd was receiving it
- He was among the early Muslims who were tortured because of Islam
- He was among those who could guard the prophet whenever he was in danger
- Uthuman frequently advised Mh'd on matters concerning Islam
- In times of trouble he would always console the prophet to remain firm
- He readily left his relatives and property and migrated for the sake of Islam
- Uthuman took part in all the battles that were meant to defend Islam (except that of Badr)
- He equally financed the battles
- While in Medina he bought a well for the Muslims who were lacking fresh water.
- He was among those who physically took part in the construction of the first mosque
- Uthuman would always escort the prophet whenever he was going out for preaching
- He was among those who dug the trench in preparation of the Battle of the trench
- At the Battle field he would jealously guard the prophet against his enemies
- At the Tabuk attack in 631 A.D he was among the great facilitators of this event yet it was about to fail
- He accepted to be sent to negotiate with the Meccans for entry into Mecca in 628 A.D which resulted into the treaty of Hudaibiyah

- He fully took part in the conquest of Mecca in 630 A.D  
 $1 \times 15 = 15$

***8(a) The battle of suffin was the 2<sup>nd</sup> battle fought by Caliph Ali***

- It happened between caliph Ali and Mua'wiya the governor of Syria in the year 657 A.D
- It took place at siffin and at its end Mua'wiya was just a technical winner
- The following is how it happened;
- After caliph Ali winning the Battle of the camel in 656 A.D ,he now got time
- He decided to turn to Mu'awiya who the most disturbing oppose to him
- Ali therefore mobilized an army of around 50,000 men to move to Syria and eliminate Mu'awiya
- As Ali Army moved on, Mua'wiya the governor of Syria got the news
- He quickly mobilized his men and finally the two armies met at siffin
- Before the real Battle happened, Ali requested Mua'wiyah for peace talks but he refused
- Ali was left with no option but to fight
- As the Battle started both sides were confident of a win
- It continued to progress as Ali's side seemed to be far better than that of Mua'wiya
- Many of Muawiya's men were being killed therefore his commander Amir bin Aas brought a trick to help them
- He told his front men to fix Quran pieces into their swords
- They did so and moved towards Ali's soldiers shouting that let the book of Allah judge between them
- Ali's men were softened by these words and many of them chose to stop fighting
- Much as knew this was a trick but he couldn't convince his men
- Although some wanted to continue but the majority didn't –the battle ended with Ali loosing technically
- With such a situation caliph Ali with nothing but to recognize Mua'wiya
- Ali had been let down by poor political negotiator Abu Musa
- The results of siffin negotiations were bad for Ali since they caused the emergence of the Khawanjites
- These were the people who finally killed Ali

$$1 \times 14 = 14$$

***(b) The battle of siffin which ended in a technical defeat of caliph Ali, had the following effects upon the Muslim community;***

- There was a lot of loss of lives yet these were both Muslim sides
- It led to the emergency of the khawenjite movement which was a sign of more disunity
- It caused the siffin negotiations which again caused more confusion in the community
- Because of this battle Ali's death was finally caused which was not good
- This battle led to the recognition of Mua'wiya by Ali which wasn't good for the community
- The battle of siffin sharpened the enmity between the Umayyad's and the Hashimites
- It partly opened doors towards the end of the caliphate period which was a democratic period
- The battle opened doors for the coming of Mua'wiya into power which came with a number of political challenges
- It caused the political decline of caliph Ali yet this was bad for the community
- Because of the peace talks it brought power struggle within the community did not end
- It's results brought more confusion with in the community because of Mua'wiya's political ambitions
- It opened doors to coming into power of the Umayyad's who were great enemies of the Hashimites

1 × 11 = 11

***9(a) Islam is believed to have been the 1<sup>st</sup> foreign religion in Uganda.***

- It was brought here by the Arab traders who were from the coast of East Africa
- It was during kabaka Ssuna's time around 1844
- It started mainly in Buganda but with time it moved to other areas of Uganda
- Other religions like Christianity came in far later however ,the impact of Islam has not been as great
- The little impact is based on the following;
- The spreaders of Islam were mainly traders and not preachers so they gave it little time
- They didn't have a well-organized missionary group meant strictly for preaching Islam
- Arab traders were not fully united for spreading Islam but had other issues

- The issue of language barrier could not allow the religion to take root well
- Many time Ugandan's hated Islam because of the issue of slave trade attached to the Arabs
- In many areas these Muslims could not go there because of the poor road networks
- Arabs lacked incentives to attract Ugandans towards Islam.
- Many people looked at Islam as being a very difficult religion which they cannot accept quickly
- Ugandans had their African Traditional which was too strong to be dropped
- Most of the Islamic teachings were contradicting with the cultures of the Ugandans ,so it wasn't easy for it to become deeply rooted
- Some Arabs were looked at as being very arrogant therefore Ugandans did not interact with them fully
- At a later stage, the coming of Christianity also affected the impact of Islam since it created competition
- In the modern times the little impact of Islam is based on the too much disunity with in the community
- The levels of commitment to missionary work is also affecting the strength of island
- In some cases the behaviors of the Muslims themselves stops people from accepting and appreciating this religion

$$1 \times 13 = 13$$

***(b) Arab traders are believed to have started appearing here during the time of Kabaka SSUNA II***

- Although they were mainly traders but they ended up spreading Islam indirectly
- Their arrival had the following effects upon the lives of the Ugandans;
- They impacted upon these people in terms of the dressing style (hijabs and kanzus)
- They also introduced a new sitting style with crossing of the legs
- These Arabs came with the religion of Islam and many Ugandans embraced it
- The eating style was also changed i.e. eating in a group
- They brought in new ways of Building (flat topped houses)
- Arabs in a new language for Ugandans (Arabic which was greatly learnt)
- They taught Ugandans new farming methods ie mixed farming
- Many new crops were brought by these Arabs and until today they are very popular e.g pineapple



- It was because of these Arabs that skills like that of making soap and fertilizers were brought here
- New food items were brought and are still enjoyed by the Arabs e.g. rice and chapatti
- Arabs led to the development of the Swahili culture and language which two are still surviving to date
- They came with new titles for religious leaders e.g. sheikh which is still in use till today
- Arabs made some Ugandans to put mosques instead of their shrines

$$1 \times 12 = 12$$

***10(a) Religious wars took place in Buganda between 1888-1894 especially during kabaka Mwanga's time***

- They were between the Muslims and the Christians helped by the traditionists
- The Muslims were unable to win these wars b'se;
- Muslims were very few in numbers yet the Christians numbers were just okay
- They had very few guns yet the Christians had more than enough
- Muslim's guns were of poor quality compared to those of their opponents
- Because the wars were many, some Muslim fighters were tired to continue for a win
- Muslim guns had been confiscated at lake victoria which exposed them to a defeat
- Some Muslim fighters were hypocrites so they didn't fight whole heartedly
- Other were proud fighters since they regarded themselves as men of the palace
- There was a lot of disunity within the Muslim's camp yet the opponent was highly united
- Local people in Buganda supported the Christians which put the Muslims at a risk of loosing
- The long distance from Bunyoro to Buganda made them too tired for a win
- The Muslims' camp was affected by diseases which killed many of their fighters
- Equally, it was a poor camp economically and it would not compete with the Christians well
- The colonial gov't didn't give any support to the Muslims yet the opponent was always helped
- Muslim's were not well trained military yet the opponent was very okay
- Christians had control over lake victoria which was very strategic yet the Muslims didn't have such

$$1 \times 15 = 15$$

***(b) Religious wars in Buganda affected Islam in a number of ways e.g.;***

- Islam lost its would be preachers through death
- It lost popularity especially in Buganda
- Some people even converted to Christianity after these wars for security
- Buganda was declared a Christian state which was another blow to Islam
- A lot of property including mosques were destroyed which wasn't good for the religion
- The would be preachers were greatly tortured and indeed this weakened the Muslims
- Muslims were forced into exile which wasn't good at all for Islam in Buganda
- Islam didn't have financial support since Muslims were weakened economically
- It totally lost social recognition since Muslims became the 3<sup>rd</sup> class disrespected members of society
- Positively however, Islam was taken to other areas outside Buganda by the Muslim refugees

$$1 \times 10 = 10$$

***11(a) The Tabliq youth in Uganda are a group of Muslims that make up one of the prominent sects with in the community***

- They broke away from another sect (spidiq) in the early 1980's
- Their headquarters were at Nakasero although with time they are now scattered all over for different reasons
- What they believe in is indeed what they practice and they include;
- These youth believe and practice very strict monotheism in all ways.
- They are against the idea of celebrating Mh'ds birth
- These youth believe in the shortening of trousers for men
- For women the dressing must fully cover even below the uncles
- They practice and believe that a true Muslim must always dress islamically
- That men must have long beards since it was Mh'ds practice
- They also believe that all men must pray in congregation at all times
- That every mosque must have one official congregation prayer after which no any other Jama'
- They are also emphasizing straight lines with toe-toe in the standing position
- They totally avoid and preach against taking of photos
- They believe in not raising the graves but instead flatten them
- They practice the brushing of one's teeth with a wooden stick since that is what Mh'd did

- These youth believe that the dead Muslims must always be taken quietly
- Related to the above, dead bodies should be taken as fast as possible
- They don't practice prior educating of the dead as the old Muslims used to do.

1 × 13 = 13

***(b) The Tabliq youth have strengthened Islam in a number of ways e.g.;***

- They have promoted awareness among the Muslims
- They have helped Muslims to be proud and confident about their religion
- The youth have always preached Islam in different areas
- They even put up Islamic projects like schools and mosques
- They came with the idea of Darasa through which Muslims have learnt Islam
- They brought the idea of Quran memorization and recitation competitions which is good to date
- They Tabliqs have helped to promote the Islamic dress by declaring it a must
- Muslim brotherhood has greatly been promoted by them through emphasizing the use of salaam
- The youths a lot in promoting the Islamic culture in different ways
- Sometimes they have organized fundraising and donation drives which is good especially to the needy
- They have always organized public lectures about Islam in which is very useful to the religion
- Through their activities and ways of punishing criminals they have promoted morals
- They have greatly helped the Muslims of Uganda to improve on their faith

1 × 12 = 12

***12(a) Uganda Muslim Supreme Council is the central Muslim governing Body for all Muslims in Uganda.***

- It was started in 1972 by Amin Dada who was the by then president of Uganda
- He copied the idea from Egypt
- Since 1972 to date,UMSC has achieved the following areas;
- Through it's efforts and networking the National Mosque was completed
- The council managed to register Uganda in OIC as a members state & this has come with a number of benefits
- It has always secured different scholarships for different Ugandans which is good for Education
- Many times the council has secured donations especially for the poor Muslims

- It started up radio Bilal (94.1) which is not only giving jobs but also informing Muslims
- The council managed to organize a national Muslim election in which shk. Mubajje was elected
- Many times it organized National Mauled which can be a source of information and reflection
- It has provided facilities for the establishment of the Islamic call University (old k'la)
- The council has greatly tried to organize Muslims to go and fulfill the 5<sup>th</sup> pillar of Islam
- Frequently it organizes seminars especially in Ramathan for the benefit of the Muslims
- Many Muslims have been helped in getting religious guidance for the council
- It has collaborated with different organisations for the good of Muslims e.g. Health camps have become organized
- A number of sheikhs have been trained through it's efforts which is good for the growth of Islam.
- UMSC has tried to collect Zakat although it's distribution has come with a number of challenges

$$1 \times 13 = 13$$

***(b) Although it has tried to achieve in a number of ways however, there's a lot that it's still failing to achieve***

- In order for the council to perform better the following suggestions can work;
- Let it borrow interest free money and start up economic projects so as it's economic objectives are achieved
- The council should establish branches /agents in all areas of Uganda in order for it to serve all
- It should train and retain many technical p'ple for improved service delivery
- Council officers who are corrupt must be expelled in order for it to work better
- Let it's officers go back to the Quran and Hadith that teach the time roles of a Muslim leader
- Let the officers personally learn and be taught to be genuine for whatever they o for the community
- The council should stream line it's leadership duties to eliminate power struggle which is disturbing it a lot
- UMSC should be careful with positions since it has over interfered with in it's operations alot.

- The council must organize workshops for the community more frequently so as to get genuine ideas
- They can even borrow a leaf from Christians over how they do their things
- Supreme council sheikhs should adjust their teaching topics to help Muslims holistically
- It should always negotiate for better quality scholarships for Muslims to avoid getting a one sided set of students
- It can even re-visit its constitution to avoid the mismanagement of Muslim affairs in Uganda

1×

12 = 12

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**SECTION A**

***1(a) Shahadah is the 1<sup>st</sup> pillar of Islam***

- ✓ It's a testimony made by all Muslims in words, beliefs and action.
- ✓ In it Muslims testify and confirm its two parts with-out any doubt.
- ✓ It has two parts i.e. testifying that God is one and only and that MH'D was nothing but his servant.
- ✓ It's second part therefore concerns strictly MH'D as a true prophet of GOD
- ✓ This part stands for testifying that MH'D was just a normal human being.
- ✓ That he wasn't a son of God but a chosen messenger.
- ✓ Was only chosen and sent to the whole world
- ✓ That he was sent as the last prophet of all God's prophets.
- ✓ That he was sent with God's last book (Quran) to deliver its message to mankind.
- ✓ That MH'D must never be over praised by Muslims
- ✓ He was just a servant of God and should be respected for that.
- ✓ He was the best and most beloved prophet of God
- ✓ That whoever loves God must love Prophet MH'D
- ✓ That he was the best person in character.
- ✓ Muslims must follow his words fully inform of do's and don'ts
- ✓ He was the best example sent to mankind and should be emulated.

$$1 \times 12 = 12$$

***1(b) Shahadah through its two parts can benefit the Muslims in a number of ways e.g;***

- It saves the Muslims from the biggest sin of shine.
- It also helps them to know the nature of their God.
- Through shahada Muslims are able to know the position of their prophet.
- It saves them from worshiping their fellow human being
- Shahadah helps Muslims to copy MHD'S actions therefore they become morally upright
- It brings the Muslims together because they subscribe to it.
- It checks their behaviors since they know that God sees them all times though they can't see HIM

- It helps them to be confident knowing that their creator and controller can do anything for them
- Muslims are able to express their commitment to their God through shahadah
- It helps them to increase on their faith in God and the prophet
- Muslims numbers can also improve since shahada admits people into Islam
- They are equally able to confirm the origin of the Quran through the second part of shahada.
- It helps them to reflect and confirm the mighty powers and Authority of GOD the overall in everything

$$1 \times 13 = 13$$

## ***2(a) Prayer is an act of worshiping God by communicating to Him.***

It's the 2<sup>nd</sup> pillar of Islam which starts with the opening Takbir and ends with salaam

- It involves using selected words and actions as Muslims worship God.
- Generally prayer is divided into major types i.e.
  - i. Obligatory (compulsory)
  - ii. Optional( sunnah)
- Obligatory prayers are those that are a must.
- Such prayers must never be missed without a genuine reason.
- If one misses any of them he/she qualifies for God's punishment
- Examples of such prayers include;
  - a) The five daily prayers
  - b) Funeral prayer (Faradha Kifaya)(collective obligation)
    - i. Optional prayers(Sunnah)
- These are the ones that are not compulsory.
- It's not a must but encourages
- They were greatly advocated for by the prophet
- If they are prayed one gets rewards well
- If they are not, no sin is done and therefore no punishment.
- They are offered at one's will for man's own benefit.
- Muslims perform them just to emulate the prophet.
- Sunnah prayers are divided into two i.e.
  - i. Those highly emphasized (mua'qadat)
  - ii. Those encouraged just

Examples in this type are

***a) The Sunnah units performed before or after each of the five daily prayer***

b) Taraweeh prayer

c) Tahyatul-Masjid

d)Witr prayer

e)Tahjud

f)Swalat Dhuha

$$1 \times 13 = 13$$

***2(b) One's prayer becomes invalid in case of anything below happens;***

- If one loses his ablution/wudhu
- 
- Laughing during the process.
- Eating anything
- Leaving out any of the compulsory steps/acts of prayer
- Saying any other words that are not officially part of prayer
- Not covering any part of the body which is compulsory to be covered
- Experiencing any impurity while swalah e.g. Menstrual blood
- Not facing the Qibla intentionally
- Un necessary moving of one's body parts
- Acting earlier than the Imaam if it's a congregational prayer
- Any kind of drinking in any form
- Any action that comprises the image of the prayer e.g clapping
- Overlooking on its sides(not fully concentrating)

$$1 \times 12 = 12$$

***3a) Zakat is one of the pillars of Islam in position number 3.***

- It involves the well to do Muslims making a compulsory contribution to the disadvantaged Muslims.
- It can be either zakatil fitir or zakatil maal.
- The following are the categories of people who must receive Zakat;
- Those who are totally having nothing (poor)
- Those that are Justin need at a time(needy)
- Muslims smuggling in the course of Allah



- The new Muslim converts
- Muslims who must be freed from bondage
- Those who are stranded as they travel
- Muslims with unbearable genuine debts
- Those individuals who do the work of collecting and distributing it

$$1 \times 10 = 10$$

***(b) The pillar of Zakat is not fully implemented due to a number of factors e.g.***

- Majority of the Muslims are too poor to give out anything
- The high levels of unemployment with the community makes them have nothing to give out
- Uganda is not a Muslim country therefore its collection lacks a political support.
- Some would be givers are having a weak faith towards everything
- Others are just lacking the information needed about Zakat
- Muslim disunity partly affects this implementation
- The bad attitude towards this concept also affects it.
- Some Muslims are just economically selfish and are not willing to give in.
- Others have a wrong feeling that their wealth will decrease
- Zakat punishments are mainly for the future which makes people relax
- The would be willing givers are sometimes located in very remote areas that are rarely visited by the collectors
- Others refuse to give it due to the corrupt and dishonest collectors
- Zakat collectors over concentrate in towns so the rural areas may not implement this pillar
- The poor marketing/ advertising methods of this pillar may also be a problem since some people end up just resisting or ignoring it.
- Lack of a clear follow up method of those would qualify to give it pulls the whole process down
- The number of zakat collectors that are really well informed about the pillar is also limited

$$1 \times 15 = 15$$

***4(a) A Muslim baby is generally received by parents following the teachings about Aqiqah.***

- Aqiqah is the official ceremony for receiving Muslim babies
- It involves a number of steps taken as a way of thanking God for the gift of the baby

- It starts with spreading the good news to all the close family members.
- Adhan should be performed in the right ear
- Iqaama is also done in the left ear.
- Something sweet is inserted into the mouth preferably a date/honey
- A good and meaningful name should be given following Islamic teachings
- All to this level a simple dua can be made by one the parents present
- On the 7<sup>th</sup> day, the baby's hair is cut off
- If it's a baby boy circumcision should also be done
- If baby girl then her ears can be pierced
- The hair is weighed with the help of the religious person present
- Parents are guided to give sadaq accordingly
- Parents slaughter animals 2 for a boy and 1 for a girl.
- The meat so got is divided into three portions
- At such a function relatives and friends are invited for the thanks giving.
- One portion of the meat goes to the neighbours
- Another one is consumed by the family member
- The last one is given/served to the relatives
- At the end of it all, supplications are made and even gifts are acceptable.

$$1 \times 12 = 12$$

***(b) The above steps in Aqiqah are very important both to the parents and to the child.***

- It can even be important to the general community in the following way;
- To the parents, it gives them chance to express their appreciation to God
- It enables them to practice what their prophet taught them.
- They even get a chance to rewards for since there duas being made
- It's one way through which Muslim parents are able to pray for their children
- It helps them to lay a bond for the future with their children.
- Parents get a chance of promoting social relations with people like the neighbours
- To the family members it can be chance for them to renew their family bond
- To the children they get opportunity of being blessed because of the many duas
- They are able to be identified because of the naming
- Children are also prayed for therefore chances of a better future
- The step of circumcision prevents the boys from infections.
- For the girls there 's a step that helps them for future beautification

- The community generally gets more close since there's a lot of sharing /feasting and meeting.
- It can be one way of advertising Islam to the community.

$$1 \times 13 = 13$$

***5(a) Islamically God sent His messages to mankind through specific individuals (prophets) for guidance***

These prophets came at different times with books of guidance such as Injir.

- ✓ Islam has the following teachings about Injir
- ✓ That it's one of God's books that He sent.
- ✓ It is the second last book to be sent by God.
- ✓ Injir was sent through prophet Isa( A.S)
- ✓ It was therefore received by the second last prophet
- ✓ Injir must be believed in without any doubt since it is God's holy word.
- ✓ Islam however teaches it's followers not to fully follow it since it was corrupted by man
- ✓ It's a book that was sent to teach Tawheed just like other books of God
- ✓ This book was also revealed through Angel Gibreal
- ✓ It was sent to the people of Jerusalem
- ✓ Injir is part of the Quran since Quran is a summary of all other books.
- ✓ Mankind has added his own information in this book that's why it shouldn't be followed fully
- ✓ Injir equally teaches good morals.

$$1 \times 10 = 10$$

***(b)Quran is yet another holy book sent by Allah***

- Islam teaches the following about this book;
- That it's nothing but His holy words
- That it was sent to prophet MH'D(Pbuh)
- Quran as a book must be believed in by all believers
- That it was sent to the whole universe and not to a specific nation
- That Quran was delivered by Angel Gibreal to MH'D at different times
- As taught by Islam it's the only book that has never been corrupted by man
- That it summarizes all other earlier revealed books.
- God even pledged to protect it from forgeries.
- That it was basically sent to teach Tawheed

- Nothing has ever been lost from this book after all it's enjoying a divine protection
- Islam tells it's followers not to touch this book without ablution
- Equally they must be silent when it's being recited.
- That it was sent for nothing but to teach good morals.
- It's a book that was sent to the last and most beloved prophet of God.
- It is indeed the seal of all holy books sent by God.

$$1 \times 15 = 15$$

***6(a) Adam is believed to have been the first man to be created by God***

- He is also believed to have been the first prophet of God to be sent.
- That from him all other humans are connected to him.
- His story is carried in Quran 2:30
- Quran in this story talks about how God chose to create Adam
- That He started by informing His Angels about it.
- Angels did not like the idea of Adam's creation though they could not stop GOD
- GOD informed them that He knew what they didn't know.
- Angels had a reason that Adam (man) is going to shed blood and disobey God
- This reason didn't stop God from creating Adam
- God went ahead and created Adam from clay (38:71-72)
- Then later on from Adam's rib God created Hawa
- From this pair He made nations and nations of mankind
- After Adam's creation GOD even ordered all Angels to bow towards him which they all did except Iblis(38:73)
- God even taught Adam a number of creatures names and he was able to say them
- Finally God settled both Hawa and Adam in paradise.
- He allowed them to enjoy everything save the tree of wisdom
- God even warned the two about the work of Iblis
- The two however were tempted by Iblis later which led to them realizing it through their nakedness
- Adam apologized to God but was sent to earth (with more warnings + guidance)

$$1 \times 13 = 13$$

***(b) The story of Adam as it's taught in the QURAN has a number of benefits to the Muslims since it teaches them a number of life lessons.***

- It's benefits therefore includes the following;
- It gives mankind the history Adam who was the first man.
- Muslims can easily confirm God's powers through his story
- Muslims faith in God can greatly be improved upon
- They are able to confirm that God has other creatures like Angels
- Muslims get to realize the value of having knowledge which was the basis for Angels to bow to Adam
- It helps Muslims to confirm the existence of Heaven
- Equally it can help them to avoid Satan
- It helps them to learn to repent since it forgave Adam though he had wronged Him
- The story helps Muslims especially women to reflect on their originality
- It helps them to be united after all they are all from a single pair of Adam and Hawa.
- Muslims get to realize that God acts the way He chooses that's why He created Adam despite the Angels 'views.
- Muslims learn the value of praising Allah's since all Angels bowed to God to save Iblis
- It helps them to reflect and follow GOD'S guidance He sent through Adam
- Muslims to realize that their actions can always have results upon them.

1×

12 = 12

***7(a) The day of Judgment is a very unique day as taught by Islam***

- It's a day of accountability and rewards
- Islamically nobody knows when it's to occur but it's real
- Believing in it is an Article to faith to be respected
- The following events will take place on that day as taught by Islam
- The Angel in charge (Israfil) will blow the first trumpet which will be followed by death
- All living things on that day will die said Allah
- The second trumpet will also be blown and followed by resurrection
- All people will come out of their graves in shapes that would have been determined by their previous deeds
- Everyone will be on his/her own
- Mankind will be wondering over what's going on
- People will gather in Arafah where other events are going to take place

- Good people will be well guided to this ground by Angels.
- Bad people will be dragged to the same place
- Records of word previously done by man will be passed over to man
- All the body parts of man will be giving witness about man over previous deeds
- Man will be giving an accountability of his last actions
- The sun on that day will overhead and people will be sweating basing on their previous actions.
- There will be the event of passing over the narrow bridge(siratwa)
- Good people won't have trouble passing over here but the bad one's will be challenged
- There would be a lot of thirst but the good people will be served with something
- There will be a divine weighing scale to weigh man's actions
- The results of the above scale will determine man's last destination(Hell/Heaven)

$$1 \times 12 = 12$$

***(b)Believing in the Day of Judgment benefits Muslims in the following ways;***

- It helps them to do good in order to avoid the challenges of this day
- Equally Muslims repent for their sins b'se of this Day
- They also get rewards since it's an article of faith
- It helps them to prepare themselves for the day
- This belief makes Muslims to reflect on God's unique powers
- Muslims are brought closer to God b'se they keep on doing good
- It's beliefs leads to a morally upright society since people are avoiding evil
- It can even bring unity among the Muslims since they all subscribe to it
- The belief leads to a morally upright society since people are avoiding evil
- It can even bring unity among its Muslims since they all since they all subscribe to it
- The belief in this this day makes Muslims to live in harmony since majority are improving
- It makes them to have self-control in fear of the events of Day.
- It motivates them to value ARAPHA as a special site in Islam
- The belief helps Muslims to reflect on the future and become more committed
- It gives Islam meaning as a religion since people live with hope
- Muslims live with hope of being rewarded for the good they do.

- It helps Muslims to confirm the special position of prophet MH'D (PBUH) since he will even have a special fountain.

1 × 13 =

13

***8(a) Qadr is one of Articles of faith that must be believed in by believers without any doubt.***

- Islam teaches the following about Qadr;
- That it's the strong belief that whatever happens to man is from nobody but God.
- There's always a hidden good reason even in the 'bad' Qadr
- That for whatever Qadr happens, God has a reason
- That this Qadr is God's decree (pre-determined). He put in place before man's actual existence
- This decree was prior put in place by GOD
- Whether it's good/bad it must be believed in.
- It's from Himself without any influence
- If it's good Qadr Muslims must remain patient
- That nobody knows it but a secret of GOD
- Islamically Qadr can never be escaped by mankind
- It was sent to man at 40 days of existence
- That man can never change this Qadr
- It can occur at any one time of God's choice
- Qadr can islamically occur in anyway as God wishes
- It can however be changed by God if a man can seriously pray for this
- Man cannot have any hand in this concept

1 × 13 = 13

***(b) The belief in QADR benefits the Muslims in the following ways;***

- It helps Muslims to live in patience since God acts the way He chooses
- Muslims are able to live in Harmony since they know God is the one who decides
- It helps Muslims not to waste time not to blame others for what happens to them
- It creates an evil free society
- Muslims learn to accept what they are b'se of God's choice
- It motivates them to pray since God can change any Qadr through prayer

- Muslims keep on working hard since they don't know what Qadr is a head of them
- It helps them to come closer to their God through Prayer
- Muslims are able to confirm Allah's mighty power to do everything and even change it.
- Qadr makes Muslims to get rewards since it's an article of faith
- It makes them develop a better faith in God
- To those who subscribe to it, it unites them
- Man realizes how far he is 'nothing' in the eyes of Allah since he can never change anything that is set by God

$$1 \times 12 = 12$$

### SECTION C

***9(i) Islam is an all –round religion that guides its followers about human relations via the rights***

- The rights of husbands are the duties of their wives
- Islamically husbands must enjoy the following rights:
- They must be cared for by their wives(welfare)
- Husbands have a right to be genuinely loved
- They must be obeyed with no condition attached
- Husbands must always be respected by their wives
- They should never be cheated upon by the wives
- Husbands must be consoled in times of sorrow
- Their relatives must equally be respected
- Their property should never be asked for permission in case of optional fasting
- Husbands have a right to be satisfied sexually
- Their marriage secrets must never be shared out
- They have a right to be asked for permission incase a wife is going out
- Husband should be well received back home by their wives
- They equally have a right to have their wives beautifying themselves for them
- Husbands should be helped out by their wives in case of any need.

$$1 \times 12 = 12$$

***9(ii) Wives are equally given rights by Islam and there are in turn the duties of the husbands.***

- Wives' rights include the following;
- They must be loved genuinely



- Wives must be respected by their husbands
- They should be looked after fully by the husbands
- The relatives of the wives must also be respected by husbands
- Wives have a right to be sexually satisfied
- Their marriage secrets must never be shared out
- They have a right to justice especially in polygamous marriages
- Wives must be given the right to worship therefore they should not be stopped from going for religious functions
- Wives must not be exposed to violence for any reason
- They have a right to go and visit their relatives
- Wives must never be forced into sex
- They must never be embraced in public especially in the presence of the children
- Wives must never be cheated upon at any one time

$$1 \times 13 = 13$$

***10(i) Muslims are guided to promote good health by practicing the following;***

- They are advised to go for medication whenever its necessary
- Muslims are supposed to eat a well-balanced diet in order for their health to remain good
- Sporting activities for fitness are encouraged by Islam
- Food prepared by Muslims must be fully cooked to avoid the dangers of half cooked food to their health
- Over eating is not allowed by Islam since it affects one's digestive system
- Taking intoxicants is not allowed by Islam since it affects man's health
- Eating of dangerous foods like pork which has bacteria is prohibited
- All the practices that promote good hygiene must also be done for purposes of good health
- For women,sex in one's periods is prohibited since it's a threat to women's health
- Consumption of drugs is highly prohibited for purposes of one's health
- Acts of abortion are not allowed b'se they affect sexual health
- Raping and defilement must also be avoided since they affect both physical and mental health
- Circumcision for men is encouraged to prevent diseases
- Children are supposed to be breast fed for purposes of their good health
- Muslims must slaughter animal's islamically to allow full flow of blood which would otherwise be dangerous.

$$1 \times 13 = 13$$

***10(ii) Cleanliness is highly encouraged by Islam through practicing the following;***

- ✓ Muslims are told to always use water after easing themselves
- ✓ They must even avoid touching their private parts with dirty hands
- ✓ Cleaning of utensils must highly be observed
- ✓ Muslims are guided to always clean the environment where they live
- ✓ Putting on clean clothes is also a must
- ✓ Bathing constantly is to be respected by Muslims
- ✓ Easing one's self carefully should be observed to avoid any splashing back
- ✓ Before eating Muslims should clean their hands and even after
- ✓ Menstruating women are encouraged to clean themselves more frequently
- ✓ Cutting of one's nails is also an act of cleanliness taught by Islam
- ✓ Brushing one's teeth must also be done for one to be clean
- ✓ Treating off one's hair should be done for one to be clean
- ✓ Shaving of pubic hair must also be done by Muslims to promote cleanliness.

$$1 \times 12 = 12$$

***11(a)Islam guides it's followers over a number of foods must be avoided***

- Prohibited foods as taught by Islam include;
- Any food that has been proved to be dangerous to man's health
- Meat got through gambling
- Dead animals
- Meat slaughtered by non-Muslims
- Meat sacrificed by small gods
- Pork
- Intoxicants
- Any form of drugs
- Flowing blood
- Any animal that is hunted around the kaaba
- Animal that has fallen from far high
- Animals with no divided hooves

$$1 \times 12 = 12$$

***(b) Prohibited foods are very dangerous to mankind in the following ways;***

- They might cause brain damage (drugs)
- Sometimes even death can occur b'se of poison
- Such foods make man loose his dignity
- They even lead to self-neglect(intoxicants)
- Some of the above foods expose man to God's punishment
- They make man to annoy God(intoxicants)
- Some of the foods cause diseases e.g. pork
- They make man to promote illegal acts e.g. gambling
- Prohibited foods can expose mankind to dangerous bacteria (flowing blood)
- They can prevent man from respecting the life of animals(dead animals)
- Some of the above foods can affect the nervous systems of man(drugs+intoxicants)
- Others can make man do other evils like rape(intoxicants)
- Sometimes they lead to family breakdowns due to negligence(wine)
- Through wine drinking some people have lost their jobs which creates many other problems in the society

1×

13 = 13

***12(a) Muslims are obliged to earn their living lawfully as taught by their religion.***

- Lawful earning in Islam involves the following;
- Muslims must have work to do therefore no free earning.
- They must involve lawful business and not otherwise
- While earning a living Muslims must avoid telling lies
- They must use rightful measures at all times
- Rightful weights must also be given in the process of earning
- Any form of bribery should not be done as a way of getting a living
- Over pricing is not allowed as Muslims are earning lawful earning should not involve any form of charging interest
- Gambling cannot be done as a way of earning a living
- Muslims should not hide goods from the market(hoarding)
- They should also be ready to expose what they sell well to the buyers getting excessive profits in Islam is also not allowed as a way of earning a living
- In earning a living Muslims must avoid selling under uncertainty which might cause conflicts
- Muslims are not allowed to earn through begging

- Selling of expired goods is not allowed for one to earn a living.

$$1 \times 12 = 12$$

***(b) Earning unlawfully is very disadvantageous to man and society at large e.g.;***

- It widens the gap between the poor and the rich which is not good
- Because of the above gap, there's a lot of enmity that is created
- It promotes disobedience of God's laws which is not good
- It makes people to exploit others illegally which is bad for society
- Illegal earning can plant seeds of revenge in society which is not good
- Many times illegal earning exposes man to God's punishments
- It makes people to lose their property over cases of interest
- It gives a bad image to the young people regarding work
- Illegal earning promotes laziness among the people yet Muslims are supposed to work
- It can also cause enmity within society
- Expired goods can be dangerous to man's health
- When people earn illegally it can even lead to an increase in crime rates.
- Some of the illegal ways can affect the economic development of the country (gambling)

$$1 \times$$

$$13 = 13$$

# ENGLISH 112/1

## MARKING GUIDE AND POINTS OF INTERPRETATION

### SECTION A

1. Title-E.g. A EULOGY TO-ON- / Funeral Speech or Tribute  
2 Mark
2. Protocol –(An appropriate one)  
E.g. Religious leaders, bereaved family / family of the decease  
And fellow mourners 2marks
3. Introduction –self and subject-2 marks
4. Body-cause of death and what you were doing, at what time. 2marks
  - The deceased's character (at least 2) 2 marks
  - The contribution to the school and community 2 marks
  - Word of comfort to the family (bereaved family) 1 marks
5. Conclusion  
Rest in Eternal peace  
Rest in Peace 1 mark

### SUMMARY

- |                     |                |
|---------------------|----------------|
| • FORMAT- 07 marks  | 06 – Excellent |
| • CONTENT-07 marks  | 05 – V. Good   |
| • LANGUAGE-06 marks | 04 – Good      |
| 20 marks            | 03 – Fair      |
|                     | 02 – Weak      |

### SECTION B

2.
  - It must be a story if not
  - Candidate should have waited for something uneasily but did not get it as expected/happen as desired
  - Candidate should describe their feelings if not
  - If something happened as desired, M<sub>1</sub>
  - If nothing waited for and nothing happened, B<sub>1</sub>
3.
  - Candidate should give solutions to the problem of teenage pregnancies
  - If story ,accept

4.

- Candidate should write a story ending with the given statement if not
- If given statement is implied, M<sub>1</sub>
- If statement not given and not implied, B<sub>1</sub>
- Cattle should be involved if not
- If statement placed anywhere else and not at the end, M<sub>1</sub>

5.

- Candidate should write a story bringing out the meaning of the saying properly, i.e. everyone will have a good luck or success / failure at some point in their lives.
- If the meaning is not brought out clearly, B<sub>1</sub>

6. This is a discursive topic. Candidates should give their views on both sides but take a stand

7.

- candidate should begin with the given statement, if not, M<sub>1</sub>
- candidate should write a story starting what they were watching and what the teacher did
- If candidate was watching nothing, M<sub>1</sub>
- If teacher did nothing and candidate was watching nothing, B<sub>1</sub>

**END**

**ENGLISH 112/2  
PAPER TWO**

**112/2**

**QUESTION 1**

**FAIR COPY**

**THE BENEFITS OF FASTING AND THE HEALTH RISKS  
ASSOCIATED WITH IT.**

1. Fasting boosts cognitive performance,
2. Protects obesity
3. and associated chronic illnesses
4. It improves an overall physical fitness,
5. One's self-esteem
6. and reduces inflammation.
7. Fasting decreases the risk of metabolic diseases.
8. If done properly, it can benefit cancer patients
9. and promotes blood sugar control.
10. It may enhance heart health.
11. Fasting may boost brain function
12. and prevent neurodegenerative disorders.
13. It can delay aging
14. and extend longevity.
15. However, fasting can lead to spikes and crashes in blood sugar levels.
16. It increases stress levels
17. And disrupts sleep during fasting.
18. It can cause heartburns and reduction in stomach acid, which digests food and destroys bacteria.
19. Fasting may promote over-eating
20. and can interfere with vital bodily function(s).

1

mark each

TOTAL = 20 marks

FAIR COPY

## THE BENEFITS OF FASTING AND THE HEALTH RISKS ASSOCIATED WITH IT.

Fasting boosts cognitive performance, protects from obesity and associated chronic illnesses. It improves an overall physical fitness, one's self esteem and reduces inflammation. Fasting decreases the risk of metabolic diseases. If done properly, it can benefit cancer patients and promotes blood sugar control. It may enhance heart health. Fasting may boost brain function and prevent neurodegenerative disorders. It can delay and extend longevity. However, fasting can lead to spikes and crashes in blood sugar levels. It increases stress levels and disrupts sleep during fasting. It can cause heartburns and reduction in stomach acid, which digests food and destroys bacteria. It may promote over-eating and can interfere with vital bodily function(s).

110 words.

WT – wrong title

Bp – bbck poro

### PENALTIES

IS – transion son - 1

Has to begin with  
an article

1. No title/wrong title = -1
2. Block Paragraph = -1
3. Disjointed Paragraphs/ subsequent Paragraphs = -1/2
4. No subject in first/beginning/opening/introductory sentence = -1
5. Outlining/Listing/Numbering points = 1/2
6. Use of more than two commas in a sentence = 1/2 in the proceeding points.
7. No punctuation marks = 0
8. Use of contractions, wrong tenses, wrong spellings, and any other grammatical errors = 0

### QUESTION 2A

1. She is exploited by producing off springs, giving milk working hard and offering pleasure. (presence tense)  
2 marks
2. It is the women who offer labour/do most of the farm work. (2 marks)
3. Yes he does. Traditions make a woman less human/Sets women back/Does not offer help to women. (2 marks)
4. It can save lives. (2 marks)



5. i) cannot resist/cannot fight back/cannot defend themselves/cannot argue out a point. (1/2) cannot opposite  
 ii) damage/spoil/waste/inconvenience. (1/2)  
 iii) supplementing/adding... (1/2) increasing / resourcing problem  
 iv) rampant/epidemic/rife/widespread/prevalent/pervasive.... (1/2) / disaster / plight danger

NB Other answers are acceptable as long as they are make meaning.

Explanations are acceptable as long as they are correct.

TOTAL =10 MARKS

## QUESTION 2B

2.6 D

2.7 B

2.8 D

2.9 B

2.10 B

2

marks each

TOTAL= 10 MARKS

## QUESTION 3A

3.1 Neither have I got time to go on holiday nor have I got the money..... 1 mark

- Neither have I got time to go on holiday nor the money.

- I have neither got time to go on holiday nor have I got the money.

- I have neither got time to go on holiday nor the money.

3.2 Getting rid of Covid 19, Ugandans did not know there were new economic challenges ahead.

1 mark

3.3 Scarcely had one rebel been arrested when another appeared on the scene.  
 ..... 1 mark

3.4 He said he would prefer starving to stealing.

1 mark

- He said he would prefer to starve rather than steal.

3.5 That is the best I can do for you.

1 mark

3.6 He only listened to what they were saying out of curiosity.

1 mark

3.7 If our car had not broken down on the way, we would have reached home before dark. 1 mark

3.8 Joseph said that those were the numbers he had seen in a past paper the previous day and that he thought he might pass that examination highly.

1 mark

3.9 For all his strength, he was beaten by the weakest boy in the class.

1 mark

3.10 In no way did the lazy student blame his Teacher of Physics.

1 mark

#### PENALTIES

1. Wrong use of tenses, wrong spellings, use of wrong words, omissions etc = 0
2. No full stops = 0
3. No capital letters where necessary =  $\frac{1}{2}$
4. Commas missing/misused =  $\frac{1}{2}$ .

TOTAL=10 MARKS

#### QUESTION 3B

3.11 C      3.12 C      3.13 C      3.14 D

3.15 A      3.16 B      3.17 A      3.18 C

3.19 A

3.20 C

mark each

1

## 241/1 HISTORY EAST AFRICA

### MARKING GUIDE

***(a) What were the factors for the development of the ocean trade by 1500 AD?***

(CODE: D 12 MARKS)

- a) It was the trade between East Coast and Asia across the Indian Ocean.
- b) Carried out by coastal people like Cushites and the Bantu and foreigners like Arabs, Greeks, Persians, Indians Egyptians etc.
- c) Developed between 1000-1500AD
- d) The good climate at the coast developed the trade
- e) The coming of the foreign traders like Arabs, Greeks Persians Syrians Malaysians etc
- f) The presence of cushites and bantu etc. at the coast boosted the trade
- g) Displacement of hunters and food gatherers
- h) African middle men like nyika and mokaranga increased the trade
- i) Presence of trade items e.g. gold, ivory, slave etc.
- j) Introduction of Islam created unity and peace during the trade.
- k) Arabic and Kiswahili eased communication and development of the trade
- l) Presence of monsoon winds eased movement of foreign traders
- m) Barter system of exchange of goods also enabled the trade to develop
- n) The minting of coins by the coastal towns also increased the trade
- o) Presence of a wide market for imports and exports provided by the coastal people
- p) The good natural harbor eased and increased the volume of trade
- q) Presence of fertile soils increased food production for traders
- r) Hospitality of coastal people attracted foreign traders and increased the volume of trade
- s) Presence of fresh water at the coast increased the trade and traders
- t) The high demand for guns by coastal people and chiefs
- u) The high demand for imports by the coastal people
- v) Abundant supply of slaves for transformation of trade items at the coast and as trade item as well
- w) Presence of coastal rulers/chiefs, actively participated controlled and provided security
- x) The rise of powerful coastal towns which acted as market centers e.g. Kilwa Mombasa Zanzibar sofara etc.

(any 12 points 1 mark@=12marks)

***b) Describe the organization of external trade.***

(CODE:O)

- a) It was also called the Indian ocean trade or orien trade.

- b) It was trade between the coastal people of East Africa and foreigners
- c) Foreign participants included Indians Egyptians Greeks Persians Arabs
- d) Local participants included Bantu and Cushites
- e) The trade was conducted mainly through the Indian ocean
- f) And others through the red sea and med sea
- g) Foreigners were transported by Dhows blown by monsoon winds
- h) From Nov-April the wind blew towards Africa while from May-October, they blew N.East to Asian continent.
- i) Head portage/slave/footing was used as means of transport by the coastal people
- j) The coastal ruler/chief controlled the trade
- k) Foreigners didn't enter the interior of E.Africa due to fear of hostile tribes, wild animals, diseases etc.
- l) Barter was the medium of exchange
- m) Sometime cowries shells from Maldives were used as currency
- n) Gold and copper coins were later used when coastal towns like Kilwa started minting them
- o) East Africa major exports were ivory, slaves and gold
- p) Other exports included skins copper gun tortoise shells etc.
- q) While imports were silk swords glassware spices clothes beads etc.
- r) The coastal people exchanged goods with the interior like the macaranga
- s) Through intermediaries like the Nyika
- t) Gold was got from mwenomotapa
- u) Kilwa and sofala were the major gold trade centers
- v) Slaves were obtained through raids and were sold at the coast
- w) Ivory was obtained from the interior by killing elephants
- x) Kiswahili was used as a medium of communication during the trade
- y) The main trading centers were Kilwa, Mombasa Sofala, Mogadishu etc

(ANY 13 POINTS 1 MRK@ = 13 MRKS)

**2a How did the Portuguese gain control of the East Africa coast between 1497 and 1510? (CODE: C)**

- a) Portuguese were the first group of Europeans to come, occupy and rule the E.African coast
- b) They came from Iberian peninsula from a country Portugal
- c) The decision for the conquest was taken after Vasco da Gama's first visit to India(1497-98) and his report in 1499
- d) The main reasons were the deep natural harbor, the profitable trade etc.
- e) In 1500 Pedro Alvares Cabral made an unsuccessful attack on Sofala and the Gold trade
- f) In 1502 Vasco da Gama with 19 ships attacked Kilwa, he was successful
- g) He captured the Sultan's palace and imprisoned sultan Ibrahim
- h) The sultan was later set free after accepting the Portuguese rule and to pay tributes
- i) In 1503 Ruy Laurence Ravasco captured Zanzibar, Mafia and the other small coastal towns all were forced to pay tribute
- j) In 1504 Lopez Suarez tried to attack Kilwa but failed
- k) The gold trade was disrupted sultan refused to pay tribute to Portugal
- l) In 1505, Francisco D'Almeida with 20 ships and 1500 soldiers attacked Sofala, Kilwa and Mombasa
- m) Sofala surrendered without struggle and was made to pay tributes
- n) Kilwa town was attacked next but the sultan and his men had run away
- o) Kilwa was looted and burnt
- p) Mombasa was attacked but was defeated, looted and burnt
- q) D'Almeida left work of conquest of other towns in the North to Junior commanders
- r) Stones forts were built at Sofala and Kilwa
- s) Between 1506-7, Tristao da Cunnah invaded Oja Brava Lamu and Scotra
- t) Lamu surrendered without any struggle and she was made to pay tributes
- u) Oja and Brava tried to resist but were defeated, looted and burnt
- v) In 1509, Alfonso D'Albuquerque captured the island of Mafia, Pemba and Zanzibar and made them pay tribute
- w) Alfonso also defeated an army from Egypt at Diu
- x) In 1509, Dom Duarte Demos visited the E.A coast with the aim of collecting tributes which had not been paid
- y) By 1510, the whole of E.A coast had been successfully captured by Portuguese.

**b) What were the effects of the Portuguese rule on the coastal people?(CODE: E)**

- a) The Portuguese controlled the coast to close to 200 years.
- b) The Portuguese broke muslim monopoly of the Indian ocean trade
- c) Contributed to the decline of the trade in Gold, Ivory and slaves due to wars.
- d) Most of the old coastal towns declined

- e) Some coastal towns were burnt and destroyed e.g. Mombasa and Kilwa
- f) The Portuguese raided the E.A coastal towns which results into destruction of the crops and property
- g) Famine resulted at the coast as a result of the Portuguese rule
- h) The Portuguese agents were brutal, inefficient and corrupt
- i) Their brutality led to loss of lives at the coast
- j) Heavy taxes were imposed on coastal people
- k) Their presence on the coast increased insecurity
- l) The Portuguese brought new food crops and fruits e.g. cassava, maize, pineapple and pawpaw's
- m) Added few words to Kiswahili e.g. meza and pesa
- n) The Portuguese introduced new games like playing cards
- o) Encouraged the use of cow dung as soil fertilizer
- p) Portuguese made improvements in ship building
- q) They introduced new architecture of building e.g. use of bricks
- r) Portuguese introduced Christianity but failed to spread
- s) Built fort Jesus which became a tourist attraction
- t) Established strong links between E.A and outside world
- u) The effects of the Portuguese rule were mostly negative
- v) The effects were also social political and economic

(ANY 13 POINTS 1 MRK@=13)

***3a Describe the origin of the Bachwezi (CODE : O)***

- a) The origin of the Bachwezi was not clear/unknown
- b) They were believed to have come from North or North East
- c) They were believed to have come from Greece, Egypt, Portugal etc.
- d) Others believed that were Cushites or Galla from Ethiopia. E1; others believed that they were Bantu speaking people
- e) They were tall and light skinned people
- f) They were believed to be demi-gods and performed miracles
- g) They were the founder of Bunyoro Kitara empire kingdom after the disappearance of the Tembuzi
- h) They moved south wards and settled in the interlacustrine region of East Africa
- i) They were cattle keepers who kept long horned cattle
- j) They established themselves at ease among the Bantu
- k) They were great sports men
- l) They were known with different names as Tutsi, Hindu, Hima etc.
- m) Their first leader was Ndahura and the last one was Wamara
- n) Their capital was at Bigo-Byamugenyi
- o) They were normal human beings but not like the Tembuzi

(ANY 12 POINTS 1 MARK @ = 12 MARKS)

***b) Why did the Chwezi empire decline? (CODE D) 13marks***

- a) The reasons for the collapse of the Chwezi empire were not clear
- b) The empire started declining at the beginning of 16<sup>th</sup> century
- c) Constant struggles for power among the princes (civil wars) weakened the empire
- d) There were also local revolts from the Bantu cultivators which weakened the empire
- e) The death of the darling cow, Bihogo was another reason for the decline of the empire
- f) The poor interpretation of the death of Bihogo by Fortune-tellers as misfortune
- g) Out break of drought led to the decline of the empire
- h) Locust invasion of the area led to the decline of the empire
- i) Out break of epidemic diseases like small pox, Nagana contributed to the collapse of the empire
- j) The Chwezi empire had grown too big in size and hard to be controlled
- k) The death of the able leaders like Wamala
- l) The absence of able leaders after the death of Wamala
- m) The increased weakness led to breaking away of vassal states e.g. Buganda hence decline
- n) Military weakness also contributed to the decline of the empire
- o) Chwezi rulers were also oppressive and therefore hated by their subjects hence decline
- p) The decline of the Chwezi economy also led to the decline of the empire
- q) The Chwezi lost popularity when the people realized that were not demi-gods. This led to the collapse of the empire
- r) The Chwezi were believed to have left voluntarily on the eve of Luo invasion
- s) The last blow was the Luo invasion of the area
- t) The reasons for the decline of the empire were mainly due to internal weakness.  
OR ; The factors for the decline were social, political and economic

***4a Why were the Ngoni invasion of E.Africa successful?(CODE S) 12 marks***

- a) The Ngoni were Nguni speaking people
- b) They originally lived in south-Eastern Africa in Natal
- c) Their migration was sparked off by the expansionist wars of Zulu under shaka zulu in 1820s
- d) The reasons for success were political and military
- e) They captured many younger men whom they turned into warriors
- f) They also took women for wives which increased the number and outnumbered the enemies
- g) Ngoni had an outstanding military organization
- h) They had well trained soldiers divided into fighting units (impis)
- i) Had an age set system as the basis of military regiments
- j) The Ngoni were experienced fighters in large scale warfare
- k) The Ngoni had superior tactics weapons e.g. Assegai( short stabbing spear and large cowhide shield)
- l) Had superior tactics of attacking their enemies like cow-horn formation, surprise attacks etc.
- m) They also preferred fighting in open and bare footed which facilitated mobility
- n) Societies confronted were small and quite weak in organization
- o) The societies were disunited and ever at war with each other
- p) The Ngoni were determined fighters ie had morale and courage to fight
- q) Had able and strong leaders who united people and led to war e.g. Zwangendaba, Maputo, Zulu, Gama etc.
- r) The Ngoni fighters were also loyal and united under their leaders and commanders
- s) Ngoni kept the morale of the army high by promising them rewards after victory
- t) They were not affected by Famine because they always looted food whenever they passed



***B) How did their migration and settlement affect the people of East Africa?***

- a) Created a period of wars in East Africa
- b) Some societies learnt Ngoni military tactics e.g. cow-horn formation, surprise attacks etc.
- c) Chief Mirambo later used the same tactics to built a strong Nyamwezi empire
- d) The Ngoni led to massive loss of lives
- e) They encouraged and absorbed the people into Ngoni culture
- f) The Ngoni led to creation of strong centralized societies in East Africa
- g) There was also massive destruction of property where they settled
- h) Burning of villages and general breakdown of societies
- i) They resulted into a period of insecurity, turmoil and chaos
- j) There was increased slave raids causing untold sufferings
- k) The Ngoni led to heavy depopulation especially in southern Tanzania due to loss of lives
- l) Nguni language influenced the local languages
- m) Their invasion disrupted long distance trade in East Africa
- n) Many societies were detribalized
- o) Famine resulted due to disruption of agriculture
- p) The Ngoni looted so many cows
- q) They led to creation of Ruga Ruga as mercenary force
- r) Mirambo used the Ruga Ruga to build his Nyamwezi empire
- s) The Ngoni led to creation of the maviti a group of high way robbers
- t) Initially the population increased in E.A
- u) Their weapons were also adopted in E.A e.g. assegai, shield, sandals etc.
- v) The Hehe were able to use Ngoni tactics and put up a strong resistance against the Germans
- w) Their migration created a new generation of war Lords and leaders e.g. Nyungu, Nyamawe, Mirambo, Munyungumba etc.
- x) There was intermarriage with local people
- y) Led to displacement of local people
- z) The effects of the Ngoni were both positive and negative OR were political social and economic

(ANY 13 POINTS 1 MARK @ = 13 MARKS)

***5a Explain the problems faced by the abolitionists of slave trade in East Africa.  
(CODE: P 13 MARKS)***

- a) Slave trade was the buying and selling of human beings into slavery
- b) Slave trade increased between mid-18<sup>th</sup> and 19<sup>th</sup> centuries
- c) The abolition campaigns started during the 19<sup>th</sup> century
- d) Britain shouldered the campaign alone

- e) There was limited personnel of British anti-slave campaign to enforce the abolition
- f) It was a profitable trade for African chiefs and kings and were not willing to stop it
- g) There was no alternative sources of income to those engaged in slave trade
- h) The Arabs and Swahili traders found it very profitable and could not accept to stop it
- i) The anti-slave crusade and did not have enough funds
- j) There was lack of co-operation/ will from the other European countries e.g. France Portugal Spain etc.
- k) The Indian ocean through which slaves passed was too wide for effective patrol
- l) There was lack of enough equipment to use by the anti-slave crusade e.g. ships
- m) There were no land patrols in the interior of EA
- n) Slave traders some times disguised themselves under American flag and could move with slaves unchecked
- o) Slavery was acceptable in some African customs. There African chiefs failed to stop it because nothing was wrong with it
- p) There was lack of alternative transport to replace head pottery
- q) No thorough resettlement programme was made before the abolition kicked off
- r) Arab slave traders were well armed
- s) Freed slaves were also reluctant to be free
- t) The anti-slave squadron did not have enough geographical knowledge of the areas
- u) The abolitionists feared the tropical diseases e.g. malaria
- v) The harsh climate of E.A was a big problem to the abolitionists
- w) Hostilities faced by the abolitionists from African tribes from African tribes e.g. Nandi, Yao, Masai etc.
- x) Abolitionists feared to penetrate the interior because of wild animals e.g. lions, leopards, etc.
- y) The geographical barriers were also a problem to the abolitionists
- z) Sais Sayyid did not want to anger those who were engaged in it
- aa) Coastal leaders e.g. Said Sayyid and Bargash were not ready to enforce the abolition treaties
- bb) Sometimes the slave traders threw the slaves in the water of the Indian ocean when they met the anti-slave patrols

(ANY 13 POINTS 1 MARK @ = 13 MARKS)

***b. How did the abolition of slave trade affect the people of East Africa? (CODE:A 12marks***

- a) Former slave trading states e.g yao, Nyamwezi etc. declined
- b) The Zanzibar slave market were closed

- c) It increased population in E .Africans there were no more human export
- d) There was improved security due to absence of slave raids
- e) Human dignity was restored as people were no longer chained
- f) A mission site was set up where Zanzibar slave market was
- g) There was an increase in food and crop production because of security
- h) Famine was reduced as a result of increased food production
- i) More European entered the interior due to existence of peace and security e.g. missionaries, explorers, traders etc.
- j) Christianity was widely spread in the interior
- k) Colonial rule was established over E.Africa
- l) E.African lost independence to the Europeans
- m) African who depended on slave trade lost wealth and became poorer
- n) Legitimate trade was introduced to replace slave trade
- o) Freed slave homes and stations were set up e.g. at bagamoyo and free town
- p) Railway lines and roads were constructed to improve transport system
- q) Former caravan recites later developed in major communication lines
- r) There was a decrease in the inter-tribal wars
- s) Cash crops were introduced in the interior e.g. cotton, coffee, tea etc.
- t) Societies which depended on slave raiding found it difficult to adjust to a new life
- u) The effects of abolition of slave trade were political, social and economic OR Were positive and negative.

(ANY 12 points 1 mark@=12 marks)

**6. Explain the role of the following in the colonization of East Africa.**

***A) Imperial British East African Company***

***(CODE :I 13 marks)***

- a) It was founded in 1888 by William Mackinnon.
- b) It operated in Uganda and Kenya for the behalf of the British colonial Officers
- c) It promoted agriculture/cash crop growing upon which the colonial economy thrived
- d) Promoted legitimate trade, profits of which attracted the colonialists
- e) Stopped/decommissioned slave trade which created peace and security for the colonialist to take over E.Africa
- f) It provided information about African mineral and other resources which attracted the colonialists
- g) The company protected Christian missionaries in E.Africa who were forerunners of colonialism

- h) It set up infrastructures like roads, railway etc. which eased transport and communication for the colonialists
- i) It signed treaties with local chiefs e.g. mwanga which later acted as a proof for colonialism
- j) It provided administration to rule on the behalf of the colonial masters e.g. F.Lugard for Britain
- k) Set up administrative headquarters ,forts and garrisons like old Kampala Fort which later were used by colonialize as administrative bases
- l) Suppressed the early resistances against colonial thus created peaceful atmosphere for colonial masters
- m) It provided guns to some chief who were collaborators for security purposes e.g. Kasagama of Toro
- n) It provided funds to colonialist to run the cost of administrative in their areas of influence
- o) When IBEACO became bankrupt, it surrendered its charter its home government to take over
- p) It established armies that were used in colonial administration
- q) It provided home gov't information about hostile and hospitable tribe thus enabled the colonialist to know how to deal with them
- r) Gave Jobs and gifts to natives who later supported the colonial rule
- s) Supported white settlers in Kenya who were agents of colonial government
- t) IBEACO transacted business which generated financed used to run colonial rule
- u) After the collapse of the company, the assets were taken over by the colonial government to extend colonial rule
- v) It divided African, making it easy for the European to rule them

(ANY 13 points 1 mark @=13 marks)

**(b) German East African Company (GEACO)**

(CODE:G 12marks)

- a) It was founded by Carl Peters in 1884
- b) It operated in Tanganyika on the behalf of the German colonial masters
- c) It promoted agriculture/cash crop growing upon which the colonial economy thrived
- d) It promoted legitimate trade and the profits attracted the colonialists to E.A
- e) Decampaigned /stopped slave trade which created peace and security for the colonialists
- f) Provided information about E.African minerals and other resources which attracted the colonialist to exploit
- g) Protected Christian missionaries in E.Africa who were fore runners of colonialism
- h) Signed treaties with African chief e.g. chief of Usambara etc. i.e. over 120 treaties were signed which later acted as proof of colonialism

- i) It set up infrastructures like roads, railway line etc. which eased transport and communication for the colonialist
  - j) It provided administrators to rule on the behalf of the colonial masters eg. Karl Peters, Akidas and Jumbes.
  - k) It opened up administrative stations in Usagara, Vinza, Pangani etc which were a basis for German Colonial administration.
  - l) Fought and defeated rebellions societies e.g. the coastal Arab thus created peace and security for the colonialists to take over
  - m) It provided initial funds to run the costs of administration in their areas of influence
  - n) When it became bankrupt, GEACO surrendered its charter to its home gov't to take over
  - o) It gave jobs and gifts to natives of E. Africa who later supported the colonial rule
  - p) Transacted business which generated income/finance used to run the colonial rule
  - q) Its conflict with IBEACO, brought in colonialist leadership to 1886 and 1890 Anglo –German agreement
  - r) After the collapse the company ,its assets were taken over by the colonial gov't to extend colonialism
- (ANY 12 POINTS 1 mark @=12 marks)

**7(a) What were the provisions of 1900 Buganda Agreement**

**(CODE P 12 marks)**

- a) It was signed by Kabaka of Buganda's regents i.e. Kaggwa ,Mugwanya ,Kisingiri and the British Commissioner sir Harry Johnson
- b) It was signed on 10<sup>th</sup> March 1900 at Mengo
- c) The key term/provisions of the agreement were on Land ,Finance ,boundaries and system of governance
- d) Buganda's land was to be divided into two i.e. Mailo land(free hold) and Crown land
- e) Mailo was to be given to the kabaka ,his family members and chiefs
- f) The kabaka was to get 350 square miles ,princes 22 square miles ,the Queen mother 10 and the saza chiefs 8 square miles each
- g) Each of them was to receive a free land title
- h) Peasants settling on mailo land were to pay rent (Busuulu) to landlords
- i) Crown land ie 9000mm/s<sup>2</sup> was to be reserved to protectorate gov't and the queen of England
- j) A hut and gun tax of 3 rupees was to be introduced i.e. all male of 18 years and above were to pay tax
- k) All revenue collected from Buganda was to be merged with those of other protectorate

- l) No any other tax was to be introduced with the consent of the British
  - m) The collection of tributes by Bgd from the neighboring states was to be stopped forth with
  - n) All chiefs in Buganda including the Kabaka were to be paid monthly salary
  - o) All natural resources were to be in the hands of the protectorate gov't
  - p) The growing of cash crops was to be encouraged by the protectorate gov't
  - q) Buganda was to be one of the provinces that make up Uganda
  - r) The kabaka was to be referred to as "His royal highness"
  - s) Kabaka's successors were to be chosen from the royal family by the lukiiko and confirmed by the British gov't
  - t) The kabaka was to exercise direct rule over Buganda and to administer Justice through Lukiiko
  - u) The composition of Lukiiko was to be fixed at 89 members i.e. 60 notable ,20 saza chiefs ,06 nominees and 03 ministers
  - v) Buganda was to be subdivided into 20 countries including the 2 lost countries captured from Bunyoro (BUYAGA AND Bugangaizi /Ndaiga)
  - w) The kabaka was to appoint chiefs who were to be approved by the protectorate gov't
  - x) Chiefs were to look after public works ,law and order and tax collection
  - y) Buganda laws were to remain in place as longer as they don't conflict with those of the protectorate
  - z) Cases involving the foreigners were to be handled by the protectorate gov't
  - aa) Kabaka was to have his army but with the approval from the protectorate
  - bb) Daudi Chwa II was to be recognized as the kabaka and kingship was to be limited to MUTESA'S lineage
  - cc) Buganda's boundaries were to be redefined
  - dd) The two countries of Buyaga and Bugangaizi were to be added to Buganda
- (Any 12 POINTS 1 mark@=12 marks)

***(b)What were the effects of Agreement on the people of Uganda:***

***(CODE: E 13 marks)***

- a) Bgd lost independence as it became a province with in the British protectorate
- b) Kabaka's power were greatly reduced
- c) His political power were reduced to a constitutional monarchy
- d) He lost power over land distribution and power to control the chief who also became a public servant
- e) The kabaka was reduced to an employee of the British and paid monthly salary
- f) Kabaka lost his military power since he could not raise an army without the British consent
- g) He lost the Judicial power ie He was no longer the final court of appeal i.e. He was no longer the final court of appeal and cannot pass death sentence

- h) The agreement led to loss of Kabaka power over revenue (Finance)
  - i) The traditional chiefs and clan heads lost their power ,traditional functions and privileges
  - j) The agreement empowered chiefs who collaborated with the British
  - k) The agreement laid foundation for signing similar agreements with other areas eg Toro (1900), Ankole(1901) ,Bunyoro(1903) etc
  - l) It encouraged the growing of cash crops in Bgd /Uganda eg cotton,coffee,tea etc
  - m) The agreement put Bgd in a special position in the protectorate ie mode Bgd in a special position in the protectorate i.e. mode Bgd to be “a state in a state”
  - n) The agreement confirmed and formalized the British rule over Bgd and Uganda as a whole
  - o) Poll tax and hut tax were introduced
  - p) Led to congestion of people in small hut due to paying of taxes
  - q) Taxes led to migration of people to areas where the colonial rule was not yet effective
  - r) The giving of land to the kabaka ‘s chief s created a new class of land lords
  - s) It led to Bataka federation against the unfair land allocation\
  - t) It also created land anstocracy in Buganda
  - u) This also led to emergency of new class of Squatters/tenants/landless people in Buganda
  - v) The lukiiko was given parliamentary power ie became the legislative
  - w) The agreement end ended religious wars which had destabilized Buganda
  - x) The treaty re-defined the boundaries of bgd to 20 countries including the two from bunyoro i.e. Buyaga and Bugangaizi
  - y) The countries were allocated on religious basis i.e. protestants(10), Catholic(08) and Muslims(02)
  - z) Buganda lost large chunks of land (crown land) to the British
  - aa) The treaty promoted the development of roads, schools ,hospitals etc. in Buganda
  - bb)The police and the army were created to help in the maintenance of law and order
  - cc) The agreement promoted the exploitation of Bgd/Uganda Natural resources e.g. mineral ,forest etc.
  - dd)It led to growth of Nationalism among the p’ple of Bgd
  - ee) The treaty benefited both Bgd and the British but the British were the most beneficiaries
- Or The effects were positive and negative  
 OR the effects were pol, soc, and economic  
 (ANY 13 POINTS 1 MARK@=13marks)

**8(a) Why did the Hehe rise against the Germans in Tanganyika between 1890-1898?**

(CODE H 13 marks)

- a) It was one of the earlier resistances against the German rule in Tanganyika led by chief Mkwawa
- b) It was sometimes referred to as Mkwawa rebellion
- c) The Hehe were led by their power leader Mkwawa a son of Munyangumba
- d) The Hehe resisted the Germans for a period of 8 years in a guerrilla war –fare
- e) The reasons for the resistance were pol, soc and economic
- f) Mkwawa of the Hehe had built a powerful military state, so he refused to submit to the German rule
- g) The Germans had stopped Mkwawa's expansionist raids against the neighbours which angered the Hehe
- h) The Hehe refused to leave the long distance trade route from Tabora to Bagamoyo which the Germans wanted to take control of it
- i) The Germans despised the Hehe and called them backward and uncivilized annoyed them hence rebellion
- j) The Germans refused to pay taxes to Mkwawa and reacted by closing all trade routes
- k) The German killing of Mkwawa's diplomatic envoy angered the Hehe hence rebellion
- l) The Germans had subjected the Hehe to forced labour on public works
- m) The Hehe were angered by the German act of despising the culture calling it satanic & barbaric
- n) The Hehe had the desire to maintain their independence
- o) The Hehe were against heavy taxation of the German (Hongo)
- p) Hehe resisted due to land grabbing of the Germans
- q) Mkwawa's character i.e. big headed, arrogant and unpredictable ruler annoyed the German
- r) Able leadership i.e. the Hehe were led by Mkwawa
- s) The Hehe resisted because they expected support from chief Chabumba of the Ngoni and chief Siki of Tabora.

(ANY 13 POINTS 1mark@ 13marks)

**(b) Why were the Hehe defeated?**

**(CODE: D 12marks)**

- a) Mkwawa and his force were defeated due to disunity among the Hehe people
- b) The Hehe traitor chief betrayed Mkwawa's hiding place to the Germans
- c) The Hehe did not have sufficient modern weapons
- d) The Hehe fighters lacked enough military training as compared to the Germans
- e) Hehe lacked a strong sense of Nationalism
- f) The Hehe lacked support from the neighbours



- g) The hehe had had a small army as compared to a larger force of the German
- h) The hehe had inferior weapons as compared to German modern weapons
- i) The German hired ruthless mercenaries like the Zulu, Somali, Nubians etc
- j) The long period of fighting and drought weakened the Hehe fighters hence defeat
- k) The Hehe lack a strong economy to sustain the war for so long ie the Hehe were poor
- l) The Germans were determined to take over the area
- m) The outbreak of diseases like typhoid, cholera etc weakened the hehe fighters thus defeat
- n) The German use of scorched policy weakened the hehe
- o) It resulted in famine which weakened Mkwawa's army to fight
- p) Germans used intimidation eg cut off Mkwawa's head demoralized Hehe fighters and surrendered
- q) Germans were military superior and better trained
- r) Hehe did not have strong leader after the death of Mkwawa
- s) The hehe had poor methods/tactics of warfare e.g. hiding, pitched battle fields etc.
- t) The storming and capture of Mkwawa's capital at Kalenga weakened the Hehe hence defeat
- u) The reason for the defeat of the hehe were internal and external  
OR were pol. Economic and Military.  
(ANY 12 points 1 mark @=12 marks)

**9(a) Why was Mombasa-Kisumu railway line built?**

**(CODE: B 12 marks)**

- a) It was also called the Uganda railway
- b) The construction began on 30<sup>th</sup> May 1896 at Kilindini (Mombasa)
- c) George Whitehouse was the chief engineer
- d) The reasons for its construction were political, social and economic
- e) To enable the British gov't to establish firm control over their spheres of influence ie Uganda and Kenya
- f) To provide easy transport for arms and soldiers into the interior of East AFRICA
- g) To enable Britain to gain access of Uganda to control the source of the Nile
- h) In order to help in the abolition of slave trade
- i) To make it possible to develop the interior for agriculture and other economic activities
- j) To provide an alternative for other forms of trade eg legitimate trade
- k) The line was aimed at making Uganda's economy self supporting
- l) To make transport quicker, easier and cheaper to and from the coast

- m) To prevent other power from entering Uganda eg Egyptians and the Khartoums
  - n) To confirm with the aims Berlin conference of 1884-5 by fulfilling the principle of effective occupation
  - o) To facilitate missionary activities in the interior of East Africa
  - p) To link Uganda a land-locked country to outside world
  - q) To promote the exploitation and transportation of bulky mineral resources e.g copper, gold etc from the interior to the coast
  - r) To encourage agriculture among the white settlers in Kenya
  - s) To open up the interior for trade and commerce
  - t) To act a link between E.Africa and Egypt
- (ANY 12 points 1mark@=12 marks)

***(c) What were the hardships faced during the construction?***

***(CODE H 13 marks)***

- a) Limited capital for the construction
- b) Initially it was estimated at 2million pounds but costed up to 8 million pounds
- c) Wrangles developed in the British parliament because they saw no-economic value of railway
- d) The construction took long time to be completed ie about 6 year from 30<sup>th</sup> /05/ 1896 to 09<sup>th</sup> /12/1901
- e) The line employed so many worker,3200 Indian coolies and 500 clerical staff
- f) African labourers eg Akamba were reluctant to on the line
- g) The few African who volunteered to work did not want to go beyond their homeland
- h) The indian coolies suffered from Jiggers
- i) The European official suffered from tropical diseases eg malaria and many died
- j) In 1899,small pox epidemic hit the area which led to death of Europeans ,Indians and Africans
- k) The Nyika land esp. Taru plateau desert were dry and water less
- l) Other areas had heavy rain which made the work to stop because of floods
- m) The Builders faced a problem of wild animals esp. Man eater of Tsavo
- n) The floods washed away the already laid rails
- o) The effort to kill the man –eaters failed until they were shot dead by colonial Paterson
- p) The severe drought made the work difficult
- q) Famine hit the area.There was no food to feed workers
- r) Rice had to be imported from India to solve the situation

- s) Geographical features eg rift valley, rivers, swamps and highland caused engineering problems
- t) The hostile Nandi and Masai did not want the line/"iron snake" to cross their land
- u) The Nandi people put up a strong resistance against the construction until a peace treaty was signed with the Nandi in 1900
- v) The Nandi and Masai stole the laid rail and other equipment to make hair rings, necklaces etc. for women
- w) Effort to heat off the Nandi failed because they disappeared in the hills
- x) Problem of poor transport to transport worker and building materials
- y) Language barrier between the constructor & Africans
- z) Hostility from the Germans
- aa) There was communication problem back home
- bb) There was lack of storage/port facilitation at Mombasa and in the interior
- cc) Problems were political, social and economic

OR they were internal and external

(ANY 13 points 1 mark @=13 marks)

***10(a) Why were the E.African countries involved in world war II***

***(CODE:W 12 marks)***

- a) It was fought between 1939 to 1945
- b) The war took place in Europe
- c) It was basically between German, Italy, Japan and their allies against Britain, France, Russia and their allies
- d) East Africa was under one war Lord (Britain)
- e) When the war broke out, it was impossible for E. African countries to remain Neutral
- f) More so, the Germans in E. Africa had conflicting opinions, i.e. some supported Hitler while others did not
- g) The British were in Uganda, Kenya & Tanzania yet back home were both opponent war Lords
- h) In neighbouring Somalia and Eritrea there was Italy
- i) The presence of such opponents in such areas caused suspicion and tension
- j) Several battalions of King's African Rifles (KAR) were stationed on Somalia borders
- k) Troops moved into Kenya joined by contingent from Nigeria, Gold Coast etc
- l) East Africa also contributed larger sum of money to supplement on the British war costs

- m) In 19940,Italy joined the war on Germany side and attacked Britain ,the K.A.R was expanded to 30 battalians
- n) Thousands of East African soldiers went to India and BURMA
- o) Others went to Madagascar

(ANY 12 points 1 mark @=12 marks)

***(b) What were the effects of the war on the people of East Africa?***

***(CODE :E 13marks)***

- a) The war hastened the growth of political movement (Nationalism) in East Africa
  - b) People developed negative attitude towards chiefs and African administrators
  - c) Exports declined and lack of enough skilled man power reduced production
  - d) The war increased the demand for sisal and cotton
  - e) Japan captured Malaysia with her huge rubber plantations and there for Tanganyika had to increase rubber plantation
  - f) The Africans in Kenya were for the first time encouraged to produce cash crops
  - g) There was massive loss of lives
  - h) The war referans brought and spread veneral diseases and other S.T.Ds.
  - i) Lack of employment forced war veteran to join militant wing of Mau-Mau eg General China
  - j) After world war II,Tanganyika became a trustee ship of the British under UNO provision to wards self government
  - k) There was misery and suffering of many Asian,Europeans and African families
  - l) Many European communities began to change attitudes towards Africans for the better
  - m) The british gov't directed technical schools and institution to introduce and produce war-equipment
  - n) Uganda's coffee and cotton growers were helped by the gov't when the price tell to low
  - o) Internal and external trade were disrupted
  - p) There was famine and starvation of African because of general decline of agriculture
  - q) The war basically had negative effects on the people of E.Africa  
OR the war hold pol.soc and Econ Consequences
- (ANY 13 POINTS 1 mark @=13 marks)

## HISTORY OF SOUTH AFRICA 241/4

### MARKING GUIDE

#### 1 a) Describe the organization of the Bantu in South Africa. (13 marks)

##### **introduction**

- a. The bantu were the largest linguistic ethenic group of people who speak quite a similar language with a common word "NTU".  
The Bantu are a believed tio have migrated from the Cameroon / congo basin / central africa

##### **Economic organization**

- b. They were farmers and grew crops like sorghum, millet, pumpkins etc.
- c. They also kept animals like cattle, sheep and goats.
- d. The bantu wealth / status in society was measured by the number of animals one possessed / had.
- e. Animals like cattle, goats, sheep were used for paying bride price among the bantu
- f. those who leaved near water bodies carried out Fishing.
- g. The Bantu carried out trade with their neighbors e.g. Khoisan and Europeans like the Dutch and Portuguese at Delgado Bay.
- i. Land was owned communally though clan leaders supervised its use and maintenance.
- j. Black smithing or iron smelting was carried out by the Bantu and made tools like hoes, spears, knives etc.
- k. They also carried out hunting to supplement on their diet and for trade.
- l. Like the Khoisan, the Bantu gathered food like honey, fruits etc.
- m. The Bantu also carried out cattle raiding on their neighbours.

##### **Social organization**

- n. The Bantu lived in permanent home steads.
- o. The family was the smallest social unit of the society
- p. The Bantu families were both nuclear and extended.
- q. The Bantu built grass thatched houses where they lived.
- r. Initiation ceremonies characterized their social life e.g. the Ngoni and Zulu carried out circumcision

- s. Members initiated together formed an age set or age regiment.
- t. The Bantu believed in spirits and ghosts since they acted as messengers of God.
- u. The Bantu respected the ancestral spirits and used to offer sacrifices to their small gods.
- v. They believed in life after death i.e. they knew that in case one died, he or she had to join the world of spirits.
- w. They also relied on magicians for purposes of healing and protecting themselves against evil spirits. The magicians included witch doctors, healers etc.
- x. They carried out exogamous marriages across clans
- y. The Bantu were mainly polygamous though monogamy also existed.
- z. Elders were highly respected and were seen as people close to God because of their age.
- aa. The elders presided over cultural matters and played an important role in the social and political affairs.

#### Political organization

- bb. The tribes or chiefdoms were the basic political units among the Bantu.
- cc. The Bantu were highly centralized and had powerful chiefs who administered them.
- dd. The power of the chief was based on the customs and norms of the society.
- ee. The Bantu could overthrow their chiefs in case they abused the tribal values.
- ff. The chief was the law giver and the chief judge.
- gg. The chief was also the chief priest and communicated with the dead on behalf of their relatives.
- hh. The chief always came from the central/royal family.
- ii. The throne of the chief was hereditary i.e. at death of the chief, he was succeeded by the youngest son of his great wife.
- jj. When the chief was young his older brother acted as a regent.

- kk. The chief ruled with advice of senior members of the clan.
- ll. The elders settled land disputes together with the senior clan members.
- mm. Some elders controlled some cultural matters within the clan.
- nn. The chief was assisted by the two councils i.e. the inner council and larger council.
- oo. The inner council consisted of the chiefs' confidential advisers and close relatives.
- pp. The council advised the chief on the daily problems in the tribe.
- qq. In the matters of the great importance, the larger/wider assembly of junior or regional chiefs was called.
- ss. During the wider assembly meetings, all adult males were allowed to attend.
- tt. Democracy was always exercised at the council of meetings.
- uu. The wider assembly met only at the annual fruits' ceremonies/harvest.
- vv. The chief was the leader of judicial civil military and religious affairs.
- ww. The Indunas were chosen from commoner families and acted as eyes and ears of the chief.
- xx. The Bantu respected their chief as a symbol of unity and a center of loyalty.
- yy. The Bantu had army which was to defend the tribe against external and internal enemies

b) How did their migration and settlement affect the peoples of South Africa?

(12marks)

- a. The settlement of the Bantu in South Africa affected the early inhabitants (Khoikhoi and San) both positively and negatively as explained below;
- b. Their settlement led to increased population in South Africa since they came in big numbers.
- c. The Bantu lived side by side with the Khoisan and mixed freely with the Khoisan.

- d. Intermarriages took place between the Khoisan and the Bantu in all areas where they settled. This gave birth to the Thembu tribe.
- e. The Khoisan learnt the art of iron smelting from the Bantu. As a result, the Khoisan dropped their weaker weapons and tools made out of stones and bones and started producing iron tools like bows, spears, pangas, hoes and axes.
- f. The Bantu introduced new crops to the Khoisan like millet, yams, pumpkins, beans, sorghum and calabashes among others.
- g. The Khoisan later learnt agriculture from the Bantu. And because of agriculture, they adopted a settled life

$$\text{B} = \text{Introduction} = 01 + \text{body} = 12 = 13$$

13

## 2 a) Why were the Dutch interested in the Cape during the 17<sup>th</sup> Century?

(12 marks)

- a. The Dutch were the first Europeans to settle in South Africa and this was in the 17<sup>th</sup> century.
- b. For much of the 16<sup>th</sup> century, the Dutch were part of the Spanish empire.
- c. However, in 1572 the Dutch won their Independence and they therefore decided to participate in the Indian and Atlantic trade which had been dominated by the Spanish and Portuguese.
- d. In order to effectively control trade specially in spices, the Dutch merchants formed the Dutch East India Company (DEICO).
- h. It was this company which carried out the duty of discovering the sea route to India as well as promoting trade between the Far East and Holland.
  - i. While the Dutch were on their way to the Far East, their ship Haarlem capsized/ got an accident in 1647 at Table Bay near the Cape of Good Hope and the survivors were able to swim up to the shores.
- j. The survivors stayed for a period of six months while repairing the ship.
- k. In the process, they discovered many good things about the Cape which influenced them to make a report back home.
- l. The government of Holland decided to establish a settlement at the Cape.



- m. On 6th 1652, the first group of Dutch settlers arrived at the Cape, sent by the Dutch East India Company on behalf of the Dutch government.
- n. The group was led by Jan Van Riebeck who arrived at the Cape with three ships to establish a Dutch settlement at the Cape. Events that shaped the History of South Africa
- o. The Portuguese success in the Far East forced the Dutch to settle at the Cape. The Portuguese had successfully controlled the Indian Ocean trade and this influenced the Dutch to come and also carry out trade.
- p. The strategic location of the cape led to their settlement i.e. the Cape was mid-way between Europe and the Far East (Asia) which would act as a resting centre so as to break the long tiresome journey.
- q. The establishment of the Dutch East Indian company (DEICO) gave way for the Dutch to settle in South Africa i.e. sponsored the first Dutch settlers under Jan Van Riebeck.
- r. The Dutch wanted to use the Cape as a workshop for repairing broken ships as well as re refueling their ships.
- s. The Dutch wanted to set up a Fort (military base) so as to protect the Dutch sailors from other Europeans.
- t. The Cape had a good Mediterranean climate which favoured the growing of vegetables, fruits, animal rearing and human settlement.
- u. They wanted to get meat from the Khoikhoi who were cattle keepers so as to overcome the problem of food shortages while on their journies.
- v. They wanted to establish a medical Centre or sick bay to treat the Dutch sailors and soldiers.
- w. The Cape had fertile soils which the Dutch farmers wanted for growing vegetables and fruits for the sailors.
- x. The Cape had good natural harbours like Table Bay which would enable the easy landing of ships for trade as well as for protection from their enemies.
- y. The need to collect taxes from incoming and out-going ships at the Cape made the Dutch to settle there.
- z. They wanted to revenge against Spain which had ruled or colonized them to 1572.

- aa. The Cape had plenty of unoccupied land that the Dutch hoped to use for their economic activities as well as expanding their settlement.
- bb. The hospitality of the local people especially the Khoikhoi also encouraged the Dutch to settle at the Cape.
- cc. They wanted to take over control of trade in the Far East especially in spices. This would only be achieved if they controlled the Cape where most of the ships passed while going to the Far East.
- dd. The Island of St. Helena that had for many years supplied the Dutch sailors with fresh fruits had by the 17th century ran short of such fruits and so the Cape would act as an alternative.
- ee. They wanted to avoid the occupation of the Cape by the English merchants who were strongly competing with the Dutch.
- ff. The accidental breakdown of the Haarlem ship in 1647 encouraged survivors to give good reports about the Cape to the Dutch government and this encouraged the Dutch to come and settle there.
- gg. The courage of Jan Van Riebeck who led the first settlers in 1652 gave more courage to other Dutch to come and settle at the Cape.
- hh. The Cape was also free from many dangerous tropical diseases like malaria.

$$\begin{array}{ccccccc} \mathbf{A} & = & \mathbf{I} & + & \mathbf{B} & = & \mathbf{12} \\ & & \mathbf{01} & & \mathbf{11} & & \mathbf{12} \end{array}$$

**b) Explain the role played by Jan van Reibeck in the establishment of the cape colony. (13marks)**

**Riebeck was born on 21st April 1619 in Culemburg in Holland.**

- a. He was the son of Anthusias Van Riebeck a medical doctor.
- b. Riebeck qualified as a Physician and later took charge of the company trading post at Tongkins (Vietnam).
- c. He was a hardworking and enterprising man.  
The Dutch Haarlem ship wreckage gave him an opportunity to start a home of the Dutch at the cape.

- d. On 6th April 1652, he arrived at Table Bay using three ships e.g. Reisger, Drommendaris and Goedehwap with about 130 people.
- e. He therefore pioneered the Dutch settlement at Table Bay in South Africa.
- f. He led the first official European settlement at Table Bay i.e. DEICO group.
- g. He established a home or calling station for the Dutch settlers in South Africa on instruction of the Company directors.
- h. He implemented the instructions given to him by the directors of the DEICO.
- i. He constructed a temporary hospital and vegetable gardens at Table Bay for the Dutch settlers.
- j. He endured initial problems at the cape and regarded himself as an engineer, digger, carpenter etc.
- k. He put in place a fort/Garrison at the Cape of Good Hope which had a castle. The fort accommodated 70 soldiers by 1662.
- l. He was appointed as the commander of the expedition.
- m. He also became the first governor of the Dutch colony at the cape.
- n. He protected the Dutch settlers against the Khoikhoi in South Africa.
- o. He established a trading section at the cape.
- p. He set up a food growing center at the cape for the Dutch settlers i.e. grew vegetables, fruits etc.
- q. He gave colonists about thirteen and a half (13 1/2) in the Liesbeck valley.
- r. He recommended the expansion of the cape colony and brought more land under the company control.

- s. He imported and encouraged slave labour from Java, Madagascar and West Africa.

$$B = \frac{B}{12} + \frac{C}{01} = \frac{13}{13}$$

**3. a) why did the Bantu tribes conflict among themselves in south Africa between 1820 and 1834 (13 marks)**

- a. This was the Mfecane. The word mfecane has been described variously by different communities. To the Nguni speakers, it was a period / time of trouble / suffering.

While to the Sotho-Tswana speakers, it was called "Difecane" to mean a period of

crushing, scattering and forced migration of communities across their lands (High veld)

Others called it "Lifecane" still meaning a period of suffering and misery.

This period is also commonly known as the Nguni Revolution of the 19th Century.

it is believed to have occurred in the first 30 years of the 19th century, particularly between 1800 and 1830.

It took place among the Eastern Bantu tribes like the Zulu, Ndwandwe, Mthethwa, Ngwane (later Swazi), Tlokwa, Thembu, Hlubi and Khumalo.

The crisis started in Northern Zulu land (Modern Natal) and later spread to other

Bantu tribes in Central Africa before spreading to parts of East Africa. It reached its worst state during the time of Shaka, the king of the Zulu kingdom.

**Body (12 marks)**

- b. The rise to power of ambitious and war-like leaders like Dingiswayo of the Mthethwa,

Sobhuza 1 of the Ngwane (later Swazi) and Zwide of the Ndwandwe caused trouble.

- c. The desire to create large empires by the leaders caused wars and trouble in the region.
- d. The inter-tribal wars among the Eastern Bantu tribes like Mthethwa against Ndwandwe as well as Ngwane against Ndwandwe opened the gates for the first phase of the Mfecane period.
- e. The increased population of human beings in Natal or South East Africa caused land problem which led to the wars among the Eastern Bantu tribes.
- f. The competition among the different Bantu tribes for areas with favourable climate for human settlement and agriculture led to conflicts among Bantu tribes.
- g. The competition for areas with fertile soils that could favour farming also led to Mfecane wars.
- h. The struggle for grazing land as well as good pasture and water for animals in Natal caused the great Mfecane period.
- i. The competition and greed for cattle and other forms of wealth caused constant raids and counter raids which caused fights among the Bantu tribes.
- j. The stiff competition for the control over trade between Africans and Europeans like the at Delagoa Bay and the Africans led to more conflicts
- k. The presence of harsh natural conditions like drought caused famine and starvation hence increasing the struggle to overcome famine leading to Mfecane.
- l. The presence of desperate groups of refugees like the Fingo who could even resort to cannibalism increased trouble and suffering in the region.

- m. The meeting and friendship of Dingiswayo of Mthethwa with a European Doctor Robert Cowen who gave him a gun and a horse and also taught him how to use a gun caused wars.
- n. The great Trek / expansion of the whites especially the Boers into Zulu land caused more pressure among the Bantu people which increased the conflicts.
- o. The killing of Dingiswayo and later Zwide increased fighting among the Bantu tribes in their areas so as to replace the above powerful leaders.
- p. The introduction of guns among Nguni tribes and the struggle for power among them also caused more conflicts.
- q. The rise of Shaka to power in Zulu land increased the Mfecane (trouble) in the region his miserable childhood due to being born out of a royal scandal / his father was not yet circumcised made him to be unwanted and regarded as an illegitimate child or bastard which gave him a unique character of having no feelings for the suffering people i.e. he was cruel.
- r. Shaka's early experience with Dingiswayo of the Mthethwa people made him to learn political and military skills which he later used to fight wars and this resulted into Mfecane.
- s. Shaka's military reforms and the desire to create large political units caused a lot of suffering to his people for example:
- t. Shaka introduced the idea of total warfare which increased fighting in Zulu land.
- u. The organisation of the army into age-regiments by Shaka made it more effective or stronger and therefore enabled it to fight many offensive and defensive wars.
- v. The encouragement of regular training of his force or military drills where the Zulu warriors were taught the values of discipline, fairness and patriotism to glorify Shaka increased wars.
- w. The introduction of new fighting weapons like the short stabbing spears and cowhide covered shields increased the morale of the

soldiers to fight which caused more wars.

- x. The introduction of new fighting methods like the “cow horn method” and the use surprise attacks enabled Shaka’s soldiers to easily defeat their enemies which increased wars.
- y. Shaka’s expansionist policy forced him to attack his neighbours like the Ndwandwe thus leading to Mfecane. This was because Shaka was an aggressive person by nature.
- z. Shaka’s dictatorship caused more suffering which also increased Mfecane.
- aa. The harsh punishment given to the Zulu warriors who cowardised (refused to fight) like death penalty forced them to fight many wars which caused Mfecane.
- bb. Shaka’s absorption or assimilation policy of the non-Zulu people strengthened his kingdom which encouraged him to fight more wars.
- cc. The military nature of the Zulu kingdom that was full of warriors or soldiers increased wars
- dd. The creation of special settlements or barracks by Shaka ensured accommodation of the Zulu warriors. This made them ready for war at any time hence increasing Mfecane.
- ee. The creation of good stores or granary for each of military settlement as state policy by Shaka endured constant food supply and safety.
- ff. The refusal of the soldiers by Shaka to marry until the age of 40 years made them available for military service at any time which also increased wars.
- gg. The making of fighting or war a real professional job among the Zulu warriors by Shaka caused more wars as a means of survival also increased the conflicts / Mfecane.
- hh. The centralization of economic power by Shaka i.e. the king being the sole provider and controller of everything in the Zulu kingdom

increased more wars in Zulu land.

ii. Shaka's policy of being the overall commander-in-chief of the army who led his warriors in the battle field gave them morale to fight and therefore they terrorized many tribes which increased trouble.

jj. Shaka's military intelligence and rare qualities like being war-like set the stage for the Mfecane period.

kk. The war booty like the virgin girls and cows that were usually captured increased the warriors' morale of fighting and this increased wars in the region.

ll. Shaka's attacks on the Tlokwa and Ngwato people caused the Mfecane. This is because the attacked people ran away and caused problems wherever they went.

mm. The death of Nandi, Shaka's mother in 1827 annoyed Shaka and made him to make a lot of irrational decisions. For example, he declared a year of national mourning and during this period, the mourners were refused to cultivate, have sex, and take pleasures like milk. This caused more suffering hence the Mfecane.

nn. There was also the killing of over 7,000 innocent Zulu people for failure to mourn adequately which caused more confusion leading to mfecane.

oo. The death of Shaka in 1828 robbed the kingdom one of its strongest kings. This gave rise to weak successors like Dingane and Mpande who got involved in power

struggles that caused more trouble in Zulu land.

$$\begin{array}{rcl} A = & I & + \\ & 01 & \end{array} \quad \begin{array}{rcl} B = & 13 & \\ & 12 & 13 \end{array}$$



**b) How did the above conflicts affected the people of south Africa (12 marks)**

- a. It led to prolonged or constant wars between Zulu and their neighbours.
- b. There was great loss of lives in Zulu land and the neighbouring areas.
- c. The death of people during the Mfecane resulted into depopulation in Natal, Orange Free State and Transvaal.
- d. Some leaders were killed during the Mfecane for example Dingiswayo, Zwile and later Shaka.
- e. Some weak tribes lost their land to powerful and organized kingdoms like Zulu state
- f. There was displacement of many people from Zulu land as people were running away to safer areas like the Ngoni migration into East Africa and the Ndebele who moved to Central Africa.
- g. There was displacement of people who were forced into new lands and others became refugees.
- h. It created vacant land in Zulu that later attracted the Boers into the interior which contributed to Great Trek and subsequent colonization of South Africa.
- i. There was population redistribution of the Bantu in South African areas to which many people ran for safety and became over populated like Eastern Cape, Basuto land and Swaziland.
- k. It caused a lot of suffering and misery among people due to wars. For example, many people became refugees who kept on looking for survival like the Fingo.
- l. There was loss of property due to long periods of unrest and instability.

- m. There was breakdown of families as many people lost their family ties and were absorbed into Zulu culture.
- n. There was disruption or weakening of societies as many people were conquered and absorbed by the Zulu kingdom under Shaka.
- o. There was a decline in agriculture due to increased fighting as people could not settle down for cultivation which led to famine and this forced people to resort to cannibalism like the Fingo and Hlubi.
- p. Many societies lost their large herds of cattle due to constant raiding especially by the Zulu warriors.
- q. Trade at Delagoa Bay came to a standstill due to constant fighting thus causing acute poverty in the region.
- r. There was increased slave raiding due to the wars.
- s. It led to a period of fear, insecurity and tension that characterized many societies in the region.
- t. The insecurity caused by Mfecane forced people like the Basotho to concentrate and live in hilly areas that were safer.
- u. It led to rise of new and stronger states or kingdoms like the Zulu, the Basuto and the Swazi. Some of these were formed as defensive states against the expansion by their powerful neighbours.
- v. It led to the rise of new powerful and admirable leaders like Mosheshe of the Basuto, Sobhuza<sup>1</sup> and Mswati of the Swazi, Shaka of the Zulu and Mzilikazi of the Ndebele among others who struggled to promote National unity among their people.
- w. There was establishment of standing armies by different societies so as to defend themselves against attacks.
- x. A new type of leadership emerged in South Africa and this was characterized by

intelligent, brave and powerful leaders like Mosheshe, Sobhuza, Mswati etc. who could withstand the Mfecane period.

- y. It led to the introduction of new fighting tactics like the cowhorn method of attacks.
- z. It also resulted into the introduction of new military weapons like the short stubbing spears.
- aa. The neighbouring chiefs lost their authority to powerful kingdoms like the Zulu under
- bb. It led to intermarriages of people who were speaking different languages thus leading to a common culture and unity.
- cc. Due to the Mfecane, many societies were prepared to resist future European rule like the Xhosa, Zulu and Ndebele.
- dd. in conclusion the effects of the mfecan / conflicts were positive and negative / political social and economic

$$B = \begin{array}{c} B \\ 11 \end{array} + \begin{array}{c} C \\ 01 \end{array} = \begin{array}{c} 12 \\ 12 \end{array}$$

#### 4. Explain the impact of the discovery of gold and diamonds in south Africa on the following people

##### a) EFFECTS ON WHITES

□□□

- a. The discovery increased Boer nationalism and they became more proud and arrogant
- b. □It forced the Boers to unite against the British in order to protect their mineral wealth
- c. It led to the rise Powerful Boer leaders like **Paul Kruger** and **Thomas Burghers** who came up to guard the mineral wealth and Boer territory.
- d. □The Boers became richer and wealthy than before the discovery of the minerals and their standards of living increased.

- e. □The Boers started getting international recognition due to control of the mineral wealth.
- f. □The Boers were put into an industrial revolution as many manufacturing and agro-processing industries were set up in the mining areas.
- g. □Boer states emerged from being Poor to being wealthy due to mineral discovery.
- h. □The Boers of Transvaal began taxing heavily the rich gold mining companies like the Beers consolidated company to raise revenue.
- i. □It led to specialization among Boer republics with Natal taking on agriculture yet Orange Free State and Transvaal were for mining and industry.
- j. □The Boers got employment opportunities in mines and industries.
- k. □The Boers became politically strong since they bought better guns that strengthened their military power.
- l. The Boers began attacking neighboring African societies as well as the British whom they fought in Anglo-Boer war 1 of 1880-81 and Jameson raid of 1895.
- m. The Boer communication network improved with many telephone lines, telegrams among others.
- n. The Boers took on commercial agriculture which improved their economic status further.
- o. The transport network in the Boer republics was improved with roads, bridges and railway lines built like Transvaal railway of 1891.
- p. The whites became controllers of South African economy replacing the Africans.
- q. Foreign exchange earnings of the Boers increased due to increased exports of diamond and gold.
- r. Social infrastructures were improved in the Boer republics like schools.
- s. Banks also came up like Orient and standard chartered bank in South Africa.
- t. Bad practices like theft, prostitution and alcoholism increased in the Boer republics.
- u. The Boer farms experienced shortage of labour as Africans ran to work in the mines where they anticipated fatty jobs.
- v. It led to temporal loss of independence by the Boers to the British who annexed Transvaal in 1877.
- w. It increased British interest in the interior and they started to defend the interest of the Uitlanders.

- x. The British invested a lot of capital in South Africa like Cecil Rhodes who set up the British South African company to carry out mining.
- y. Towns sprung up in the Boer republics such as Kimberly and Vereeniging.
- z. International trade was promoted between the Boer republics of Transvaal and Orange Free State with the outside world.
- aa. Land became expensive in the Boer republics around the mines since it was highly demanded for agriculture and industry.
- bb. The Boers rejected the British federation plan as they did not want to share their mineral wealth with the British.

#### **b)ON AFRICANS**

- cc. Africans got jobs in the mines, industries and agriculture that sprung up around the mining areas which improved the standards of living.
- dd. African nationalism increased as Africans in the mines came together to fight for their freedom.
- ee. It led to the formation of political parties to fight for African rights in the mines e.g. the South African Native Congress formed in 1912 which became the African National Congress (ANC).
- ff. African agriculture was boosted as they got market to sell their agricultural products.
- gg. Africans got guns using the money they got from the mineral wealth although they were of poor quality.
- hh. There was rural-urban migration as Africans looked for jobs in towns around the mining areas like Kimberley, Pretoria and Durban.
- ii. Africans became migrant workers as they left their families to go and work on contract in towns and mines.
- jj. African families broke up as men over stayed away from their families working in the mines as migrant workers.
- kk. Africans lost land where minerals were discovered and they were displaced into reserves and dirty towns like Soweto.
- ll. Africans suffered the poor conditions in slums like congestion and diseases.
- mm. Africans suffered from the high costs of living in towns and they became criminals in the slums.
- nn. Africans were discriminated by the whites in employment as they were only left to offer unskilled labour.

- oo. Africans were relegated to second class citizens as the whites emerged superior in South Africa.
- pp. It laid ground for the rise of apartheid in South Africa in 1910 when the whites joined hands to discriminate against Africans in all spheres.
- qq. African agriculture declined as many of them moved to towns to look for better jobs in mines.
- rr. Africans suffered from famine due to neglect of agriculture with people moving to towns for better jobs.
- ss. Some Africans working in the mines lost their lives in mining accidents leading to depopulation.
- tt. Africans who moved to towns and mining areas lost their cultures and adopted western cultures like dressing.
- uu. Some Africans adopted bad European acts like prostitution, smoking, drinking and gambling.
- vv. African rulers lost their political powers as their subjects were instead respecting the whites who had authority.
  
- ww. Some African states like Basuto and Swaziland were annexed by the whites leading to loss of independence.
- xx. Africans lost support of the British who abandoned them in favour of the Boers.
- yy. African societies attempted to resist white take over but were defeated hence decline of their military power.
- zz. African conflicts with whites increased leading to wars like the war of guns in 1880.

aaa. In conclusion the effects were both positive and negative

$$\begin{array}{rclclcl}
 \text{B} & = & \text{B} & + & \text{C} & = & 13 \\
 & & 12 & & 01 & & 13
 \end{array}$$

## 5 a) Why did Dr. Jameson attack Transvaal in 1895?

(12 marks)

- a. ☐ It was a conflict between the Boers under Paul Kruger and the British under Cecil Rhodes.  
It was mainly because of the misunderstandings between the Transvaal Boers and the Uitlanders.  
The Uitlanders were mainly British citizen (foreigners) who were in Transvaal as business men and workers.

The increased number of the Uitlanders who made up three quarters of Transvaal population worried the Boers.

The leaders of the raid on the side of the British were Lt. Cecil Rhodes and Dr. Jameson.

Paul Kruger, the Transvaal president led to the Boers against the British.

The chief planner of the raid was Cecil Rhodes, the Prime Minister of the Cape Colony.

The raid aimed at overthrowing the government of Transvaal under Paul Kruger.

### **CAUSES OF THE JAMESON RAID OF 1895**

b. □ The defeat of the British by the Boers in the First Anglo-Boer war at Majuba Hills in 1881 annoyed them thus desired to revenge on the Boers.

- b. The misunderstandings between Paul Kruger and Cecil Rhodes over the question of Uitlanders caused the raid.
- c. The increasing number of the Uitlanders in Transvaal worried the Boers i.e. by 1895, three quarters of the population were Uitlanders.
- d. The mistreatment of the Uitlanders by Paul Kruger caused the raid e.g. denied the Uitlanders voting rights.
- e. The denial of Uitlanders the right to speak English in public places which was their mother language caused the raid.
- f. The Uitlanders were angered by the system of awarding fat contracts only to the Dutch companies.
- g. The denial of Uitlanders citizenship also caused the raid i.e. for any Uitlander to become a citizen, he had to first stay in Transvaal for over ten years.
- h. The forcing of Uitlanders' children to study in Boer-dominated schools also caused the raid.
- i. The Uitlanders' appeal request for help from Cecil Rhodes and Jameson in their struggle for their political and civil rights caused the raid.
- j. The need by the Boers to safeguard their economic independence from the British caused the raid.
- k. The economic rivalry and enmity between two groups caused the war e.g. Paul Kruger over taxed the Uitlanders' goods which created enmity.
- l. The discrimination of British goods by Kruger in Transvaal also caused the raid.
- m. The long term enmity between the Boers and the British in South Africa since the days of the Great Trek caused the Jameson Raid of 1895.
- n. The scramble for minerals like gold and diamond in South Africa between the Boers and the British caused the raid.

- o. The rise of Boer nationalism promoted by strong Boer nationalists like Paul Kruger caused the raid.
- p. The smuggling of arms into Transvaal by Cecil Rhodes scared the Boers leading to the raid.
- q. The rise of British imperialism promoted by Cecil Rhodes i.e. the desire to control the whole of South Africa including Transvaal by the British caused the raid.
- r. The uitlanders opposed the corrupt and inefficient government of Paul Kruger there by increasing the conflict.
- s. The role of the press e.g. Flora Shaw the Editor of the "London Times" newspaper in Britain encouraged the British government to fight the Boers hence the Jameson raid.
- t. Cecil Rhodes' determination to bring Transvaal under the British control by force caused the raid.
- u. The formation of the British South African Company (BSACO) in 1890 by Cecil Rhodes worried the Boers in Transvaal which led to the conflict.
- v. The British desire to unite the white republics caused the raid because Paul Kruger had refused the idea e.g. he had refused the idea of a customs union with the Cape Colony.
- w. The Pretoria convention of 1881 caused the raid because Paul Kruger failed to respect its terms like not to mistreat the Uitlanders.
- x. The refusal by the British to co-operate with the Boers over the railway system increased the conflicts between the two.
- y. Paul Kruger's act of changing railway routes from the Cape and Durban to Maputo (Mozambique) annoyed Cecil Rhodes hence the raid.
- z. The role played by Joseph Chamberlain, the British colonial secretary and Robinson Hercules, the British ambassador in South Africa. The two men exaggerated Transvaal threats to British interests in South Africa hence encouraging Cecil Rhodes to organize the raid in 1895.

**b) Explain the effects of the above event**

**(13 marks)**

- a. The British were defeated by the Boers and they surrendered at Dornkap, hence the raid was a failure.
- b. Cecil Rhodes was forced to resign as the prime minister of the Cape Colony.
- c. Sir Robinson Hercules was also recalled as the British High Commissioner or Governor at the Cape and replaced with Alfred Milner.
- d. Dr. John Jameson was captured alive leading to the Boer hatred towards the British in South Africa.
- e. The victorious Paul Kruger became more popular and he was re-elected as president of Transvaal in 1898.
- f. It increased Boer nationalism and determination to preserve their Independence.



- g. Their victory gave them a belief that they would defeat the British at all times.
- h. It increased the mistreatment of the Uitlanders in Transvaal by Paul Kruger.
- i. It was a humiliation / shame to the British worldwide since they had been defeated by a small state (Transvaal).
- j. It led to a close understanding co-operation between Orange Free State and Transvaal since they now had a common enemy (Britain).
- k. It destroyed the possibility of any federation or union between the two white communities in South Africa.
- l. It also led to the international isolation and condemnation of the British which affected international relations e.g. Kaiser (King), William II of German sent Paul Kruger upon his victory over the British.
- m. The raid worsened the Anglo-German relationship i.e. Kaiser (King) William II of Germany sent a congratulatory message to Paul Kruger upon his victory over the British.
- n. Kaiser William II of Germany encouraged the Transvaal Boers to import guns especially from German to defend their territory any future attacks.
- o. The failure of the raid encouraged the Shona and the Ndebele people of central Africa raise up against the British from 1896 – 1898.
- p. It increased the enmity between the British and the Boers.
- q. It led to the 2nd Anglo-Boer war of 1899 and 1902 as the British wanted to revenge against their defeat by the Boers in the Jameson raid of 1895.

$$\begin{array}{ccccccc} B & = & B & + & C & = & 13 \\ & & 12 & & 01 & & 13 \end{array}$$

**6 a) Why was the union of South Africa formed in 1910? (12 marks)**

**INTRODUCTION**

- a. The act of union was the meeting that passed the union constitution of 1910 that brought the British and Boers under one government.
- b. ☐ The British wanted to destroy the Boer Independence or Nationalism by bringing the Boers under their firm control.
- c. The Boers wanted to preserve their economic and political achievements. They realized that isolation would destroy their political and economic achievements.

- d. The granting of Independence to the Boers in Orange Free State and Transvaal by the British in 1908 promoted good relationships and therefore assured the Boers equality in the new union.
- e. The British feared that the Boers would co-operate with the Germans in Namibia and the Portuguese in Angola and Mozambique and force them out of South Africa.
- f. The signing of the Vereeniging Treaty in 1902 after the Second Anglo - Boer war paved a way for the union.
- g. To ensure free trade and therefore avoid unnecessary competition between the British and the Boers in the field of trade and commerce
- h. There was need for reconciliation between the Boers and British and therefore the treaty was signed to improve relations between the two.
- i. To stop the rising trend of African nationalism i.e. there was fear that the Africans who would rise up and throw the whites out of South Africa.
- j. The need to lower the administrative costs in the white areas by creating one administration led to the union of South Africa.
- k. The formation of a Customs Union between the Boers and British in 1903 led to closer co-operation between the two which led to a political union by 1910.
- l. The contribution made by the British personalities like Sir George Grey led to union of the white states in South Africa.
- m. The calling of the 1908 National Convention made it clear that a union had to be formed.
- n. There was need to adopt a common racial policy towards the Africans.
- o. There was a general fear of the increasing number of the Indians who had even started making political and economic demands.
- p. The disappearance of hard-liner Boer leaders who had opposed the idea like Paul Kruger led to the union.
- q. It was to create a large market in South Africa so as to encourage trade.
- r. The need to exploit South Africa's resources like minerals by the whites led to the formation of the union in 1910.
- s. The role played by the British personalities like Sir **George Grey** and **Selbourne** (the British High Commissioner to South Africa). They very much wanted the union of the white states in South Africa
- t. The occurrence of African revolts like the Bambata rebellion of 1906, gave a lesson to the white colonies that they had to unite so as to defend themselves from the Africans.

**b) Describe the contents of the above Union**

**(13 marks)**

**TERMS OF THE 1910 ACT OF UNION**

- a. The terms of the Union were in line with leadership, voting, language, position on Non-Whites, distribution of towns as well as the status of South African neighbours.
- b. The monarchy of England was to be the overall head of the Union.
- c. The Governor General was to represent the Queen in South Africa and had to be a man.
- d. The Governor General was to be helped by an elected Prime Minister.
- e. The Prime Minister was to be helped by a council of 10 (ten) ministers.
- f. It proposed one parliament for the Union Government.
- g. But this parliament was to have two Houses or Chambers i.e. the Upper House (Senate) and the Lower House (assembly).
- h. The Upper House (senate) was to serve for 10 years and then be re-elected.
- i. The lower House (assembly) was to serve for five (5) years and then be re-elected.
- j. Only male whites above 18 years of age were to vote.
- k. The Africans were not allowed to sit in the Union Parliament.
- l. They were also not to vote at all especially in Orange Free State and Transvaal.
- m. Only the rich Africans and those with a certain level of education were allowed to vote especially in Natal and Cape (British areas).
- n. Africans were to be second class citizens while the Europeans were to attain first class citizenship.
- o. Pretoria, the capital city of Transvaal was to be the seat for President and his cabinet. Therefore, it was the Executive capital.
- p. The Cape was to be the Parliamentary capital or city of the union government.
- q. There was to be one Supreme Court for the Union established at Bloemfontein in Orange Free State.
- r. Orange River Colony was to become Orange Free State i.e. was to be given independence.
- s. The British Northern territories of Rhodesia (Zimbabwe and Zambia), Botswana (Bechuanaland) and Lesotho (Basutoland) were to be part of the union.
- t. Both the Dutch and English languages were to be used as official languages.
- u. There would be free trade between the Boers and the British.

$$\begin{array}{ccccccc}
 B & = & & B & + & C & = & 13 \\
 & & & 12 & & 01 & & 13
 \end{array}$$

7 a) Why were there massive killings of people in South Africa in 1960?  
(12 marks)

- a. The missive killings of 1960 / demonstration are also popularly known as the anti-pass protest of 1960 or the Sharpeville incident or uprising of 1960.

It took place on **Monday 21st March 1960** in the black township of Sharpeville near Vereeniging city in Transvaal.

It occurred during the Apartheid regime led by **Dr.Verwoerd** who was the Prime Minister.

The protest was led by **Robert Sobukwe**, the leader of the Pan African Congress (PAC), a political party that he had formed in **1959**.

However, both the members of the African National Congress (ANC) and the Pan African Congress (PAC) were involved in this demonstration.

It started when the demonstrators moved towards the police station of Sharpeville, a black township near Johannesburg in Transvaal and offered themselves for arrest.

The demonstrators were protesting the establishment of the Pass Laws which restricted the movement of the non-whites.

The Sharpeville police led by **Lt. Colonel Piennar** and **Major Van Zyl** panicked and ordered the shooting. This is when some protestors stoned Piennar's car and as a result, over sixty (60) innocent people died.

### CAUSES OF THE 1960 MASIVE KILLINGS

- b. The immediate cause was the introduction of the Pass Laws that required all the Africans to carry pass books containing their personal details e.g. name, tribe, sex, tax code and employer details.
- c. The passes also kept the Africans in the poor Bantustans which also annoyed them leading to the demonstration.
- d. The pass laws also made the Africans second class citizens in their own country which forced them to stage a demonstration.
- e. The poor housing conditions in Sharpeville town caused the protest e.g. several African families would be made to stay in a two roomed house meant for one family.
- f. The high cost of living in Sharpeville town caused the protest i.e. there was an increase of the house rent in Sharpeville with no corresponding increase in wages.

- g. The need for independence by the Africans from the Apartheid made them to stage a protest in Sharpeville in 1960.
- h. The unfair education laws like the Bantu Education Act of 1953 as well as the Extension of Universities Education Act of 1959 which denied good education to the Africans annoyed them, hence forcing them to stage a protest.
- i. The unfair labour laws which encouraged the enslavement of the Africans through forced labour also caused the Sharpeville protest of 1960.
- j. The lack of good social services like schools, hospitals and recreation centres by the Africans in Sharpeville town also caused the protest.
- k. The need to react against the mistreatment and detention (imprisonment) of the Africans without trial by the Apartheid regime caused the demonstration.
- l. The grabbing of the African land by the whites in South Africa also made the Africans to organize the protest in 1960.
- m. The role of the South African nationalists caused the protest e.g. Robert Sobukwe mobilized and sensitized the Africans in Sharpeville town to rise up against the Apartheid regime.
- n. The need to publicize the bad leadership of the Apartheid regime to the international community (outside world) made the Africans to stage the Sharpeville demonstration of 1960.
- o. The successful protest of the **women** of the Orange Free State in 1920 against the injustices of the whites against the Africans inspired the Sharpeville uprising.
- p. The rampant killing of the Africans by the Apartheid regime also made the Africans to stage the Sharpeville protest of 1960.
- q. It was also caused by the **1952 Defiance Campaign** which called up on the Africans to go against the Apartheid policies in South Africa through trade boycotts, demonstrations and other forms of non-cooperation with the Apartheid regime.
- r. The rise of violence among the South African youths after the failure of peace in delivering change inspired them to stage the pass protest of 1960.

$$\begin{array}{ccccccc} A & = & I & + & B & = & 12 \\ & & 01 & & 11 & & 12 \end{array}$$

**b) What were the effects of this incident?**

**(13 marks)**

- a. It resulted into throwing of stones at the policemen of which one hit Piennar's which caused the police to panic and shot at the protestors.
- b. It led to the death of the Africans e.g. sixty nine (69) people were registered dead in Sharpeville town.
- c. Over 180 Africans were wounded and injured during the Sharpeville protest.
- d. The demonstrators were defeated and dispersed by the police.
- e. The ring leaders of the protest were arrested and imprisoned e.g. Robert Sobukwe was sentenced to three years in prison.
- f. A state of emergence was declared in South Africa. The Apartheid regime limited the political activities of the Africans like demonstrations as well as political rallies.
- g. The African political parties like the African National Congress (ANC) and the Pan African Congress (PAC) were banned for staging the Anti-pass protest.
- h. It led to rise of militarism among Africans to fight for their freedom e.g. ANC formed **Umkhonto Wesizwe** while PAC formed **POQO** which carried out bombing government facilities like banks, bridges and beaches.
- i. It exposed the brutality of the Apartheid regime and this helped the Africans to attract international sympathy towards their liberation struggle.
- j. The United Nations Organization (UNO) condemned the massacre and even declared **21st March** every year as an international day to eliminate racial discrimination in the world.
- k. It increased the African opposition against the whites i.e. the Africans increased their **Defiance Campaign** against the whites in South Africa.
- l. It increased the mistreatment of the Africans by the whites. This therefore increased their misery and suffering.
- m. It eliminated differences between ANC and PAC which created unity and togetherness so as to defeat the Apartheid regime in South Africa.
- n. It inspired the outbreak of other uprisings staged towards the Apartheid regime e.g. the Soweto uprising of 1976.
- o. It forced some African nationalists into exile to avoid being arrested and imprisoned by the Apartheid regime.
- p. It increased the hatred between the whites and Africans in South Africa.
- q. It led to the passing of the second **General Law Amendment Act of 1st May 1960** which gave power to the authorities to continue detaining persons after serving their sentences.

- r. The passes were suspended or abolished for some time by the Apartheid regime but later restored.
- s. It increased the brutality of the white regime towards the Africans and many of them were killed.
- t. It increased poverty among the Africans as many of them refused to go and work for the whites.
- u. The protest forced some investors especially from Britain to withdraw their money and businesses from South Africa. This weakened the Apartheid regime economically.
- v. Many protestors tore and burnt their pass books during the protest.
- w. A lot of property like houses and government facilities in Sharpeville town were destroyed during the demonstration.

8 (a) Explain the role played by Sam Nujoma in the struggle for Namibia's Independence (12 marks)

Introduction

- a. Sam Nujoma by name of Samuel Shafiihuma Nujoma.  
He was born may 12, 1929 Ovambo in south west Africa / Namibia
- b. He led forces that fought alongside south African Freedom fighters and opposed a formidable challenge to the oppressive regimes in the southern African region.
- c. In 1959 formed the Ovamboland people's Organisation with Jacob Kahenge.
- d. In 1960 the party was transformed into SWAPO at the request of Kevin the Namibian representative at UN.
- e. He established the People's Liberation Army of Namibia (PLAN) in 1962
- f. He played an important role as leader of the national liberation movement in campaigning for Namibia's political independence.
- g. He launched a guerrilla war against the apartheid government of South Africa in August 1966 at Omungulugwombashe, beginning after the United Nations withdrew the mandate for South Africa to govern the territory.
- h. Nujoma led SWAPO during the lengthy Namibian War of Independence, which lasted from 1966 to 1989.
- i. Nujoma became involved in anti-colonial politics during the 1950s. In 1959, he cofounded and served as the first president of the Ovamboland People's Organization (OPO).
- j. In December 1958 he was an organizer of the Old Location resistance and was arrested and deported to Ovamboland.

- k. SWAPO boycotted participation in politics because the apartheid regime had continued grabbing African land.
- l. They led strikes against job discrimination.
- m. Under SWAPO he and other members petitioned world bodies for the attainment of independence.
- n. In 1960 he escaped and went into exile in Tanzania where he was welcomed by Julius Nyerere.
- o. He organized industrial revolution against the South Africa Apartheid regime.
- p. In the late 1970s Nujoma led the SWAPO negotiations team between the Western Contact Group (WCG), which consisted of West Germany, Britain, France, the US and Canada, and South Africa on the one hand, and the Frontline States and Nigeria.
- q. They campaigned for Namibia's independence and the establishment of non - racial state.
- r. They campaigned for justice, liberty and human dignity to prevail.
- s. They campaigned against the violation of the terms of the trusteeship that south Africa violated.
- t. From 1973 onwards SWAPO disrupted whites activities in the homeland of Ovambo and Kavambo.
- u. He looked for help from fellow national movements of MPLA, FRELIMO etc towards the independence struggle.
- v. SWAPO won a majority vote and Nujoma was elected as the country's first President on 21 March 1990. He was re-elected for two more terms in 1994 and 2003

$$\begin{array}{rcl} \mathbf{A} & = & \mathbf{I} \quad + \quad \mathbf{B} = \mathbf{13} \\ & & \mathbf{01} \quad \quad \mathbf{12} \quad \mathbf{13} \end{array}$$

(b) What were the obstacles faced by the African freedom fighters in the struggle for Namibia's self rule (13 marks)

- a. They lacked financial support to carryout their activities.
- b. They suffered from divisions like SWAPO against SWANU, Ovambo against Herero etc.
- c. The South African regime had a very strong presence in Namibia.
- d. Many Nationalists were arrested and killed by the Whites.
- e. They lacked very strong leaders Kutako and Nujoma came very late



- f. Strong grass root leaders who could mobilize commoners were very rare.
- g. Some nationalists championed tribal conflicts e.g SWAPO was originally for the Ovambo.
- h. Swapo lacked strong military support.
- i. The whites put up many restrictions, which made it hard for the nationalist to operate.
- j. Later the South African regime annexed Namibia as the fifth province of the Union.
- k. The apartheid politics which were extended into Namibia derailed national movements.
- l. The whites were stubborn and refused to bow down to the UN and OAU pressure.
- m. The whites from South Africa usually raided SWAPO camps in Angola especially from 1978.
- n. The divided and rule policy, which went with the Bantustans, divided up the people.
- o. African governments were not united in their condemnation against the whites e.g Malawi and Zaire.
- p. Initially OAU did not strongly support national struggles in Namibia.

**END.**

## MARKING GUIDE FOR HISTORY

### WEST AFRICA 241/2

*1(a) It was the trade between North Africa and West Africa.*

- ✓ It was the trade carried out across the Sahara desert.
- ✓ Also known as Caravan trade/Gold trade/Internal trade
- ✓ It developed due to high demand for Gold from W.A and salt from N.A s basic goods
- ✓ Other goods from western Sudan were slaves, colanuts, Ivory, hides etc.
- ✓ Other goods from North Africa were clothes, fruits, beads, horses etc.
- ✓ This trade was organized & controlled by the Berber Merchants from North Africa.
- ✓ The Berbers provided capital for the trade buying of trade items.
- ✓ The Berbers provided camels and horses for transporting of goods.
- ✓ The Berbers employed the Tuaregs to guard & guide the traders along the trade routes
- ✓ The Tuaregs also protected the pasture grounds
- ✓ The kings and Chiefs of Western Sudan provided security to the traders.
- ✓ They also actively participated in trade.
- ✓ They collected goods to the market centers.
- ✓ Initially there was no common language used and traders could use sign language hence silent trade.
- ✓ Later Arabic language was introduced and it became a business language.
- ✓ Initially barter trade was the mode of exchange
- ✓ Later, cowrie-shells, Gold coins, copper bars were introduced as a currency.
- ✓ Initially the means of transport was head portage ,where goods were carried by slaves and porters.
- ✓ Horses and bullocks were later introduced by the Arabs
- ✓ The camels were later introduced by the Berbers as a basic means of transport
- ✓ The introduction of camels increased the volume of goods
- ✓ Camels were resistant to desert conditions
- ✓ They could move long distances without drinking
- ✓ Could carry bulky goods

- ✓ They African Negroes provided security to trade&collected goods
- ✓ They provided food, water and accommodation to yhe merchants
- ✓ They also organized market centres
- ✓ They transported trade items
- ✓ They provided goods like ivory and slaves.
- ✓ They offered hospitality to the traders.
- ✓ Some Africans acted as slaves and acted as a means of transport.
- ✓ This trade was conducted along 3-4 trade

*(b) It declined due to many reasons.*

*The reasons were political, social and Economic in nature.*

- ✓ The factors were internal and external.
- ✓ The process for its decline was gradual
- ✓ Its decline started by the Moroccan invasion of Songhai which led to the downfall of Songhai empire
- ✓ The invasion led to insecurity and political unrest in the western Sudan
- ✓ The discovery of the new sea route from the Mediterranean sea to the Atlantic Ocean, led to the decline of this trade.
- ✓ The new sea route had many advantages over the traditional North to South land route
- ✓ The new sea route was shorter, faster and safer.
- ✓ It brought in cheaper and better quality goods like salt, clothes, weapons, beads etc.
- ✓ The cheaper and better quality goods out-competed the salt trade across the Sahara desert.
- ✓ The rise of Trans-Atlantic slave trade
- ✓ The scarcity of some trade items from such as gold, ivory etc. any 2.
- ✓ The coming of xtian missionaries in W.A who decompaigned slave trade.
- ✓ The European scramble & partition of colonies in W.Africa
- ✓ The abolition of slave trade by the Europeans
- ✓ The promotion &growth of legitimate trade
- ✓ The rise of Jihads by the moslems against the non-moslems created insecurity along the trade routes.
- ✓ The discovery of gold deposits else especially in S.Africa &America

12 marks 1 mark each.

*2(a)The word Mali means the land of chiefs.*

- Mali was a former vassal state of Ghana empire
- Mali is one of the Western Sudanic states
- Others include Ghana, Songhai, and Kanem-Bornu.
- The origin of Mali is not clear.
- However there are views/assumptions which try to explain how it originated
- Its original state was kagaba and the original inhabitants were the Mande .
- Its capital was Jeriba, which was located near modern Bamako.
- Around 1224, Samanguru Kante the SUSU king of Kanianga conquered kagaba and Annexed it to Kanianga
- Samanguru Kante killed the king of Kagaba called Maghan Konfatta and his eleven sons.
- He spared Sundiata Keita who was a crippled young man
- Sundiata Keita was then taken to live in king Samanguru's palace.
- With time, Sundiata regained the use of his leg
- He became a prominent soldier and hunter
- He escaped from the king's court to exile in Meama.
- He got military support from the king of Meama and attacked Samanguru Kante
- By 1235, Sundiata defeated and killed Samanguru Kante at the famous battle of Kirina and took over power
- He then joined Kangaba, Kanianga and former states of Ghana together
- He conquered Bure and Bambuku, which were rich in Gold and established Mali empire
- Sundiata Keita was therefore the founder of Mali empire
- Mali developed due to its strategic location in savannah region, which had economic advantage.
- It had fertile soils, good climate and reliable rainfall which promoted Agriculture
- The people of Mali participated in trade internally and Trans-Saharan trade

- Local industry was promoted such as Mining, weaving and Iron smelting
- Mali had a strong army which was used for defence ,internal security and expansion.

10 marks 1 mark each

*(b) Mansa Musa was originally called Mansa Kankan Musa,*

- He was a Grand son of Sundiata Keita
- Mansa –Musa was the greatest king of Mali Empire
- Mansa-Musa made several contributions to the growth of Mali empire
- The contribution of Mansa Musa were political ,social and economic
- Mansa Musa created a strong army
- The army was composed of infantry and calvary
- The army was used for defence and expansion of the empire
- It was also used for internal security
- Mansa Musa set up an effective system of administration
- He divided the empire into 14 provinces and commercial centres
- Each province was under a governor for easy administration.
- He built magnificent palace in Mali for defence
- He promoted trade with people of North Africa ie Trans-Saharan trade
- He encouraged the growth of agric
- He also encouraged the growth of local industry
- He promoted the growth of trading centres such as Gao,Timbuktu ,Niani etc.
- He also enforced the use of just and honest measures by the traders.
- Mansa-Musa was a devout muslim
- He promoted the spread of islam in Mali
- During this rule, he purified islam and made state religion
- Mansa Musa built many schools ,which promoted education in Mali
- He built Sankore university in Timbukutu
- He built Sankore University in Timbukutu
- He built a great mosque at Gao and another in Timbukutu as centres of Islam
- He introduced Friday prayers and ensured that people follow Islamic laws strictly

- He built a strong army when was well equipped and trained .
- The army was divided into infantry and collantry
- The army was used for defense keep security as well as expansion
- He made a pilgrimage to Mecca and he came back with many muslim scholars from the arab word
- He made empire to participate in transhara trade

15 marks 1mark each

***3(a) External trade was the trade which was conducted across the Atlantic Ocean***

- It involved three contrinents of Europe,Africa and America
- External trade was also known as Trans Atlantic slave trade/triangular trade
- It grew due to many factors
- Which were political,social and economic in nature.
- Trans Sahara trade decline gave rise to the growth of external trade
- Increased demand for slave labour in the New world to work in the mines and plantations
- Invention of steamerships by the Europeans provided quick transport for traders
- Involvement of many participant in external trade e.g. the Europeans and Africans
- Short life span of the Negro slaves in America because of mistreatment and forced labour by their masters led to the growth of external trade.
- Development of coastal towns e.g. Accra,Lagos , Port Novo e.t.c led to growth of this trade.
- Availability of deep natural hardours at the coast West Africa.
- Availability of large capital provided by the European Merchants led to the growth of this trade
- The trade was profitable ,it encouraged many participants to be involved.
- Cooperation between Africa chiefs and European slave dealers led to its growth.
- Existence of interstate wars led to the growth of external trade
- Industrial revolution in Europe led to the growth of external trade.

- High demand for raw materials such as cotton, rubbers, palm oil, copper etc. led to the growth of external trade.
- Availability of ready market for European manufactured goods in West Africa , e.g. clothes ,glassware,beads,guns etc.

12 marks 1 mark each

**3(b)The effects of the Trans Atlantic trade were many.**

- These effects were political,social and economic on the people of West Africa
- The trade affected the people of west Africa positively and negatively,
- It led to loss of lives through slave raids
- It led to depopulation in West Africa due to high death and export of slaves
- It led to the rise of widows and orphans to those who lost their dear ones.
- It led to displacement of people in West Africa due to slave raids
- It led to destruction of property such as houses ,crops,livestock e.t.c.
- It led to misery and suffering of many people in West Africa
- It led to agriculture decline and outbreak of famine
- It led to increased importation of fire arms into the interior of west Africa
- Acquisition of fire arms by interior people encouraged interstate wars and hostility.
- There was increased insecurity as people lived in constant fear for their lives
- It led to the growth of the empire e.g. oyo, Benin, Dahomey and Asante
- Rulers and businessmen who involved got a lot of wealth.
- It led to improved standards of living to those who got involved in it
- External trade led to the formation of Siera-Leone and Liberia as home for freed slaves.
- Led to influx of European industrial goods such as clothes, beads ,guns ,salt e.t.c.
- Led to the growth of legitimate trade in manufactured goods
- Led to the coming of European Christian missionaries who spread Christianity in W.A.

- Led to European colonization of Africa who finally abolished slave trade  
13 marks    1 mark each

**4(a) What are the causes of 19<sup>th</sup> century Islamic movements in W.Africa (13 marks)**

(b) Explain the factors that led to the success of the Fulani Jihads (12 marks)

(a) The causes Code C: 13 marks

- A jihad is a Muslim holy war fought against infidels/ non-believers
- They are also called 19<sup>th</sup> Islamic movements led by Uthuman dan Fodio
- Was caused by a number / variety of factors which were social, political, economic, intellectual, religious etc.
- But were primarily religious:
- To purify Islam which had declined following Moroccan invasion of Songhai
- Fodio's condemnation of Pagan Hausa ruler
- Some mixed Islam with paganism/ pagan plectics
- Fulani Muslim scholars had settled among pagan communities
- And intermarried with them, Ekena adopted their ways
- Injustices in the Hausa land
- Bribery ,over taxation of the Fulani
- Corruption ,unfair judgment
- Conscription of Muslims into pagan armies to fight fellow Muslims
- Enslavement of Muslims by non-believers
- Educational differences
- The Muslim Fulani, were better educated but were denied employment in the gov,t
- Ethnic hostility btn Fulani and Hausa
- Desire to restore the rule of law(under sharia)
- Desire to over throw pagan harsh rulers
- Eating unclean meat slaughtered by non-Muslims
- Uthuman -Dan -Fodio's personality
- Influence of Muslim brotherhood qwadriyya and tijjaniyah (brother hood)



- The Hausa leaders were jealousy of Muslim Fulani prosperity/ wealth  
Any 13 points 1 mark each

(b) *Success CODE S 12 marks*

- The success was a result of many factors political, social, economic and military  
Internal and external
- The Hausa states lacked unity.
- They lacked support and loyalty to their subjects
- Uthuman Dan Fodio's policy of isolation
- The influence of different jihad leaders like uthuman dan fodio, Muhammad .Bello, Al- Hajji Umar.
- The Fulani were military superior compared to their enemies
- The Fulani jihadists had more military experience
- The jihadists used frequent attacks
- Most of the Jihad leaders had political motive to gain political power as result fought hard
- Jihadist were assured of heaven in case they succeed
- Co -operation among jihad leaders in different cities.
- They had superior military organisation abilities over Hausa rulers
- The Hausa rulers were taken by surprise
- Determination to succeed
- General desire to over throw pagan pressure leaders who had already became un popular
- The jihadists were battle hardened and were used to frequent Tuareg attacks
- insensitive promises to jihadists were very attractive like life in paradise
- Material rewards promised to flag bearers like land, wives, political office.
- The jihadists received financial support from rich Muslim Fulani merchants
- The jihads took place almost at the same time in all Hausa states so it took pagan rulers
- Religious zeal and morale given to jihadists

- Continued inspiration from qadriyyah and Tijaniyyah teachings
- The people had already seen fodio as neutral inspiration leader as evidences by his eloquence in speech .

*Any 12 marks 1 mark each*

**5(a) Why was the fante confederation formed in 1808 12 marks**

(b) What were the achievements of the Fante confederation upto the 19<sup>th</sup> century 12 marks

5a CODE: F 12 marks

A confederation is a loose union of states brought together for a common goal

- So the Fante confederation brought together about 21 states that included fante itself, maxim Mbor, Kwaman etc.
- It was founded on the meeting of Fante clients and educated leaders held at maxim.  
In Jan 1868
- It was formed due to a number of reasons which were social, political and economic.
- To forge unity among member states
- Desire to fight growing British threat especially possible annexation of fante states
- The need for preparation to take over administration from the British
- The fear of growing number of Europeans at the coast
- Fante distrust of British.
- Fante opposition to the proposed Anglo Dutch exchange of ports including Elmina
- Desire for strong economy and social services
- Desire to develop transport and trade
- Desire to maintain and strengthen traditional values
- Desire to develop their natural resources and exploit them
- The need to protect themselves against hostile coastal neighbours like Asante

12 marks 1 mark each

**(b) Code A: Achievements of the confederation**

- A number of achievements were made which were political, social and economic
- Both positive and negative
- Positive steps were taken to realize self-government.
- It was able to set up its own gov't comprising of a king as a president ,an army ,civil service and supreme court
- It was also able to impose and collect poll tax as well as export duties
- With its own army it opposed the Dutch take over assisted by Komenda against Elmina.
- It had a supreme court at maxim which was also a confederation headquarter.
- It tried many cases referred to it from court of chiefs
- The confederation developed infrastructure like schools, roads, health centers which improved on the standards of living.
- The union established a firm administration
- It drew up a constitution adopted as maxim constitution
- A national assembly was also set up which consisted of two delegates from each member state and a national assembly of kings and chiefs that met annually to preview and endorse the decisions of legislative assembly
- It strengthened unity of Akan culture
- It set up various sources of revenue
- It recommended the British transfer of administration of W.African colonies to the local people
- However ,these achievements were short lived by 1873 the confederation had collapsed

13 marks 1 mark each

**6(a) Why did the British apply in direct rule to administer Nigeria 15 marks**

**(b) What were the effects of the policy to the people of N.Nigeria 10 marks**

**a:CODE :A; 15 marks**

- Indirect rule was a British system of administration used in Northern Nigeria
- It was introduced by Fredrick Lugard and Gilbert Carter.

- It involves the use of African chief's to rule fellow Africans under supervision of the British officials.
- The policy was used due to many reasons
- The reasons were political, social and economic in nature
- It was because it was cheap to pay African chiefs.
- The British officials were expensive to pay by British administration
- The British had inadequate funds for paying a big number of staff
- Africans understood and respected their local chiefs
- The British policies could smoothly be implemented by the local rulers to their subjects
- The African chiefs know their people properly and understand each other
- The British used indirect rule to solve the problem of language barrier
- African rulers made tax collection easy and simple since they knew the local language of their subjects
- Indirect rule was used to avoid rebellion against the colonial administrators
- The African chiefs acted as shock absorbers to the British colonialists
- The British had shortage of man power for administering N.Nigeria
- Lugard wanted to preserve African culture in N .Nigeria
- It had already been successfully experimented in other colonies like India and Uganda
- The African chiefs were used because they could withstand the harsh climatic conditions like hot shine and heavy rainfall
- The British feared tropical diseases mainly malaria when killed British Officials
- It was used due to poor means of transport and communication in N.Nigeria
- N. Nigeria had centralized states under which, such as Sokoto Caliphate which favoured indirect rule.
- It was used in order to train Africans to become future leaders after independence
- Mass illiteracy of the people
- There was no mass media like radios, newspapers, television sets to ease communication

- African chiefs could use to collect taxes supervise public works like building of schools, dispensaries, roads etc.

***(b) CODE E: effects of indirect rule 10 marks***

The effects were many political, social and economic

- Trade was boosted as people were involved in each commercial activities
- There was improvement in transport and communication as roads, railways put in place.
- Agriculture was boosted as the British encourages
- There was extension of British control over N. Nigeria
- The British won confidence of African chiefs and rulers
- There was preservation and use of African institutions
- The chiefs and rulers were respected by their subjects
- It became easy way of ruling illiterate masses and continuity of centralized African states like sokoto caliphate which were later integrated in the British colonial administrative system
- It trained Africans art or skill of governance
- It also had short comings
- It declined educated Africans and elites
- It promoted the policy of divide and rule and therefore led to disunity
- It undermined the spirit of unity brought in by Jihads
- Some chiefs were punished for independent views and their decisions were not considered
- British policies were dictated.

In the process the subjects lost trust or confidence in their rulers

10 marks each point 1 mark.

***7(a) Explain the role played by Creoles in the development of W. Africa b1n 1850 and 1914 (15 marks)***

(b) What problems did they face during this period ( 10 marks)

(a) The role played: Creoles Code R: (15 marks)

- ✓ The creoles were as a result of intermarriages between the freed slaves and recaptives
- ✓ Resulted from the abolition of slave trade

- ✓ By 1850 had emerged as a distinct group
- ✓ Had inherited European American and numerous African culture
  - Spoke the Kriol language, a mixture of African, English and American language
  - Played adverse/ many/ numerous roles
  - Were political ,social and economic
  - Creoles became a vehicle of European colonialism, in sierra Leone its self and other parts of W .Africa
  - Promoted Christianity, built churches
  - Translated the bible into nature languages e.g nupe, Hausa, Yoruba, Ibo etc.
  - Bishop S.A. crowther translated the bible into Yoruba
  - They were great educationists
  - Promoted western education
  - Acted as teachers in many schools
  - Their children were the most educated
  - Opened up many schools both primary and secondary
  - Built higher institutions of learning (Taurah bay College)
  - Which later became a university college
  - Promoted literacy
  - Produced a number of professionals like teachers,clergy men lawyers ,doctors,authors
  - Wrote the constitution of the fante confederation
  - Played important roles in colonial administration
  - As civil servants-manned the civil service in sierra Leone
  - Set up many trading companies
  - Were not so successful in agriculture
  - Partly due to poor soils
  - Helped in the final eradicationof slave trade
  - Helped to re settle recaptives
  - Boosted legitimate trade
  - Became successful businessmen
  - Built houses
  - Contributed to urbanization
  - Promotion oof western valves/ civilization culture

- Monogamy ,eatin habits ,dress code
- Laid a strong base for west African nationalism

15 marks 1 mark each

***(b)Problems faced: code P (10 MARKS)***

***A DIVERSITY/ NUMEROUS/MANY/ A VARIETY***

***Political ,social, economic ,geographical***

- ✓ Harsh / unfamiliar tropical climate
- ✓ Tropical diseases e.g. malaria ,sleeping sickness, small pox
- ✓ Poor soils
- ✓ Lack of knowledge of tropical farming
- ✓ Little success in farming
- ✓ Transport difficulties ,no postal services
- ✓ Language barrier
- ✓ Pressure on social services i.e. schools,health,shelter
- ✓ Limited funds
- ✓ Continued hostility from natives e.g. feme&omends
- ✓ Competition for leadership
- ✓ The British and creole policy
- ✓ Creole officials were efcheded from working in the protectorate
- ✓
- ✓ Creole officials were replaced by English
- ✓ Elimination of the creoles from senior office
- ✓ Discrimination in the religious sector
- ✓ Accusation of the creoles by Africans of being white missionary agents
- ✓ Instigated temne-mende war
- ✓ Shortage of land after 1898
- ✓ Imposition of high tax left them poor
- ✓ Suffered from radical discrimination from his European colleagues

Any 10 points 1 mark each

***8(a)Describe the role played by the following in the struggle for the independence of their countries***

***(a)Leopold Sedar Senghor Senegal (12 marks)***

- He was born of a rich family which of Joël outside the communes in oct 1906.
- Senghor was born in a family which was strongly catholic in a predominantly muslim community
- He received his primary education in a catholic school and later he attended the Lycees in Dakar and then in Paris where he won such a distinction as scholar that he became the first African professor in Lycee
- Senghor fought in several Lycees in France until the outbreak of WW II
- His career as a nationalist leader in French West Africa began in 1945 when together with Lamine Guèye, another Senegalese, were elected deputies for Senegal in the first and second constituent assemblies which formed a constitution of fourth republic
- Senghor also was very local against forced labour and advocated for its abolishment
- Under his capacity, he influenced greatly the constitutional reforms which were realized
- In oct 1948, he formed his own territorial party, "Block Democratique Senegalais (BOS) this was after declining to team up with a communist allied (R.D.A)
- Rejected affiliation with metropolitan party. he with most of RDA deputies in Paris formed the independents group (inor) which was a move towards independence
- Senghor with 100 leaders opposed the loi cadre which tended to Bafricanise the region by granting limited self gov't on territorial basis
- When the (RDA) led by Houphouët-Boigny refused to compromise its stand on self rule on territorial basis
- Senghor in may 1958 formed the parti de Regroupement Africain . CPRA as a alliance of all parties supporting an independent federation states
- When realized that France was inclined to territorial rather than federal self gov't he modified his former stand-by leading Senegal to vote "yes" in De Gaulle's referendum of 1958
- With such a strategy, he believed that the new suspension could eventually result in independence of a unified federation
- But when his hope appeared to be frustrated, he with leaders of Senegal launched the Mali federation of Senegal and Sudan in month 1959



- In 1960 the Mali federation demanded full independence in June 1960, the federation achieved independence

### **NKWAME NKURUMA**

13 marks

- He was born about 1909 and was named Francis Nwia Kofi Mgonloma. He later changed to Nkwame Nkrumah
- He was one of the Africa's greatest leaders before he fell from power (25<sup>th</sup> Feb 1965)
- He was educated in Ghana and further U.S.A
- He lectured at Lincoln University
- He drew inspiration from Marcus Garvey movement and Mahatma Gandhi.
- Soon he became involved in politics
- On his arrival in England (1945), he became vice president of the W.African student Union (WAsu)
- He was one of the organizers of the Pan-Africa congress (PAC) in 1945
- His nationalist links with Ghana began in 1947, when he was recalled to become the secretary general of (UGCCP)
- In Sept 1948, he founded the Accra evening news which became the official mouthpiece of nationalist movement.
- He split from UGCC founded the C.P.P. the top on this programme was "sevt gov't now"
- To achieve this "positive action plan" or riots or strikes was launched
- The Jan 1950 riots landed
- Nkrumah and some other CPP leaders in prison \*(at James Fort prison)
- The 1951 elections gave victory C.P.P. Nkrumah won the Accra central constituency
- He was subsequently released from prison and formed a government
- He became a leader of gov't business, this marked Nkrumah's speedy rise to power
- The 1951, elections gave victory to CPP Nkrumah won the Accra central constituency
- He was subsequently released from prison and formed a government. He became a leader of gov't Business

- He put persistent pressure on the colonial gov't to grant Ghana independence despite demand for federal government by the National Liberation Movement (NLM)
  - It was Nkrumah's CPP which led Ghana to independence on 6<sup>th</sup> March 1957.
  - The newly independent state changed its name from the Gold Coast to Ghana in honour of ancient empire of Ghana.
  - Nkrumah became the first president of Ghana. He mobilized the masses for independence and his contributions were many
- 13 marks 1 mark each

LITERATURE 208/1  
MARKING GUIDE 2022

The Return of Francis Imbuga: mgofu

1a) What leads to this conversation

At Kadesals Shrine Kadesa and Mude Mude comes to warn Kadeso about the fighting / conflict in Mndika. as they are conversing Bizia enters to tell Kadesa that Matia has welcome to strangers, a man and a woman have crossed the border to the shrine the woman and a man and later the man dies.

Any 6pts × 1 = 06 marks

c) who are they that Adonya is talking about? What is their relationship with the people in the passage

they – people of Mndika

01

Their relationship

- They are burning houses
- People are maiming one another
- Torching houses said to be followed of kadasa

Any 3pts × 1 = 03

d) Character of Adonija 03 marks +1 mark

- Intelligent
- Eloquent / talkative
- Patriotic

03 marks

Role

Character- mgofu Ngoda

Theme – reconciliation 03 marks

3+3 = 06 marks

The old haly mgofu blind seer is to be buried Thori and Thorwa tells how mgofu Ngoda's son has grown up and Nderema is home. The two scouts / spies to Nderema report to Mhanda about the things they have discovered about mgofu in Nderema

2) William Shakespeare The merchant of Vrnice

a) Briefly explain what happens before this passage

05

b) Describe the character

i) Portia

- friendly / merciful / kind / helpful
- courageous / brave
- wise / intelligent
- schemer / cunning / trickster
- cautious

any  $3 \times 1 = 03$

ii) Shylock

- heartless / unsympathetic
- unforgiving
- proud
- ve

any  $3 \times 1 = 03$

b) He means one bad act / action will spoil the many things one has done

04 marks

3) Grief Child

Nimu and Mahamu are in the farm and joined by Biragu and you bring them food to eat. Biragu had astrange look on her face

Biragu and you stay in the farm collecting firewood

Mahamu and Nimo go back home due to the storm that was coming

Birago and Jaa after collecting firewood they hurry to go back home since its starting to rain heavily

While in the farm a huge bough crashed down on them crushing mother and daughter

Any 6pts = 06 marks

b) fear / worry / anxiety / distressed

confused / puzzled

disappointed

impatient

sad / gloomy / angry

any 2× 2 illustrations = 04 marks

c) The first place he glanced towards was the kitchen and his wife and daughter were not there

The pepper his wife left drying in the weak sun was now drenched with water

He saw some clothes on the drying line

There was no freshly cut firewood to indicate that they were home

He walked through the rain towards his wife's room. The door was locked.

Any 4×1 = 04 marks

Muhama and Nimo at farm searesry for you and Birago think since its drizzling now they must have returned home.

they go back home and they don't find them there and are shocked

They go to inform people and start with Apiiah

Apiiah, Yaro, Nimu and Malumu to out to search for burago and Yaa. They scattered in two hardly knowing where to lead

It is mahama bar Nimo from the scere but freed himself to look. The sigh brought him sprawling to the ground and fainted

Any 6pts = 06 marks

4)John Steinbeck The pearl

a) what leads to the passage?

Coyotito has been stung by scorpion

Juana sucks the poison out. Later she demanded for the doctor. The procession from the brush house move to the doctor's house and later beggars join to enjoy the drama that happens at the doctor's house. The beggars are aware that the doctor does not treat the poor.

Any 6 pts = 06 marks

Describe the character of the doctor in the passage

- Avarice / materialist – needs money to treat the child
- Clumsy / carelessness
- Miser / mean
- Cruel – does not treat coyotito that he is not a veterinarian
- Lazy

Any 2x2 illustrations = 04 marks

c) Explain two themes revealed in the passages

poverty – Kino and his people are poor and can't afford the fees for the treatment of Coyotito

suffering

oppression

2 well explained themes = 04 marks

d) what happens after the passage

Kino and Juana leave the doctor's place and go for pearl hunting. Juana applies a seaweed to the place where the scorpion has stung coyotito. Kino dies into the ocean and starts hunting and later discovers the pearl of the world. The doctor comes to treat coyotito but poisons him and later the priest pays a visit to the Kinos

Any 06pts = 6 marks

Francis Imbuga The Return of Mgofo

Describe the character of Mgofo in the play, The Return of Mgofo

The Mgofo is the son of the old half blind seer who died crossing into Nderema. Mgofo grows in Nderema under the mentorship of Kadesa and even inherits the shrine after her death. He has two children, a daughter Nora and a son

Mgofu Ngoda is a peace – loving person

He is intelligent / wise

Courageous

Marks as a whole – 20 marks

6) How suitable is the title, the Return of mgofu, to the play?

The title The return of mgofu is based on the main character called mgofu ngoda the son of the old half blind seer named after the father

Mgofu Ngoda grows up in exile in Nderema at Kadesa's shrine because in the conflicts I his mother land Mndika

Thori and Thoriwa highlight the conflict that took place in Mndika

“my land ....., my cat, ....., my land and the old half blind mgofu left. Mndika with his youngest wife who was pregnant

Nora gives birth to a son on arrival to the shrine. Mgofu ( the son) bache man inherits the shrine after kadesa's death

Mhanda the head of mndika admires mgofu's administration and wants reconciliation among the exdees so he sends spies to Ndenema to ask what they hear about mgofu

When the two scouts come they confirm the truth

So mhanda prepares to invite mgofu to the remembrance day. Mgofu returns to mndika after a long time to grace the occasion of mndika's Remembrance day H Ae faints while addressing the nation of mndika “I'm home..... and home,.....is where a man returns to sow his best seed”

Hence mgofu returns to mndika whether the old or the young one

Hence the title bearing suitable for the play

Mark as a whole = 20mks

William Shakespeare the merchant of venice

7)Discuss the character of Shylock in the play, The merchant venice

Shylock is a Jewish money lender. He lends money to Antonio a loan with certain tough conditions when he fails to pay

He is greedy / materialist – Shylock is more hated about the money that Jessica takes from him than his only daughter has eloped

He is stubborn when misfortunes befall Antonio he insists on a pound of flesh, even though this will likely kill Antonio

He is immoral

He is proud

Vengeful – he tells Solania about his promise to get revenge on Antonio

Manipulative / cunning / trickster deceptive / liar

Violet – wants Antonio's flesh for his money

9) How does the death of Adu's family affect him in the novel Grief child?

Adu goes through many tragedies in his life He loses his mother and sister in a storm crushed by a huge bough. His father is drowned in the river

- ✓ Because hopeless and disillusioned
- ✓ Loses his home to Buama
- ✓ Separated from Mahama
- ✓ Mistreated by Goma
- ✓ Goes to school in worn out uniform
- ✓ Thinks about committing suicide
- ✓ Aphiah comes to check on him
- ✓ Goma insults his Buama
- ✓ Helps chief to get thieves and becomes a town hero
- ✓ Carries on his father's tradition of herbs
- ✓ Goma's secret is revealed
- ✓ Gets a new family of Techer Ofori
- ✓ Marries Amaa
- ✓ Graduates and becomes a teacher
- ✓ Filled with bitterness and hatred towards aunt
- ✓ Susa becomes Adu's night mare

10) What lessons about life do you learn from the novel Grief Child?

- ✚ Misfortunes don't come they come in battalions
- ✚ Tough times don't last but tough periods do
- ✚ What goes around comes around, truth can never be hidden forever
- ✚ Education is the key to successful life
- ✚ True love erases bad memories



- ✚ A friend in need is a friend indeed
- ✚ Appearance can be deceptive
- ✚ Fate is a force beyond our control
- ✚ Forgive and forget, forgiveness heals and heartened hearts
- ✚ Courtesy costs nothing
- ✚ Problem shared is a problem solved
- ✚ One good turn deserves another
- ✚ What doesn't kill you makes you stronger
- ✚ In a sea of injustice, there is a pillar of love and just
- ✚ Birds of the same feathers flock together
- ✚ Culture is no child's play
- ✚ Teach the child ways of life and so shall he take upon them

Mark as a whole – 20 marks

John Steinbeck The pearl.

11) Describe the character of Juana and show how she helps Kino endure the hardships in The pearl

Juana is the wife to Kino and a mother to Coyotito. She is a strong arch in Kino's life especially after the discovery of the pearl

She is obedient and respectful especially to her husband

Cheerful

Patient especially with Kino when he discovers the pearl Kino is over ambition but Juana strikes closer

Courageous

She is loving and caring - she demands that Coyotito be taken to the doctor for treatment and also cooks and takes care of Kino

Hardworking – cooks, nurses coyotito

She is intelligent and rational able to logically analyse situations and act quickly like when she gets to know that the pearl is evil and wants to throw it back in to the ocean

She is traditional, follows the tradition tracks if a good wife who allows her husband to lead her

she is protective of her family

she us supportive

10 : 10

Or mark as a whole = 20 marks

12) “The pearl is evil.” In which ways is the pearl evil:

The pearl is not evil. The people have given it more important and power than it deserves. The pearl is hope and providence to Kino’s family

The doctor does not treat Coyotito because his parents cannot pay for his treatment but when the pearl is discovered the doctor claims that Coyotito in order to get a share on the pearl

The priest visits the Kinos also to get a share of pearl if their baptized Coyotito, wedded Kino’s family attacked and Kino kills a man just to protect the pearl

Juana tries to throw the pearl back in the ocean but Kino stops her. Kino beats the wife because of the madness of the pearl

Kino originally wanted the pearl to pay Coyotito’s treatment but everyone believes the pearl is powerful and when the pearl is thrown he has gained from the pearl

Kino is almost cheated by the pearl buyers. Obviously everyone wants this pearl, everyone wants its power so people will try to cheat their into getting that pearl

Everyone has just become greedy and evil over the pearl. Kino Juana and Coyotito set out to the big aty to sell the pearl but they notice they are being followed and that they are definitely in danger

Coyotito is killed and Kino decides to cut his trip a little short. He kills the trackers and a little short.

He kills the trackers and returns home

He throws the pearl back in the Ocean

Silvester Onzivua Heart Soothers

13) Discuss the importance of Iyaa’s pot in the play and what does it’s destruction symbolize

The pot symbolizes African Traditional culture and its breaking symbolizes the disintegration and erosion of Africa cultural heritage for the pot had been in the family for more than three generations

When the pot breaks, it symbolizes the disintegration of the African cultural. That's the simmering conflict between Iyaa's and Mini's conflict

In the breaking of the pot, Iyaa not only laments but also predicts her own death, the death of her son, Jimmy and also death of traditional African society

It can no longer be passed on from one generation to another. The saucepan that has replaced the pot is not strong enough to defeat the encroachment of the years

Only the pot can out – maneuver the years hence modernity cannot last long

Through the pot playwright use it to show the need of preserving the traditional values and culture

It symbolizes secession and hypocrisy

The pot is love and affectionate from Iyaa who also got from her mother who also got it from her mother who also got it from her mother

Mark as a whole = 20marks

14) How does Mini's friendship with Florence influence what happens in the play Heart soother?

Florence is a close friend to Mini who advises her on what to do

She brings suspicion about Jimmy having a girlfriend

She brings advice Mini to go to a native doctor.

She advises Mini to question Jimmy about his safaris

She entangles Mini's marriage by digging deeper into other relations of Jimmy

She advises Mini to get herself a heart soother

Their relationship opens doors to desertion in Mini's marriage

Florence is a wolf in a sheep's skin a hypocrite at the highest peak

Florence bridges hatred between Mini and Jimmy

Florence is an image of a wet blanket

Mark as a whole = 20 marks

Okia Omtatah Okoiti

Voice of The People

15) Do you find the play the Voice of the people relevant to Uganda today? Give reasons

A candidate is expected to be specific with the events. Characters related to what takes place ones society

Corruption

Selling of Mabira forest

Closure of some media houses

Arresting some individuals against the current government

Luxurious life style

Demonstration / strikes

Clinging on power at all costs

Unemployment

Dictatorship and outcry wherry sensitive decisions are politically influenced to favour those in power

Denial of human rights by repressive government

A candidate who answers with monotony of “my society” should be penalized

16) what is the importance of Nasirumbi in the play voice of the people?

Nansirumbi is the leader of mother’s front. Boss is against her but she exports all the evil and dirt done by Boss and his accomplices

She is shown as

Intelligent

Honest

Patriotic

She helps in the advancement of the plot through Nasirumbi Boss and sibour are exposed

Corruption

Cunning

Dictators

Cheiuvinistic

Nasirumbi highlight

Corruption

Materialism

Un employment

Dictatorship

Nasirumbi sustains the plot from one event to another

Well illustrated essay

Mark as a whole = 20 marks

Victor Byabamazima

Shudowr of Time

17) Discuss the theme of love and marriage us portrayed in shadows of time

Love June has for sister Florence

Love Jane and Mike

Love Florence and Steven

Flora and the son

Love and marriage between flora and Steve

Mike and June

Candidates should differentiate love and lust some of the relationships are for lust and not love

Mark as a whole = 20 marks

If Described the character of Flores in the novel shadows of time

Flora Wangu is the main character

Naïve- Flora has not known any man and she has no boy friend and the mere fact of speaking of Tom excites her

Immoral / seductive / lustful / promiscuous / flirtatious

When Tom approaches her, she thrown the pencil on the ground to expose herself.  
When mike visits she changes to a shorter dress etc, with simon

Courageous; Flora has courage after the abusive relationships she has had but gives chance to love and married steve – even the event of abortion needs courage

Guilible

Pacifist: she prefers peace to violence when Tom haunts her down in her marriage

Materialistic

Ambitious

Loving and curing

Sacrificial

Flexible

Powerless

Remorseful

Contemplative

Mark as a whole = 20marks

Things Fall apart

19) Discuss Okonkwo's strengths and weakness in the novel Things fall Apart

Okonkwo is unka's only son

He is able to throw Amalinza the cat in the wrestling match

He is a warrior and does not fear blood like the father

Okonkwo works hard in his farm and has three barns full of yams

He beats his wife during the week of peace

He tries hard not to be like his father but he shows some weakness when he kills Ikemefuna. He spends some days without food and sleepless nights

He dislikes music not to be thought weak like his father unoka

Fears to express his feelings towards Ikemefuna and even after his death. He follows Ekwefu into the forest in pursuit of Ezinma

He has no patience especially for unsuccessful men especially those without titles

He marries three wives and fathers several children

He stands firm against the white man invasion. He ends up killing the white man's messengers and hence commits suicide

He rules his family with an iron hand. This is seen the way he treats Nwoye who ends up joining Christianity

He observes several customs and traditions

Mark as a whole = 20 marks

20) Describe the different traditional beliefs of the umuofia people in the novel, things fall apart

During the week of peace no one is supposed to do anything that annoys the gods but Okonkwo beats the wife

A man did not inherit anything from his father but achieved everything through hard work like Okonkwo

A man has to attain titles in the Umuofian society for hard work, bravely

The egwugwu's administer Justice

Victims of strange diseases are thrown in the evil forest until they die like unoka

Kola nuts and palm wine is a sign of hospitality

Marriage is one treasured custom in Umofia. Bride price is a must

Marriage was between families not individuals

The osu's are not allowed to cut off their hair and also associate with other normal people

A python was a scared thing and it was not killed when a convert Enock kills the python it was unheard of

Well illustrated essay

Mark as a whole = 20 marks

Daniel Mengara : Mema

21) What lessons do you draw from the novel mema?

- Fate is a force beyond our control
- A friend in need is a friend in deed
- A problem shared, a problem solved
- Do not judge a book by its cover
- What does not kill you makes you stronger
- Education is the key to life
- Politeness costs nothing but pays a lot
- Poverty can dehumanize a person
- Prevention is better than cure
- Self-control
- East or west home is the best place
- Well illustrated pts
- Make as a whole = 20 marks

22) Describe the character of mema in the novel mema

She is the narrator's mother mema's mother

She is loving and caring

She is assertive

Bold / brave / daring / courageous

Intelligent / wise / clever



Hot tempered / violent

She was a great talker / eloquent

Hopeful that one day her husband will recover

Strong – willed

Quarrelsome

23a) What is the poem about? 03 marks

The poem is about gossips, Gossips are shapeless, creativity, sweet. Gossip do not have the author. Gossips is done by females, its their entertainment from stress caused by men. It's a disgrace for a man to gossip

b) Describe the character of gossips as depicted in the poem

- shapeless - have neither tail nor head
- sweet – never stopping – deceitful
- entertaining / smoother
- creativity – create a clay cow until it cries moos
- wild

well illustrated character

c) What is the speaker's attitude towards the gossips

hatred

disgusted

disappoint

despair

anger /annoyed/ furious / bitter

surprised 04 marks

d) How relevant is this poem to your society

Tv programmes like line wire, Round about

Social media – facebook, whatsapp

Any  $5 \times 1 = 05$  marks

24) select a poem you have studied on theme of Love and use it to answer the following questions

a) Poems on the theme of love

Lullaby Akam

My will Lorna Goodson

The beloved Fulani

The Zulu girl Roy Campbell

Armanda Jared Angiru

The mulatta as Penelope Lorna Goodison

Let me not to the marriage of true minds William Shakespeare

And when you balance on your head Okot P. Bitek]

Correct title of poem = 01 mark

Correct name of poet = 01 mark

b) what does the poem say about love?

The subject matter of the poem

OR

The meaning of the poem according to candidate's choice

c) What lessons do you learn from this poem?

d) Explain why you have chosen this particular poem

Explain why you have chosen this particular poem

The title attractive

Subject matter familiar

Simple language

Lessons

Repetition of certain words

Feelings

Relevancy

Tone, mood

Any illustrated point  $1 \times 6 = 06$

25) ways of the world

a) what is the poem about?

The speaker spots a youthful attractive girl at the bus stop. He describes her as a sexy beautiful youngster, he decides not to talk to her for she is a student and an under age. When he goes to a bar the same evening, he is shocked to meet her dressed in a different way she is getting cosy with the speaker's own father. The speaker meets this girl once more at the bus stop. The young girl is now faded / lyeless/ and pregnant

The speaker wonders what we are doing to our daughter

Any 6pts  $\times 1 = 6$  marks

b) Describe the character of the girl

- Youthful / immature
- Careless / naïve / innoence
- Immoral / lustful / seductive
- Materialist

c) Explain the meaning of the following phrase

i) eyes flashing with life – energetic / full of life / happy

ii) swallowed hard – controlled

iii) choked into my glass embarrassed / schocked/ surprised / ahamed of the father's action

iv) gazing unseeing – deep on thought / absent minded

d) what makes the poem interesting

1. little – attractive m/ ironical
2. subject matter
3. structure – long / short

4. well punctuated
5. repetition
6. imagery
7. feelings – eg shocked , embarrassed annoyed
8. lessons

26) select a Poem from an anthology from East African poetry, written by Jared Angira and use it to answer the following questions

a) Tides of Time

Armanda

No coffin, no Grave

The street

The siege of Ramoji

Primus priority

Correct title = 2 marks

What is the poem about?

Any 3 with illustration = (06 marks)

How relevant is the poem to your society.

A candidate is expected to be specific with related to what takes place in their society. Eg mbarara, a name of an individual earns 2marks × 3 marks = 6

Any general answer like “in my society “earns

$1 \times 3 = 03$  marks

d) Explain why you have chosen this particular poem

the title is attractive

relevancy

subject matter – familiar

tone, mood

simple language

any illustrated point  $1 \times 6 =$

lessons

06

repetition of certain words

## ENTREPRENEURSHIP 845/1

### **1. (a) Budget for business start up expenses**

NB: Contents to be considered

- Business name and address
- Items title (document name)
- Table of contents with,
  - ✓ Column for particular / Details
  - ✓ Quantity column
  - ✓ Unit cost column
  - ✓ Amount column
  - Total projected amount
  - Details of the person that has prepared the budget
  - Provision for the person to approve
  - Frame

#### **Particular may include**

- Business license expenses
- Business name registration expenses
- Expenses on machine installation
- Market research expenses
- Advertising expenses
- Recruitment expenses for employees
- Expenses on installation of utilities
- Expenses on training of the recruited employees

(b) Factors that will be considered when selecting machinery for the project

- Durability of the machine / quality of the machine / life span
- Mode/make / type of the machine
- Sources of the machine
- Cost of the machine
- Guarantee given on the machine / warranty on the machine
- Production capacity of the machine
- Power consumption of the machine
- Flexibility of the machine /Adaptability of the machine
- Nature of labour force available /availability of man

- Availability of other equipment /availability of spare parts

(c) Components of the marketing plan

- Business name and address
- Items title / document name/ document identify
- Product offered by the business
- Target consumers
- Pricing strategy
- Distribution strategy
- Sales promotion and advertising strategy
- Level of competition
- Projected marketing expenses

(d) Insurance policies that can be applied for

- Theft and burglary policy / cover
- Machine breakdown and consequential loss cover/ policy
- Fire policy / cover
- Workman's compensation policy / employer's liability
- Loss of profit policy
- Loss of money in transit policy
- Fidelity policy
- Life insurance policy for manager and employees
- Motor accident policy
- Third party insurance cover
- Bad debts policy

2. (a) Content of an inquiry note

- Business name and address
- Business logo
- Date
- Document of items
- Details of the suppliers
- Quality specification
- Rate per unit
- Quality specification
- Terms and condition of sale discount, free transport
- Lead time
- Mode of payment

- Frame

**(b) Factors considered when selecting potential suppliers of kitchen ware**

- Distance between the suppliers and the business
- Terms and condition of sales offered by the suppliers
- Cost of the kitchen ware suppliers
- Quality of kitchen ware materials
- Lead time offered by the supplier
- Reliability of the suppliers
- Quantities offered by the suppliers
- Accessibility to the supplier

**(c) Contents of an official letter**

- Business name and address
- Business logo
- Business reference details
- Date
- Inside address/ receiver's address
- Receivers reference
- Official salutation (dear Sir/ Madam)
- Subject line (RE:....)
- Body/ subject clause
- Complementary clause
- Enclosure (Enc)
- Carbon copy (cc)
- Frame

**(d) The community benefit from the project in the following ways**

- Employment opportunities are attained
- Kitchenware materials are supplied to the community
- Taxes paid to the local government and revenue collected
- Market offered to the local supplies of food stuff & manufacturers of kitchenware
- Security promoted in the community
- Participation in community development activities
- Promotion of skill development especially the employees e.g finance marketing etc

- Promotes the establishment of other business e.g restaurant etc
- Promotion of infrastructural development

### **3. (a) Source of employees for the business**

- Community / society
- Competing baking business
- Vocational schools teaching foods and nutrition
- Labour unions
- Adverts from news papers
- Friend and family
- Solicited application

### **(b) Duties of the human resource manager in the initial stage of the business**

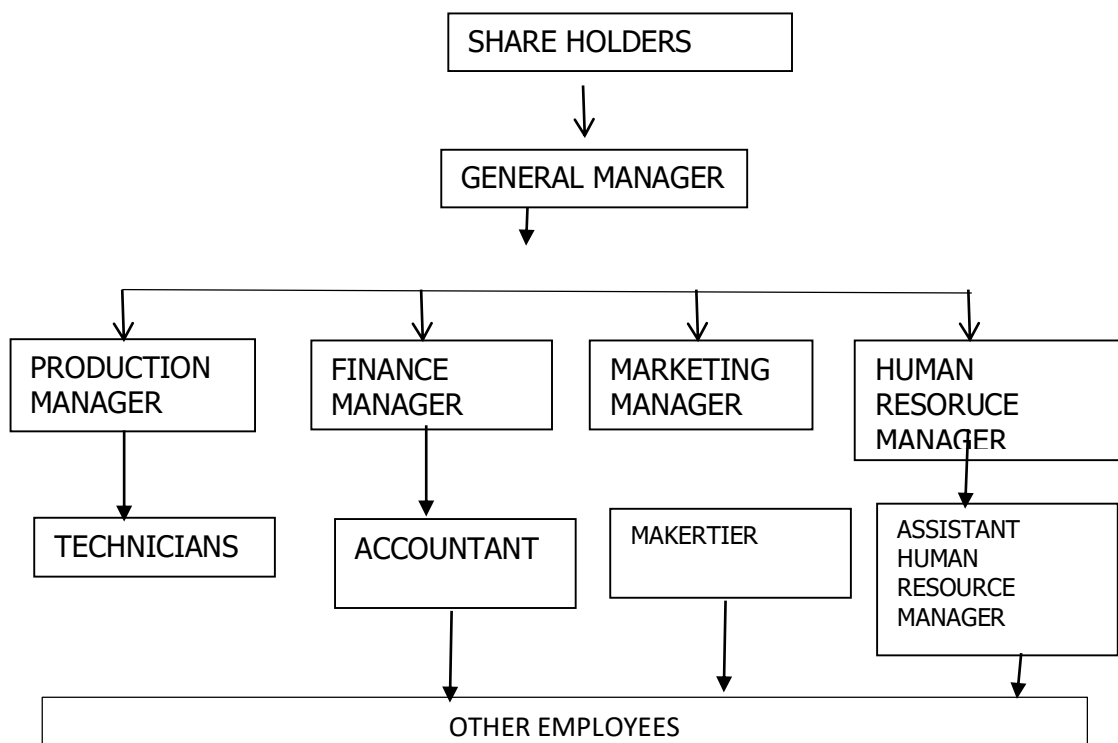
- Undertaking man power planning
- Determining the number of employees need and their qualities
- Adverting the available posts in the business
- Organizing interviews for the applicants
- Defining duties and responsibilities of workers
- Inducting the employees
- Undertaking supervision and monitoring of employees
- Promoting the welfare of employees
- Appraising employees to employees and fridge benefits

(c). Organizational structure



## Business name and address

### Document name



### (d) Guidelines to ensure producing and efficiency of workers

Business name and address-----

Items title -----

- Workers **shall be** supervised and monitored to minimize on errors
- Workers shall be trained to enable them acquire relevant knowledge and skills
- Performance appraisals **shall be** conducted to enable workers remain competitive
- Supportive tools, equipment and machinery **shall be** provided to simplify the work done by the employees
- Working condition **shall be** improved to motivate employees to work hard employees shall be assured of job security to enable them achieve maximum concentration
- Workers **shall be** paid a fair wage to enable them love the work they do
- Employees **shall be** paid in time to enable them meet their personal desires
- Fringe benefits **shall be** given to the workers to motivate them work hard

- Clear instructions **shall be** given to employees to enable them perform good work
- Effective communication **shall be** done to ensure that the communication gap between management and workers is closed
- Recreation facilities **shall be** offered to employees to enable them relax and refresh their minds and bodies
- Workers **shall be** involved in decision making on matters concerning their welfare e.g salaries , meals etc. to inspire them to work hard

NB:

- A candidate has to use **shall**
- Must be specific
- Must avoid personalizing the answers (,I, we, my, our)
- Point should be supported with objectives

4(i) **bought journal**

**BECKY TRADERS  
BOUGHT JOURNAL  
FOR THE MONTH OF DECEMBER -2021**

DR				CR
Date	Details	Invoice no.	Folio	Invoice totals (shs)
December 1 <sup>st</sup>	Annet	02	PL <sub>1</sub>	1,200,000/=
5 <sup>th</sup>	Dodi traders	14	PL <sub>2</sub>	800,000/=
12 <sup>th</sup>	Annet	24	PL <sub>1</sub>	900,000/=
19 <sup>th</sup>	Musa	07	PL <sub>3</sub>	950,000/=
25 <sup>th</sup>	Opio	08	PL <sub>4</sub>	<u>500,000/=</u>
31 <sup>st</sup>	Transfer totals to purchase A/C			4,350,000/=

Sales journal

**BECKY TRADERS  
SALES JOURNAL  
FOR THE MONTH OF DECEMBER 2021**

DR

CR

<b>Date</b>	<b>Details</b>	<b>Invoice no.</b>	<b>Folio</b>	<b>Invoice totals (shs)</b>
December 3 <sup>rd</sup>	Mary	01	SL <sub>1</sub>	1,000,000/=
6 <sup>th</sup>	Mukasa	09	SL <sub>2</sub>	750,000/=
21 <sup>st</sup>	Jane	17	SL <sub>3</sub>	600,000/=
23 <sup>rd</sup>	Jane	26	SL <sub>3</sub>	<u>700,000/=</u>
31 <sup>st</sup>	Transfer the totals to sales A/C			3,050,000/=

Returns inwards journal

**BECKY TRADERS  
RETURNS OUTWARDS JOURNAL  
FOR THE MONTH OF DECEMBER 2021**

DR

CR

<b>Date</b>	<b>Details</b>	<b>Invoice no.</b>	<b>Folio</b>	<b>Invoice totals (shs)</b>
December 9 <sup>th</sup>	Annet	06		70,000/=
21 <sup>st</sup>	Musa	06		80,000/=
26 <sup>th</sup>	Opio	17		<u>42,000/=</u>
31 <sup>st</sup> December	Transfer totals to purchase A/C			192,000/=

## Return outwards journal

**BECKY TRADERS**  
**RETURN INWARDS JOURNAL**  
**FOR THE MONTH OF DECEMBER 2021**

**DR**

**CR**

<b>Date</b>	<b>Details</b>	<b>Invoice no.</b>	<b>Folio</b>	<b>Invoice totals (shs)</b>
December 11 <sup>th</sup>	Mary	30		50,000/=
18 <sup>th</sup>	Mukasa	31		50,000/=
16 <sup>th</sup>	Jane	44		<u>100,000/=</u>
31 <sup>st</sup> December	Transfer totals to purchase A/C			200,000/=

### (b) Benefits of selling on credit

- It gives business a competitive advantage
- It creates a positive relationship between the business and the credit customer
- High prices are charged on credit supplies
- Helps to retain old customers
- Helps to attract new customers thus increasing the market share
- Helps to introduce a new product
- It promotes the image of the company and product name
- It helps to overcome crisis in business like expiry of goods
- Helps to create storage space for new products
- Producer benefit in times of a deflation
- Gives the producer a high bargaining power

5.

**ROADSIDE TRADERS**  
**TRADING, PROFIT AND LOSS ACCOUNT**  
**FOR THE PERIOD ENDED 31<sup>ST</sup> DECEMBER 2019**

<b>PARTICULARS</b>	<b>(SHS)</b>	<b>(SHS)</b>	<b>(SHS)</b>
Sales		1,280,000	
Less Return inwards		<u>60,000</u>	
Net sales			1,220,000
Less cost of sales			
Opening stock		230,000	
Add purchase	900,000		
Add carriage inwards	<u>150,000</u>		
Total purchase	1,050,000		
Less purchase returns	<u>50,000</u>		
Net purchases		<u>1,000,000</u>	
Good available for sale		1,230,000	
Less closing stock		<u>360,000</u>	
Cost of sales			<u>870,000</u>
Gross profit			350,000
Add: Additional incomes			
- Discount received		10,000	
- Interest received		<u>40,000</u>	
Total additional income			
Gross income			<u>50,000</u>
Less operating expenses			400,000
- Insurance			
- Postage and telephone		30,000	
- Discount allowed			

Total operating expenses		90,000	
Net profit		<u>30,000</u>	
			<u>150,000</u>
			250,000

**Roadside traders**

**Balance sheet**  
**As at 31<sup>st</sup> December 2019**

DETAILS	(SHS)	(SHS)	(SHS)
Fixed Assets			
- Land and buildings		1,200,00	
- Motor vehicle		900,000	
Total fixed assets			2,100,000
Add working capital			
Current asset			
- Debtors			
- Cash	150,000		
- Bank			
- Stock	200,000		
Total current assets	130,000		
Less current liabilities	<u>360,000</u>		
Creditors		840,000	
Working capital			
Capital employed		<u>310,000</u>	
Financed by			<u>530,000</u>
Capital			<u>2,630,000</u>
Add net profit			
Capital before drawings		1,840,000	

Less drawings		250,000	
Capital after drawings		2,090,000	
Add long term liabilities		60,000	
Bank loan			2,030,000
Net equity			
			<u>600,000</u>
			<u><u>2,630,000</u></u>

(b) Components of a balance sheet

- Capital
- Assets
- Liabilities

## ENTREPRENEURSHIP 845/2

### SECTION A

1(a)(i) A risk is a situation where a person takes on an activity with uncertain outcomes  
(1 mark)

(ii) *Factors considered when assessing risks in business*

- Experience and abilities of the person involved in business
- Political climate
- Viability /profitability of a business idea
- Availability of market
- Pricing policies and strategies
- Cash flow and capital requirements
- Flexibility of the business
- Honesty and reliability
- Market stability in economic circles
- Size and power of competition
- Quality and reliability of the risk
- Cost of insurance
- Predictability of demand
- Inventory requirements
- Initial investment costs
- Legislation and control
- Time required to generate profit
- Seasonal demand
- Exclusiveness of design

( Any 3× 1)3

(b) *Causes of un employment in Uganda*

- High population
- Discrimination in the job market/labour market
- Rural –Urban migration
- Inappropriate education and training
- Poor attitude towards work
- Lack of information on available job opportunities
- Political instability in some parts of Uganda



- Changes in season e.g. Agriculture
- Use of advanced technology
- Physical and mental disabilities
- The nature of land ownership
- Changing jobs
- Shortage of capital

(Any 4× 1) 4 marks

***(c) Consequences of a degraded environment***

- Ill health due to production
- Drought and famine
- Lack of raw materials
- Extinction of some species
- Change in climate
- Reduction in soil fertility

(4× 1)4marks

***(d) Factors considered when assessing market potential***

- Demand
- Competition
- Prices
- Income levels
- The location of the business
- The number of people
- Government policies

(4× 1)4 marks

***(e)(i) Forms of business ownership in Uganda***

- Sole trade (sole proprietorship)
- Partnership
- Limited company
- Co-operatives

(2× 1)2 marks

***e(ii) Factors that affect location of business premises***

- Market
- Source of materials

- Access to transport and communication network
- Availability of premises to be purchased or leased
- Government policy on ;location of businesses
- Power
- Water
- Security
- Availability of business support services

(2× 1)2marks

***F(i)Instruments used in Uganda Capital markets***

- Bonds
- Shares
- Debentures
- Commercial papers

2× 1(2 marks)

**(ii) Role of capital markets in development of the economy**

- Raising funds
- Provision of market to sell and buy share
- Inflow of international capital(foreign exchange)
- Creation of employment
- Leading to better standards of living
- Controlling of money in circulation
- Helping in determining company performance
- Approving collective investment schemes
- Approving stock exchange and the securities central depository
- Regulating the operation of compensation funds

2× 1(2 marks)

g(i)Lead time ,is the average time that passes from the time an entrepreneur places an order for the supplies up to the time he or she receives the deliveries

1× 1(1mark)

While

Pre-order level ,is the point at which a new order for inventories should be placed in order to receive it before the inventories at hand are finished

1× 1(1 mark)

OR

The minimum inventory the firm should have before a new order is made.

***(ii) Merits of proper packaging of goods***

- Protects goods
- Makes portability easy
- Provides relevant information
- Provides name of the producer
- Preserves goods
- Promotes goods
- Portioning is easy
- Makes distribution easy
- Makes selling easy
- Self-service is very possible
- Instruction labels guide customer
- Makes product differentiation

2× 1(2 marks)

***h. principles of insurance***

- Indemnity
- Subrogation
- Insurable interest
- Utmost good faith
- Proximate cause
- Contribution

( 4 × 1)4 marks

***I) Business laws applicable in Uganda***

- Company law
- Business Name Registration Act
- Public Health Act
- Food and drugs Act
- Environmental law
- Weights and measures act
- Environmental law
- Consumer protection law

- Trade licensing Act

(4×

1)4marks

***J Categories of capital used in business***

- Fixed capital
- Current capital
- Net worth
- Working capita
- Trading capital
- Capital employed

4× 1(4marks)

***2(a) Importances of doing work***

- It gives social recognition
- It increases people's income
- Helps to improve standards of living
- Helps people to use resources ,talents, knowledge and skills productively
- Makes people to become useful to society and helpful to society
- Gives people independence and self-revenue
- Helps people to meet their family requirement
- It gives people independence and revenue
- Creates a competitive spirit which enables people to acquire property
- It helps people save and prepare for their old age

Any 8× 1(8 marks)

***(b) Personal qualities that lead to success in business***

- Hard work
- Persistence
- Loyalty
- Creativity and originality
- Result oriented
- Innovation and initiative
- Concern for quality and efficiency

Any 6× 2(12 marks)

***3(a) Why is it necessary to conduct market Survey***

- To find out whether there are enough customer or not
- To establish the location of target customers
- To forecast the level of customer's demand in future
- To establish the income levels of target customers
- To determine the market gaps of unsatisfied customers
- To determine the strength and weakness of customers
- To establish the suitable distribution channel
- To determine the effective marketing strategies for the business

(8× 1)8marks

***(b) Methods used when conducting survey***

- Observation
- Interviewing
- Internet
- Questionnaires
- SWOT
- Writing information
- Experimenting
- Sampling

6× 2(12 marks)

***4(a) various types of distribution channels***

- Short/direct/producer to consumer distribution channels
- Retail distribution channel
- Whole sale distribution channel/long/traditional distribution channel
- Marketing and selling distribution channel/ agent's distribution channel

(4×

2)8marks

***(b) Factors considered when selecting a distribution Channel***

- Nature of the product
- Reliability of the channel and its image
- Cost effectiveness
- Location of target customers
- Availability of storage facilities
- Nature of the market
- Nature of middle men

- Degree of control of the distribution channel
- Speed and urgency of the product
- Degree of competition

(6× 2)12marks

**5(a) Services offered by commercial banks**

- Receiving and safe guarding deposits on account
- Advocancing loans and over drafts
- Offering safe custody of valuable items
- Offering money transfer services
- Providing convenient means of payments
- Advising customers on financial issues
- Buying and selling foreign currency
- Acting as trustees
- Acting as referees to customers

08× 1(08 marks)

**(b) Features of a current account**

- A minimum initial deposit must be made in the bank when opening the current account
- The account holder is allowed to use a cheque to pay other people from his account
- Deposits and withdrawals can be made any time and any amount
- Ledger fees are charged from the customers for any transactions made on the account
- Withdraw from the current account, the current holder issues a cheque
- Overdrafts are possible provided the customer has an arrangement with the bank
- Account holder is not required to maintain a minimum account balance
- Account holder receives a bank statement as regular intervals or when he/she specifically requests for it
- No interest is paid on deposits on a current account

**6(a) What brings about a difference in salaries paid workers**

- Difference in the level of education
- Difference in productivity level / Efficiency of labour

- Difference in ability of the employer to pay
- Difference in demand and supply for labour
- Difference in nature of the job/risks involved
- Difference in terms of job employment
- Difference in the strength of trade unions
- Difference in bargaining power of individuals
- Difference in the number of hours worked
- Difference in the responsibilities
- Difference in profits made by the employers
- Difference in working conditions
- Difference in social factors

(10× 1)10marks

***(b) Departments that exist in an organized business***

- Administration
- Finance department
- Production department
- Security department
- Procurement department
- Sales, marketing and distribution
- Legal department

(5×

2)10 marks

**COMMERCE 800/1**  
**UMTA MARKING SCHEME**

**SECTION A**

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

20× 1=20 marks

**SECTION B**

21(a) Primary production is the getting the raw materials provided by nature out of land. (2 marks)

While

Secondary production is where raw materials produced at primary level are transformed into more useful form which satisfy human wants (2 marks)

b) The importance of land in the production process.

(i) land is used for transportation of finished goods and raw materials

(ii) All production activities takes place on land

Land acts as an asset to acquire loan

(iii) Land provides raw materials such as minerals which are used in production

(iv) Production units such as factories, schools are constructed on land



(V) land is used for disposing waste products from the production process

(vi) Land is used for settlement of workers

Any  $4 \times 2 = 08$  marks

B(ii) Importances of Labour in the production process

- (i) Labour operates machines during the production process / provide man power
- (ii) Labour improves on the quality output
- (iii) Labour increases output
- (iv) Labour helps to transport raw materials and the distribution of finished goods
- (v) Helps in advertising / promoting awareness
- (vi) Labour markets the products of its business / create awareness of the product
- (vii) Labour enhances its image of its business

Any  $04 \times 2 = 08$  marks

$4 + 08 + 08 = 20$  marks

2(a) Five types of large scale retailers in Uganda.

- (i) Supermarkets
- (ii) Departmental stores
- (iii) Multiple shops/chain stores
- (iv) Mail –Order Business
- (v) Hypermarkets – large item supermarkets of provides a one shop centre
- (vi) Discount stores
- (vii) Consumers cooperatives

Mentioning 1mk

Explain 1mk

Any  $5 \times 2 = 10$  marks

(b) five disadvantages of large scale retail in businesses

(i) There is lack of personal contact between employees and operate and the owner of the business

(ii) A lot of capital is required to establish and manage large scale businesses

(iii) large scale retail business tend to have increased expenses such as Rent, Electricity, bills continuous advertising etc.

(iv) The business is difficult to manage because of being over sized

(vi) The business is Not flexible

(viii) They do not extend credit facilities

(ix) They tend to operate from Urban areas and their services may not reach customers in rural areas.

Any  $5 \times 2 = 10$  marks

$10 + 10 = 20$  marks

23(a) Any five reasons why countries impose restrictions in trade.

(i) To avoid dumping of foreign goods in the domestic market.

(ii) To protect domestic market infant industries from competition which may be caused by high quality imports

(iii) To improve on the Country's Balance of payment position by reducing on the volume of imports

(iv) So as to generate revenue in form of taxes which are imposed on imports  
Protects its people from poor quality goods

(v) To encourage employment opportunities from home industries and by controlling the importation of manpower.

(viii) To encourage full utilization of resources by discouraging the importation of resources such as raw materials

(ix) To discourage the importation of dangerous goods like fire arms

(x) To avoid imported inflation by putting a total ban on commodities from countries experiencing inflation

(xi) To control or reduce political dominance by foreign companies

(xii) For retaliation purpose

(xiii) To promote a self Reliant Economy

(xiv) In order to promote regional trade.

Any  $5 \times 2 = 10$  marks

(b) Five tools used to restrict foreign trade

(i) Using tariffs

(ii) By using total ban/trade embargo

(iii) By using imports and export licenses

- (iv) By fixing import Quotas
  - (v) By subsidizing local producers/subsidization policy
  - (vi) Through long documentation procedures/administrative Controls
  - (vii) Devaluation policy
  - (viii) By establishing the import substitution industries in the country
  - (ix) Use of trade agreement /state trade
    - (x) By making trade block/Regional cooperation
    - (xi) Through foreign exchange control/ exchange rate control
    - (xii) Through transport discrimination.
    - (xiii) Quality control requirements/sanitary regulations
    - (xiv) Deflationary policy
    - (xv) Prepayments of taxes/prepaid taxes
- Any  $5 \times 2 = 10$  marks  
 $10 + 10 = 20$  marks

24(a) A partnership deed is a written agreement among partners which states the rules and regulations that govern partners while conducting the business (2 marks)

While

Partnership act is the law passed by parliament to govern partnership in case of misunderstandings among partners where there is no written agreement (2 marks)

(b) Eight contents of the partnership Act of 1891

- (i) Every partner has the right to take part in the running of the business
- (ii) All misunderstandings among partners to be dissolved according to the majority decisions
- (iii) Any change in the nature of business should be decided by all partners.
- (iv) All profits and losses to be shared equally
- (v) No salary should be paid to an active partner
- (vi) No interest is to be allowed on capital contributed by partners
- (vii) No interest is charged on drawings made by partners.
- (viii) Any loan given to the firm by a partner should be paid interest of 5% p.a
- (ix) All partners are entitled to participate in management equally.
- (x) Every partner has the right to access and inspect the books of accounts of the business.

Any  $08 \times 2 = 16$  marks

$$4+16=20\text{marks}$$

25(a) A catalogue is a booklet which contains a brief description and illustration of each item available for sale (2 marks)

While

An order form is a request by the buyer to the seller to supply the type and quantity of goods specified by the buyer (2 marks)

(b) Eight contents of an order form

- (i) Name and Address of the Buyer
- (ii) Name and Address of the seller
- (iii) Date when it is made
- (iv) Order Number
- (v) Description of each item and its serial number
- (vi) Address for which goods will be delivered
- (vii) Preferred means of transport
- (viii) Quantity of each item

$$\text{Any } 08 \times 2 = 16$$

$$4+16=20\text{marks}$$

26(a) Five roles played by tourism industry in Uganda

- (i) Provision of employment
- (ii) Creates good image of the country
- (iii) Source of government revenue
- (iv) Encourages development of Urban centres
- (v) Preservation of cultural sites
- (vi) Development of the infrastructure
- (vii) Has enabled balanced development
- (viii) Promotion of land use
- (ix) Promotion of good relationship among nations / promote foreign Trade
- (x) Diversification of the economy
- (xi) Promotion of the film industry
- (xii) Conservation of wild life
- (xiii) Has promoted acquisition of skills

$$\text{Any } 05 \times 2 = 10\text{marks}$$

(b) Challenges facing the tourism industry in Uganda.

- (i) Poaching –Animals are killed for hides

- (ii) Language Barrier. People don't know the foreign language
- (iii) Ignorance and poverty .Most people look at tourism as a wastage of resources
- (iv) Political instabilities in some areas
- (v) Poor communication
- (vi) Harsh climatic conditions
- (vii) High corruption rates
- (viii) Wild animals attack
- (ix) Limited government support
- (x) High population growth rate
- (xi) Inadequate financing
- (xii) Lack of interest by the locals
- (xiii) Inadequate skilled labour
- (xiv) Poor hospitality
- (xv) Prevalence of pests and diseases
- (xvi) Competition from neighbouring countries
- (xvii) Inadequate publicity .Many tourist attractions are not known

Any  $05 \times 2 = 10 \text{ marks}$

$10 + 10 = 20 \text{ marks}$

27(a) Five barriers to effective communication.

- (i) Physical impairment or disability
- (ii) Destruction of information by noise
- (iii) Emotional blocks eg having anger towards the sender
- (iv) Poor network and signals which affects telephones, radios & internet
- (v) Language barrier, People of different languages
- (vi) Illiteracy of the sender and receiver of the message
- (vii) Poor listening skills like not being attentive
- (viii) Limited post office /limited service provider making it difficult to send letters
- (ix) Differences in culture and signs used by different people
- (x) Distrust which may lead to ignoring the communication by the receiver
- (xi) Distortion of non-verbal communication as signs may have a different meaning
- (xii) Poor message preparation which is characterized with so many errors.
- (xiii) Misinterpretation /differing perception /unfamiliar terminologies
- (xiv) Poor postal services which leads to delays and loss of letters.
- (xv) Unfavourable appearance of the sender /receiver of the message
- (xvi) Resistance between the sender and receiver

- (xvii) Information overload which may lead to ignoring or forgetting some information.
  - (xviii) Use of wrong channel or address of communication
  - (xix) Lack of interest by the receiver concerning the subject matter.
- Any  $05 \times 2 = 10$  marks\

(b) Five factors considered when choosing the means of communication

- (i) Urgency of the message: For urgency required information then use a telephone
- (ii) Confidentiality and secrecy of the message ; letters are the best for this.
- (iii) Details: For messages requiring a lot of details , written communication is the best .
- (iv) Distance involved : for short distances use face to face and for long, letters and telephones should be used
- (v) Record of reference: Written Communication is good for flows
- (vi) Costs involved: letters are cheaper compared to telephones
- (vii) Immediate feedback : telephones give immediate feedback than any other form
- (viii) Need for democracy: Written Communication can be used for accuracy
- (ix) Personality of the recipient; If the recipient is having a hearing difficult, then sign language may be the best.
- (x) Availability of the medium: The communication should use the media available

28(i) Cost of sales = opening stock + Net purchases – Closing stock

Opening stock = shs 4,000,000

Closing stock = shs 3,000,000

Net purchases = Purchases - Purchases Returns

= 5,000,000 - 600,000

= shs. 4,400,000      01

Cost of sales = 4,000,000 + 4,400,000      01

3,000,000

= 8,400,000 - 3,000,000

= shs. 5,400,000 ≠

(ii) Gross profits = Net sales - Cost of sales

Cost of sales=shs 5,400,000

Net sales =sales- Sales Returns

=8,000,000-500,000

=shs 7,500,000 01

Gross profit=7,500,000-5,400,000 01

=shs 2,100,000 01

(iii) Net profit=Gross profit-Expenses/over heads

=2,100,000-600,000 01

Shs.1,500,000≠ 01

(IV)Average stock= $\frac{\text{opening stock}+\text{closing stock}}{2}$  01

$$=\frac{4,000,000+3,000,000}{2}$$

$$=\frac{7,000,000}{2}$$

=shs 3,500,000≠

V Cost of goods available for sale

=Opening stock + Net purchases

=4,000,000+4,400,000 01

=shs 8,400,000 01

# COMPUTER STUDIES 840 / 1

Paper 1

## SECTION A

1. A term in computer terminology is a change in technology a computer is/was being used.

- A. Development
- B. Generation
- C. Advancement
- D. growth

**B**

2. This is a high-speed memory located between the main memory and the CPU. What is it called

- A. DRAM
- B. Cache memory
- C. EEPROM
- D. EPROM

**B**

3. What is used to increase the apparent size of physical memory?

- A. Disks.
- B. Virtual memory.
- C. Hard-disk.
- D. Secondary memory.

**B**

4. Dot-matrix, DeskJet, Laser, and Inkjet belong to which type of computer hardware?

- A. Monitor
- B. Scanner
- C. Hardware
- D. Printer

**D**

5. Which of the following computer used in weather fore casting, nuclear research, and scientific application?

- A. Mainframe computer
- B. Minicomputer
- C. Supercomputer
- D. Microcomputer

**C**

6. Which term is used to refer to the computers that are used for storing web pages as files?

- A. Internet

**C**



- B. Web clients
- C. Web servers
- D. World Wide Web

7. An HTML \_\_\_\_\_ takes text in one format and changes it to HTML code

- A. A browser
- B. Editor
- C. Converter
- D. Processor

**C**

8. Computers process data under the control of sets of instructions termed as \_\_\_\_\_

- A. Computer programs
- B. Computer data
- C. Computer buses
- D. Computer instructions

**A**

9. When you save the following the data would remain intact even after turning off computer?

- A. RAM
- B. Motherboard
- C. Secondary and Storage Device
- D. Primary Storage Device

**C**

10. Which among the following hardware you usually can't find inside a

CPU Casing?

- A. Power Supply box
- B. Video card
- C. Video display unit
- D. Graphics processor

**C**

11. Which view helps to rearrange the slides easily and quickly?

- A. Notes page
- B. Slide master
- C. Slide sorter
- D. Normal

**C**

12. Which of the following enables us to view data from a table based on a specific criterion

- A. Form

**B**

- B. Query
- C. Macro
- D. Report

13. Which data type allows alphanumeric characters and special symbols

to be entered?

- A. Text
- B. Memo
- C. Auto number
- D. Mixed

**A**

14. \_\_\_\_\_ refers to a computer's ability to run more than one application at the same time.

- A. Serial computing
- B. Operating system
- C. Parallel computing
- D. Multitasking

**D**

15. To safely remove a program from your computer, you might want to

use what type of utility?

- A. backup program
- B. file compression program
- C. troubleshooting program
- D. Uninstall.

**D**

16. You can use what utility to update all of your device drivers at the same time?

- A. Driver Update
- B. Device Manager
- C. Driver Verification Service (DVS)
- D. Windows Update install program

**D**

17. How will Microsoft word respond in a repeated word.

- A. A red wavy line under the repeated word
- B. A green wavy line under the repeated word
- C. A blue wavy line under the repeated word.
- D. A yellow wavy line under the repeated word.

**A**

18. A person who analyse the information system and have practical experience of computers is classified as

- A. System modifier
- B. System analyst
- C. System updater
- D. System promoter.

**B**

19. .... are difficult virus to identify as they keep on changing

their type and signature.

- A. Multipartite Virus
- B. Polymorphic Virus
- C. Boot Sector Virus

**B**

- D. Non-resident Virus
20. DHCP stands for
- A. Digital host communication provider
  - B. Dynamic Host Configuration Protocol
  - C. Digital host communication protocol
  - D. Dynamic Host Configuration Provider

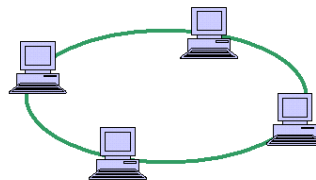
**B**

### **SECTION B**

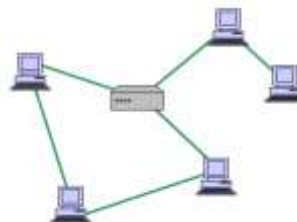
21. (a) What is a topology.  
(2Marks)
- Is the way various components of a network (like nodes, links, peripherals, etc) are arranged. Network topologies define the layout, virtual shape or structure of network, not only physically but also logically.
- (b) With illustration explain any two network topologies (4Marks)

**Ring:** The ring network connects each node to exactly two other nodes, forming a circular pathway for activity or signals - a ring. The interaction or data travels from node to node, with each node handling every packet.

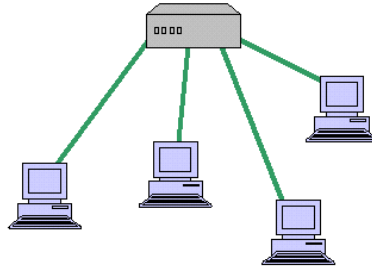
Diagram of ring topology



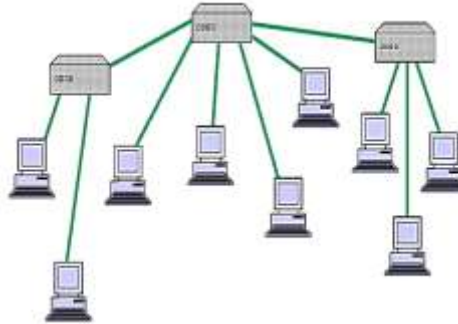
**2 Mesh** is a way to route data, voice and instructions between nodes. It allows for continuous connections and reconfiguration around broken or blocked paths by “hopping” from node to node until the destination is reached.



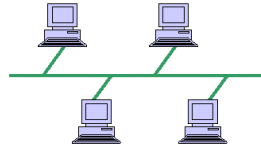
**3 Star:** The star network consists of one central element, switch, hub or computer, which acts as a conduit to coordinate activity or transmit messages.



**4 Tree:** This consists of tree-configured nodes connected to switches/concentrators, each connected to a linear bus backbone. Each hub rebroadcasts all transmissions received from any peripheral node to all peripheral nodes on the network, sometimes including the originating node. All peripheral nodes may thus communicate with all others by transmitting to, and receiving from, the central node only.



**5 Bus:** In this network architecture a set of clients are connected via a shared communications line, called a bus.



(c) List any four functions of an operating system.

(4Marks)

- Starting and restarting of a computer
- Controls the backing store and peripherals such as scanners and printers.
- Deals with the transfer of programs in and out of memory.
- Organizes the use of memory between programs.
- Organizes processing time between programs and users.
- Maintains security and access rights of users.
- Deals with errors and user instructions.
- Allows the user to save files to a backing store.

- Provides the interface between the user and the computer - for example, Windows Vista and Apple OSX. For more information, see the User Interfaces study guide.
  - Issues simple error messages.
22. (a) Explain the following terms as applied to word processing (3Marks)
- i) Drop cap
    - is a large capital letter used as a decorative element at the beginning of a paragraph or section
    - It's a feature in word processing that inserts a large capital letter at the beginning of the paragraph.
  - ii) Watermark
    - It's a feature that creates ghosted text behind the content on the page.
    - A watermark is a faded background image that displays behind the text in a document.
  - iii) Mail merge
    - Mail merge is a feature within most data processing applications that enables users to send a similar letter or document to multiple recipients.
- (b) Give any three technological characteristics of fifth generation computers (3Marks)
- The ULSI {Ultra Large Scale Integrated Microprocessor} Technology is used in fifth generation computers.
  - They use parallel processing.
  - They primarily use a superconductor for a computer processor.
  - Artificial Intelligence is used in these 5th generations of computers, and these characteristics are considered the most acknowledged and utilized.
  - The fifth-generation computer uses high GUI {Graphical User Interface} in operating systems, applications software, and multimedia. They are used to make the system more user-friendly.

- These computers are more reliable and portable compared to other generations of computers.
- They are relatively cheaper than their counterparts.
- They are commercial products.
- High-Level Languages can be easily used with them.
- Advanced input and output devices can be used and utilized with them.
- They play a vital role in the development of the internet and enhancement of www {World Wide Web}.

(c) Explain any two applications of computers in the field of Education

(2Marks)

- Huge & organized store of information
- Audio-visual guides in teaching process for a viable learning
- Quick Communication & Correspondence
- Computer Based Training
- Quick Access to Education

(d) (i) What is a dumb terminal?

(2Marks)

- A dumb terminal is a terminal that does not performing local processing of entered information, but serves only as an input/output device for an attached or network-linked processor.

(ii) Distinguish between Super computers and main frame

Computers

(2Marks)

- Supercomputers are used for large and complex mathematical computations. Supercomputer's speed is more than Mainframe computers so they can execute billions of instructions or floating-point instructions within a second while as Mainframe Computers

are less costly, small in size, and slower in speed than the supercomputers. They are used as a storage for large database and serve as a maximum number of users simultaneously.

23. (a) (i) Computers have both hardware and software. Hardware as physical

parts of the computer are essential to the functioning of a computer. As a

student of computer studies explain the term gaming input hardware

devices give one example

(2Marks)

- is an input device used with video games or entertainment systems to provide input to a video game, typically to control an object or character in the game. Gaming keyboards, joysticks, gaming mouse.

(ii) Briefly explain how we use a finger print scanner as a biometric device

(2Marks)

- Optical scanner works is by shining a bright light over your fingerprint and taking a digital photo. The light-sensitive microchip makes the digital image by looking at the ridges and valleys of the fingerprint, turning them into 1's and 0's, and creates the user's own personal code.

(iii) What is a system clock as related with the Cpu?

(1Mark)

- A system clock or system timer is a continuous pulse that helps the computer clock keep the correct time

(b) Write short notes on the following utilities

(5Marks)

i) Formatting

- Preparing of a storage device for data storage

ii) Backup

- refers to the copying of physical or virtual files or databases to a secondary location for preservation in case of equipment failure or catastrophe

iii) Antivirus

- is a program designed to detect and remove viruses and other kinds of malicious software from your computer or laptop

iv) Firewall

- A network security software that monitors and filters incoming and outgoing network traffic based on an organization's previously established security policies.

v) Defragmentation

- is the process of locating the noncontiguous fragments of data into which a computer file may be divided as it is stored on a hard disk, and rearranging the fragments and restoring them into fewer fragments or into the whole file.

24. (a) (i) Distinguish between absolute cell referencing and relative cell reference

as used in spreadsheets.

(2Marks)

- Absolute cell referencing is a cell reference which doesn't change when copied to another cell while as relative cell referencing is a cell reference which changes when copied to another cell.

(ii) What is a worksheet in spreadsheets?

(1Mark)

- A worksheet is a collection of cells where you keep and manipulate the data.

(b) Write the terms below in full

(3Marks)

- i) HTTPs – Hypertext transfer protocol secure
- ii) FTP - File transfer protocol.
- iii) URL - Uniform resource locator

(c) (i) Nsegumire has start a school would like to use a computer and



computer software to establish easy the operation of his school by entering

all record, modifying when necessary and easy retrieval . As a Student of

computer studies advice which software to use to enter the data of all his

students.

(1Mark)

- Microsoft access
- Oracle
- dBASE
- FoxPro
- Paradox
- FoxBase
- FileMaker Pro
- Lotus Approach

(ii) List any three advantages of using such software to ease the operation

of the school.

(3Marks)

- **Control of data redundancy:** The database approach attempts to eliminate the redundancy by integrating the files so that multiple copies of the same data are not stored.
- **Data consistency:** If a data item is stored only once in the database, any update to its value has to be performed only once and the new value is available immediately to all users.
- **More information from the same amount of data:** With the integration of the operational data, it may be possible for the organization to derive additional information from the same data
- **Sharing of data:** Typically, files are owned by the people or departments that use them. On the other hand, the database belongs to the entire organization and can be shared by all authorized users.
- **Improved data integrity:** Database integrity refers to the validity and consistency of stored data.
- **Improved security:** Database security is the protection of the database from unauthorized users. Without suitable security

measures, integration makes the data more vulnerable than file-based systems.

- **Economy of scale:** Combining all the organization's operational data into one database, and creating a set of applications that work on this one source of data, can result in cost savings.
- **Improved data accessibility and responsiveness:** Again, as a result of integration, data that crosses departmental boundaries is directly accessible to the end-users.
- **Increased concurrency:** Many DBMSs manage concurrent database access, ensuring that two or more users are allowed to access the same file simultaneously, without interfering with each other, or resulting in loss of information or its integrity.
- **Improved backup and recovery services:** modern DBMSs provide facilities to minimize the amount of processing that is lost following a failure.

25. (a) Distinguish between hacking and Cracking  
(2Marks)

- Hacking is any attempt to intrude into a computer or a network without authorization cracking is the process of breaking into the system with a malicious purpose and damages data intentionally.

(b) Mention any three ways of preventing Computer crimes.  
(3Marks)

- Activity your firewall
- Using updated antivirus software.
- Use a full-service internet security suite. For instance, Norton Security provides real-time protection against existing and emerging malware including ransom ware and viruses, and helps protect your private and financial information when you go online.
- Use strong passwords. Don't repeat your passwords on different sites, and change your passwords regularly. Make them complex.
- Keep your software updated. This is especially important with your operating systems and internet security software.
- Manage your social media settings. Keep your personal and private information locked down.
- Strengthen your home network It's a good idea to start with a strong encryption password as well as a virtual private network

- Talk to children about the internet. You can teach your kids about acceptable use of the internet without shutting down communication channels.
- Keep up to date on major security breaches
- Take measures to help protect you against identity theft. Identity theft occurs when someone wrongfully obtains your personal data in a way that

(c) List any four basic items required to gain access to the internet.

(4Marks)

- Computer/laptop
- Network software
- Internet service provider
- Modem

(d) What was the distinct technological advancement of computers in the third generation?

(1Mark)

- integrated circuits

26. (a) Mention any three areas where artificial intelligence is applied (3Marks)

- AI Application in E-Commerce-Personalized Shopping
- Artificial Intelligence technology is used to create recommendation engines through which you can engage better with your customers
- Applications Of Artificial Intelligence in Education-Creating Smart Content
- Digitization of content like video lectures, conferences, and text book guides can be made using Artificial Intelligence. We can apply different interfaces like animations and learning content through customization for students from different grades.
- Applications of Artificial Intelligence in Lifestyle-Autonomous Vehicles
- Automobile manufacturing companies like Toyota, Audi, Volvo, and Tesla use machine learning to train computers to think and evolve like humans when it comes to driving in any environment and object detection to avoid accidents.
- Facial Recognition-Our favorite devices like our phones, laptops, and PCs use facial recognition techniques by using face filters to detect and identify in order to provide secure access.

- Applications of Artificial intelligence in Navigation. GPS technology can provide users with accurate, timely, and detailed information to improve safety.
- Applications of Artificial Intelligence in Robotics. Robotics is another field where artificial intelligence applications are commonly used. Robots powered by AI use real-time updates to sense obstacles in its
- Applications of Artificial Intelligence in Human Resource. Did you know that companies use intelligent software to ease the hiring process?
- Applications of Artificial Intelligence in Healthcare. Artificial Intelligence finds diverse applications in the healthcare sector, AI applications are used in healthcare to build sophisticated machines that can detect diseases and identify cancer cells..
- Applications of Artificial Intelligence in Agriculture. Artificial Intelligence is used to identify defects and nutrient deficiencies in the soil. This is done using computer vision, robotics, and machine learning applications, AI can analyze where weeds are growing.
- Applications of Artificial Intelligence in Gaming. Another sector where Artificial Intelligence applications have found prominence is the gaming sector. AI can be used to create smart, human-like NPCs to interact with the players.
- Applications of Artificial Intelligence in Automobiles. Artificial Intelligence is used to build self-driving vehicles. AI can be used along with the vehicle's camera, radar, cloud services, GPS, and control signals to operate the vehicle.
- Applications of Artificial Intelligence in Social Media. On Instagram, AI considers your likes and the accounts you follow to determine what posts you are shown on your explore tab.
- Applications of Artificial Intelligence in Marketing. Artificial intelligence (AI) applications are popular in the marketing domain as well.
- Applications of Artificial Intelligence in Chatbots. AI chatbots can comprehend natural language and respond to people online who use the "live chat" feature that many organizations provide for customer service.
- Applications of Artificial Intelligence in Finance .Artificial intelligence can also detect changes in transaction patterns and other potential red flags that can signify fraud, which humans can easily miss, and thus saving businesses and individuals from significant loss.

(b) Lwanga's printer has stop working and flashes an orange light.  
List any

three problems associated with that sign  
(3Marks)

- The print machine is about to print, or it is in motion to print.
- The machine is out of paper.
- Tray is fully of paper.
- Ink cartridge is not fixed properly
- Paper jam.
- Insert appropriate ink cartridge.

(c) List any two factors that you would consider in order to buy a printer.

(2Marks)

- The Cost of hardware. Printers are available in many reasonable prices these days.
- Laser or inkjet.(type of printer).You can use both laser and inkjet printers for occupational purposes. But laser printers are a better option than inkjet printers as they can print at a faster rate.
- Print speed. The other main issue is the speed of the printer. Papers per minute.
- Print quality. This is important aspect that you should check. Everything depends on the print quality of the printer
- Reliability. It is a big issue if the ink cartridge starts giving you problem. The printer that you should select must be reliable and have a proper warranty so that in the case of any situation.
- Connectivity. Connectivity is a major point because you don't want a device that does not connect with the existing network that you are already having.
- Ease of use. If you are professional, then, you don't require a device that is way more complicated for anyone to understand.
- Cost per page. Cost per page is the aspect that helps you determine how much your printer is going to cost you on a per page basis.
- High-volume or low-volume. High-volume printers are basically photo printers.

(d) Distinguish an animation and a transition in presentation software.

(2Marks)

- Animations in PowerPoint are special visual or sound effects that can be applied to elements present on a slide such as text, shape, image,

icon, etc. Whereas, Transitions in PowerPoint are special visual effects applied to a complete slide.

### SECTION C

27. (a) Define computer hardware text input devices giving at least one example. (2 Marks)
- Computer hardware text input devices is a physical computer component used to enter text electronically into the computer.
- (b) Distinguish between optical storage media and solid state media (2 Marks)
- Optical storage media refers to a media on which data is stored & retrieved using a beam of light whereas solid state media is a media on which data is retrieved and stored electronically.
- (c) The computer has slowed down gradually and it takes long to respond to instructions. The major problem is associated with some of its hardware components. List any four hardware components and explain how they influence the speed of a computer.
- Ram is used to hold information in a location that can be accessed quickly, allowing programs to run fast, and large data calculations to be made efficiently.
  - Hard disk - The bigger the hard disk space the faster the computer.
  - Speed- Processor cores and clock speeds determine how much information can be received at a time, and how quickly that information can be processed on your computer.
  - Video graphics card-it helps to help some programs improve speed.
  - Software also determines computer speed, specifically how many programs — or processes — are running in the background and taking up computer power and resources.
- (16 Marks)
28. (a) What is a router? (2 Marks)
- A router is a device that connects two or more packet-switched networks or sub networks.
- (b) Explain any four factors which influence the speed of a network (8 Marks)

(i) Frequency and bandwidth of the medium; [rate of transmission]

The higher the frequency, the wider the bandwidth, the more data will be sent over a medium and vice versa.

- ❖ NB; Bandwidth; is the difference between the highest frequency and the lowest frequency.

(ii) Line configurations; These are either point – to – point or Multipoint.

- ❖ A point – to – point connects the sending and receiving devices such that a terminal with a central computer.

(iii) Direction of transmission

- ❖ In simplex, data can travel only in one direction.
- ❖ In half duplex, data travels in both directions but only one direction at a time.
- ❖ In full duplex, data travels back and forth at the same time.
- ❖ Transmission mode

(iv). Protocols (rules for data transmission)

A protocol specifies the type of electrical connections used, the timing of message exchange, error detection techniques, specify how the receiving devices will acknowledge sending devices (handshaking) etc.

(v) **Capacity of hardware in the network.** The speeds of hubs, switches and NICs will greatly determine the speed of the network.

(vi) **The server.** The amount of RAM installed in the server and the speed of the hard disk greatly affects the speed of the network.

(vii) Location of software and files. If software is stored on the workstation hard disks, it increases (speeds up) performance and reduces network traffic.

(c) Identify any two computer faults and suggest ways of overcoming them

(8Marks)

- ❖ Over heating of the computer-Resolved by changing the processor.

❖ Restarting of the computer –installation of antivirus software.

-Re-installation of the operating system.

❖ Blinking of the monitor- Change the monitor.

(d) Define the term Computer virus (2Marks)

❖ A computer virus is a computer code or program specially

CLOUD COMPUTING	GREEN COMPUTING
It is all about delivery of computing services including servers, storage, databases, networking, etc., over internet.	It is all about utilizing energy to perform operations in most efficient way possible.
It offers utility-oriented IT services to users worldwide.	It helps in using least amount of computing resources for doing most amount of work.
Its main goal is to provide magnitude improvement in cost effective, dynamic provisioning of IT services.	Its main goal is to attain economic viability and improve way of how computing devices are used.
It reduces energy consumption, waste, and carbon emissions, reduce carbon foot print, etc.	It reduces use of hazardous materials, increase energy efficiency during product's lifetime, manage power and energy efficiency, create sustainable business processes, etc.
It increases revenue of business organizations and help them to achieve business goals, provide faster communication, secure network collaboration, promote efficient utilization of existing resources, etc.	It reduces carbon footprint of business and provide a reputation boost, help business responsibly use energy and keep business running on energy-lean diet.

designed to damage or cause irregular behavior in other



It is internet service that provides computing needs to computer users.	It is that a computer and technology is how much responsible for environmental change.
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programs in a computer. Or It is a program which attaches itself to the system and alters the normal functioning of a computer.

29. (a) Distinguish between Cloud computing and Green Computing  
(2 Marks)

- ❖ Cloud computing is basically a service-oriented architecture that involves delivering hosted services over internet where as Green computing is the study and practice of environmentally sustainable use of computers and related IT resources.

(b) Explain any four areas of application of computers  
(8 Marks)

- **Education and training.**  
Many Universities, Colleges, school and public libraries are on line with websites for purposes of making easy access to educational information..
- **Information plus data storage.**  
ITs have got immense internal and external storage devices for storage of huge volumes Data. Hence the common paperless society
- **Business.E-Business and E-commerce** facilitate the buying and selling of goods, services and works on line.Businesses have got websites and networked computers they use to advertise, processing of orders, receipting of purchased products, etc.
- **Entertainment and Leisure.** ITs offers lots of leisure and entertainment activities in form of;Computer games,Computer audio music and video players
- **Health & Medicine.**ITs are now being used for;
  - ✓ Medical tests for instance blood, cancer, Brain damage etc
  - ✓ Carrying out sensitive operations on sensitive body parts like the brain, heart, kidney, etc.

**-Transport & communication.** ITs are also being used for;

- Units of carriage surveyance in logistics management, Gps.
- **Accounting and Finance.** Software/programs are now available for producing financial reports like income statements, Balance sheets, and cash flow statements.
- **Climate and Weather.** Programs have now been developed to accurately predict and report changes in climate and weather to aid travelers and farmers.
- **Security and military.** IT Laser guided cameras and satellites are now used for national and domestic security.
- **Manufacturing.** Computer Aided Design (CAD) and CAM (Computer Aided Manufacture) are also in this category.

(d) Explain these terms: (2 Marks)

- (i) **Hard boot-** is a boot process in which a computer system starts up from a complete powerless state.
- (ii) **Soft boot-** is an action that uses software to restart a computer without removing the computer's power.

(e) Describe any two situation which necessitate restarting of a computer (4 Marks)

- ❖ If your computer is running slow.
- ❖ If your computer is acting "weird"
- ❖ Unexpected system freeze-ups.
- ❖ Driver or hardware error.
- ❖ Lagging Internet speeds.
- ❖ Connecting to the internet.
- ❖ After a software or patch update.
- ❖ After any type of software or hardware installation.

(f) Demonstrate how you would perform formatting of a hard disk (4 Marks)

- ❖ Select the hard disk to format.
- ❖ Right click/format/Are you sure x 2 you want to delete/cancel
- ❖ Select format to format hard disk.

LUGANDA 335 / 1



(iii) Omuyizi awandiike emboozi ng'alaga omugaso oguli mu kwabya olumbe eri omuganda. Aleete ensonga nga zino wammanga.

- Okumanyagana
- Okujjukira omugenzi
- Mubaamu okusabira omugenzi
- Okutuukiriza ekyobuwangwa
- Mubaamu okukola emikwano
- Okulaga addidde omugenzi mu bigere (omusika)
- Okugaba ebintu by'omugenzi
- Okubudaabuda ba mulekwa (Okubabuulirira)
- Okuwummuza omwoyo gw'omugenzi
- Okukunjaanya ba mulekwa
- Okumalawo enkaayana

*Okusaba abantu mu kkingo*  
*Okumanya obusabira amabanga gbumugesi/ Any 12x2=24*  
*Okubabirira*  
*Okusoma ebbale by'omugenzi*  
*Okusaba mu okola ebintu omugenze by'omugenzi*

M	=	24 + 1
S	=	03 + 12
O	=	10
		50 mks)

- Ensobi 4 mu mpandiika omuyizi afirwe akabonero kamu
- Omu bi ennyo mu mpandiika afune obubnero bubiri

(iv) Omuyizi gyiye emboozi agiwe omutwe ogukituukirako obulungi ng'ekomekkerza ebigambo ebimuweereddwa. Emboozi ye ekwatagane bulungi n'ebigamb ebimuweereddwa.

*Yaani?*  
*Yakora ki?*  
*Kyari kyari?*  
*Ki ki anyani?*

M	=	25
S	=	15 (03 + 12)
O	=	10

- Buli nsobi anyo mpandiika omuyizi afirwe akabonero kamu.
- Omubi ennyo mu mpandiika afune obubonero bubiri.

1(b) Omuyizi alonde emitwe ebiri egyo egimuweereddwa.

(i) Omuyizi awandiike ebbaluwa entongole eri Minisita w'ebiyokwerinda ng'agoberera bino wammanga. *Entongole*

M	12	S	Endagiriro y'omuwandiisi	01
S	08		Ennaku z'omwezi	01
O	05		Endagiriro y'omuwandiikirwa	01
T			Ssebo / Nnyabo	01
			Ensonga (Enso)	01

*Erinnya*

Okulaga essuubi	01
Omukono gw'omuwandisi n'erinnya	01
Ekiti kyomuwandisi	01
	<u>S = 08</u>

Ensonga (Matter)

- Abaana obutasoma
- Enguzi mu bakulembeze *→ Eddembe lyobony enghindde anyo*
- Obutabaawo bakulembeze *- Obubagala ekola*
- Abazadde obutafaayo eri abaana *- Ebyinamanyu*
- Okweyongera kw'abantu mu kitundu
- Obutabaawo mateeka
- Ebbula ly'emirimu
- Ebbula ly'emirimu
- *Omukono ebiragala agala*
- Obubinja obukyamu
- Obwavu obususse mu kitundu
- Obutabaawo bakwasisa mateeka (poliisi) *12 x 1 = 12*
- *gukubira zambala* *Any 6 x 2 = 12*
- Ensobu 4 mu mpandiika omuyizi afiirwe
- Akabonero kamu
- Omubi ennyo afune akabonero kamu

M	=	12
S	=	08
O	=	05
		<u>25</u>

(ii) Omuyizi awandiike Alipoota ekwata ku kunoonyereza okwakoibwa ng'agoberera bino wamanga.

- Stipe / musero*
- |                                 |           |
|---------------------------------|-----------|
| - Omutwe gw'Alipoota omunene    | 01        |
| - Ennyanjula                    | 01        |
| - Obutwe obutono (ebyazuulibwa) | 01        |
| - Okufundikira                  | 01        |
| - Omukono gwomuwandisi          | 01        |
| - Erinnya ly'omuwandisi         | 01        |
| - Ekiti ky'omuwandisi           | 01        |
| - Ennaku z'omwezi               | 01        |
|                                 | <u>08</u> |

Ensonga (matter)

- Okusimba ensigo ezitaali zambala
- Enkuba okubeera entono
- Omusana omungi
- Obutasimbira mu budde
- Obutafukirira bamera mu musana
- Ebirime okuliibwa obuwuka

- Obutakozesa bigimusa
- Obutafuuyira birime
- Ennima embi
- Ebirime okukubwa omuzira
- Kibuyaga

6 x 2 = 12mks

my 6x2 = 12

- ~~Ennima embi~~ *Ennima embi*
- Ensobi 4 mu mpandiika omuyizi afiirwe akabonero kamu
- Omubi ennyo mu mpandiika afune akabonero kamu

(iii) Omuyizi awandiike okwogera ng'ogobera bino wammanga

- Okumenya ab'ebitiibwa 01
- Erinnya ly'omwogezi 01
- Ekifi ky'omwogezi 01
- Okwanjula ensonga 01
- Okwebaza abawuliriza 01
- Ebisoko, engero, nenjogera  $(6 \times 3) = 3m$  03
- 08

- Ensonga (matter)

- Okwewala okuvugisa ekimama
- Okwewala amasimu ng'ovuga
- Okugoberera obupande bwoku nguudo
- Okubeera n'ebikwogerako (pamiti)
- Abayiga okwesonyiwa okuvuga
- Okusooka okutendekebwa nga tonnavuga
- Okugoberera amat eeka g'abaserikale boku nguudo.
- Okuvuga ekidduka ekiri mu mbeera ennungi
- Okuvuga ng'oli mu mbeera nnungi  $6 \times 2 = 12mks$

- Ensobi 4 mu mpandiika omuyizi afiirwe akabonero kamu.
- Omubi ennyo mu mpandiika omuyizi afune akabonero kamu

M = 12

S = 08

O = 05

25mks

(iv) Omuyizi awandiike ssake ku dduka dduka mu kibuga ng'agoberera bino wammanga/

- lino gulire stake.

- Omutwe gw'eggulire 01
- Bya 01
- Ennyanjula 01
- Byakidde wa? 01
- Olulimi lw'amawulire, ebisoko, engero.. 04

08mks

- Ensobi 4 mu mpandiika omuyizi afiirwe akabonero kamu
- Omubi ennyo mu mpandiika afune akabonero kamu

M = 12  
S = 08  
O = 05  
25 mks

Bya bidde wa 7  
Bya bidde wa 2  
Bya bidde wa 2  
Bya bidde wa 2  
Bya bidde wa 2  
Bya bidde wa 2  
Bya bidde wa 2  
Bya bidde wa 2  
Bya bidde wa 2  
Bya bidde wa 2

2. (a) Omuyizi afunze ekitundu ekimuweereddwa mu bigambo nga kikumi. Ngalaga ensonga enkulu zino wammanga.

- Muzeeyi musitwa owoku kyalo Kabulamuliro yattibwa omwana we mu myaka gyensanvu eyo.
- Lugoloobi teyalaba ku nnyina anti yafiira mu ssanya.
- Kitaawe yakola butaweera okukuza mutabani we
- Yakeeranga nnyo okunoonyeza omwana we ekyokulya.
- Omwana yakula mangu kubanga n'emitendera egimu omwana gyayitamu yagibuuka kabutidde c/u akaali mmo mu kusomesa ebyensi n'ebyeddiini.
- Yakeera nga nnyo okuteekateeka omwamawe omutwale okusoma asobole okug enda okukola.
- Bweyatuuka mu kyomusanvu, yayingirira ekikoosi ky'abayaaye abaanuyigiriza emize.
- Yatandika okwegeza mu kutta kitaawe asobole okweddiza ebintu bye.
- Bweyamala okunywa enjaga ng'akwata jjambiya ng'a t emako kitaawe mutwe.

Any 10 x 2 = 20mks

2. (b) Omuyizi akyuse ekitundu ekimuweereddwa akizze mu Luganda nga wano wammanga.

Bweyava mu ssettendekero e Makerere ne ddiguli mu ku tekerateekera ekibuga, Christopher Kataama yalowoza nti yali wakufuna omulimu ogumusasula obulungi mu Kampala abeere mu bulamu bw'ekibuga obweyagaza obwali obw'ekirooto kye ng'akyali mu ssomero. (5mks)

Kataama yagamba nti, "Natambula ku nguudo z'ekibuga nenkonkona ku nzigi nnyingi nga nsuubira okufuna omulimu naye oluvannyuma lw'okugezaako emyezi egiwera nga nnemeddwa okugufuna mukulu wange Aggrey Kataama omulunzi w'enkoko nnakinku mu Masakayagezaako okunnyaingiza mu busuubuzi era yampa gwakulabirira dduuka eritunda ebyamasannyalaze mu kiyembe akamu ku butundu obusingamu akayisanyo k'emirimu mu Kampals."

7mks

Era ebintu tebyamugendera bulungi kubanga abafere / abayaaye b'ekibuga baamufera ne bamutwalako buli kimu. Kumpi nga wayise ebbanga lya myezi esatu ng'avudde ku ssettendekero, yeesonyiwa obulamu bwomu kibuga ng'alina emitwalo gyensimbi mwenda gyokka mu nsawo, yagenda abeere ne Aggrey ku ddundiro ly'enkoko. Yamwaniriza era n'amufuula kalabaalaba w'eddundiro. Newankubadde tamusasula musaala gwa buli mwezi, naye ali mu bulamu obweyagaza

(8mks)

Bisimbudde nga bikyusiddwamu Katono okuwagany Monitor wa mawungu / lwamufera muwakanya nkumi bbi abiri mu gungu. 20mks

3.

(a) Omuyizi ajjuze ebisoko mu mbooji.

- (i) Akajegere
- (ii) Magengere
- (iii) Amaaso
- (iv) Myungu
- (v) Ki tuuza
- (vi) Buwanana
- (vii) Osiwa
- (viii) Akayirigombe
- (ix) Nkimize
- (x) Buliro

Any 10 x 2 = 20mks



3 (b)

(i)

Olubu	Erinnya	Nakasigirwa	Empeerezi
		Entaba luganda	esooka eyerinnya
3.MU	muti		
10 . N	(i) <u>muyembe</u>	Gwe	(ii) <u>O</u>
(V) 5. LI	(ii) <u>Nte</u>	(iv) <u>Ze</u>	e
	(iii) Dduuka	(v) <u>lye</u>	e

~~6~~ 1 = 6mks

6

(ii) Omuyizi buli kigambo ekisaziddwako mu sentensi ezimuweereddwa akituume  
erinnya lyako erya ggulama nga wano.

Sooka - kikulwa kiyamba / ekiteemala

Amatono - Nakongeza-jinnya

e - Nakalazi / ssenfo

naye - Nakayunzi / Nakataba / Entababigambo

4

Any 4 x 1 = 4 mks

## LUGANDA 335 / 1

### EKITUNDU A

1. (a) Ennono, ebyafaayo, obuwangwa n'empisa bikolebwa / Okukuuma ebyóbusika

- okukola ennyo
- Obumu w'ebuli
- Ettaka likuumiddwa
- Okuzimba amasomero

Omuyizi talina kumenya bumenya wabula alina okunnyonnyola okubaako ky'aba ayongeddeko

(4 x 1 = 4mks)

(b) – Okusoma / omuganda alina okusoma

- Onutatunda ttaka lyaffe
- Okukola ennyo
- okubeera obumu. / okwewala enjawukana

(2 x 1 = 2mks)

(c) – Okukola ennyo

Ennono – ebyafaayo, obuwangwa némpisa

- Federo/ okugaba obuyinza
- Obutatunda ttaka
- Okuzimba obumu
- Obuwangwa

(5 x 1 = 5mks)

(d) Ettaka kwe kukolerwa buli kimu – ku ttaka kwe kusimbye ennono nébyafaayo ebifuula omuntu omuganda

Ne bwatuwa ekyokolebwako kyonna afuna akabonero

(1x2 = 2mks)

(e) – Okuvvuuka obwavu

- Okuweerera abaana
- Okussa ejjamba mu nkuluze
- Okussa essira ku bigasa Buganda

(f) (i) Yettanira - eyagalwa / eyeeyunirwa / eyaayaanirwa, okwagala ekintu enyo era n' olemerako

(ii) Ekyanya - Eddembe / ebbeetu / kwesalirwa / olukusa

- (iii) Obutaweera – onutakoowa / obutazikiza / obutapowa
- (iv) Obuntu katoole – Obutaliimu / obutonotono

(4 x 1 = 4mks)

- (g) – Enfuga ewa eddembe okugabana obuyinza
- (h) – Buganda okuba nga abantu baamu bakolagana era nga bakolera wamu.
- (i) - Omulembe omutebi gukuxe / guwangadde/ gwe gulaakulanyizza.
- (j) – Kitegeeza okunoonya omulamwa / enkola. / okunoonya amagezi

(4 x 1 = 4mks)

### **EKITUNDU B**

2. (a) Omuyizi amaleyo engero zino nga bwe zogerwa.
  - (i) Akataazimbe,
  - (ii) Guweddeko entonto / entontogolo, NB omuyizi ateeseeko empeerezi esooka mungero
  - (iii) Akiika embuga,
  - (iv) Wammese mu kit linnya eriwuntuwa zittwa capital W
  - (v) Obulabira wala
  - (vi) Gamala ebita embuga
  - (vii) Omukwano omutono
  - (viii) Abakondeere,
  - (ix) Bikubagana empawa
  - (x) Enkajumbe temala nju

Empandiika enkyamu katundu ka kabonero (½)

2. (b) Omuyizi annyonnyole amakulu g'engero zino.
  - (i) Bulijo abantu ababonaabona n'ebintu /abant u si be bafunamu/Abakola ennyo ku bint u si be babifunamu omugaso.
  - (ii) Abantu bat egekera bannaabwe okubatuusaako obulabe nga bo t ebamanyiiko n'akamu.
  - (iii) Ebizibu ebituuka ku munaku tebiggwa./ ebizibu tebikoma / tebiggwaayo, tebikendeera
  - (iv) Abagenyi basobola basobola okuwonya abant u ebizibu bingi.

(v) Omuntu anaakutwalako ebibyo ajjira mu kukuyamba / waliwo abantu abanyaga ebyabannaabwe nga bayita mu kubalimba nti bagenda kubayamba. Amakulu g' o munta agengero gabeera ku bantu si ku bintu birala Asiize ekifanaanyi ekireeta amakulu g' olugero naye afuna obubonero Wano tetugabirawo katufu so nga ne mpandiika entongole

3. (a) Omuyizi alage embeera y'amasomero nga bw'ezimbiddwa mu katabo Amaggwa n'emitego mu Buvubuka.
  - Abayizi okuganza bayizi bannaabwe Kavuma aganza Namusoke ate Mukalazi aganza Nattaliya. Basajjasubi yegwanyiza cissy
  - Abayizi okugenda okulambula amakolero okugeza abayizi ba Mukutogumu balambula e Jinja
  - Abayizi abapya mu ssomero okusooka okwewandiisa nga bakatuuka ku ssomero.
  - Abayizi okufuluma mu bibiina ne bagenda okuwummulamu kye bayita "break ku ssaawa nnya ate ne ku musanvu okulya ekyemisana.
  - Amasomero okuba n'abayizi abasula mu bisulo ate n'abava ebweru nga mu mukutogumu. Cissy yali ava bweru
  - Abayizi abamu okuganzibwa abasomesa baabwe nga bwe ulaba Mpiso aganza Cissy.
  - Abayizi okukola ebigezo ebibayisa okuva mu kibiina ekimu okudda mu kirala.
  - Amasomero okubeera n'abasirikale abakuumi. Ku ssomero lye Nakawa, cissy gyeyali asomero
  - Abaana b'amasomero okuyambangako ku basomesa baabwe emirimu gy'awaka, Cissy ayamba ku Mpiso.
  - Abasomesa abateeyisa bulungi okugobebwa mu masomero. Mpiso agobebwalwakukuba mukulu w'assomero.
  - Abasomesa okufissizaawo abaana abatakola bulungi obudde obulala obwenjawulo basobole okubayamba mu masomo ge batakola bulungi, Mpiso agamba Cissy amuyambenga mu kubala n'olungereza.
  - Abayizi aboobuwala okufunira embuto mu masomero nga Namusoke ne Ntabadde.
  - Abayizi okuba ne bannaabwe ababakulira mu kibiina "moneta" Mpiso alonda Cissy.
  - Abayizi abamu okutoloka ne bagenda mu micakalo, Cissy agenda a Kabalagala.

- Abasomesa abamu okutega obutego abaana be baagala okuganza nga babagulira n'okubategekera eby'okulya ebirungi (MPISO)
  - Abasomesa abamu okuwalana n'okubonyaabonya abaaana be basabye omukwano ne bagaana – Mpiiso ku Cissy.
- Okukuuma obudde, tulabe ku ssomero lya Cissy nga bakuba akadde okugenda mu buleke

Okutambula engendo empanvu

(10 x 2 = 20mks)

- Omuyizi aleete ensonga awamu n'ekyukulabirako.

- (i) Tezigattwa abigamba Cissy (2mks)
  - (ii) Yamuyigiriza obuteemakulamakula na bulenzireenzi naddala ng'akyali muto.
    - Y'amukuutira okusoma n'omutima gumu Omumalirivu awatali kuwankawanka.
    - Y'amukuutira nti bw'amala okusoma n'afuna omulimu afune omusajja afumbirwe bafune ssukaali n'embugo.
    - Yamujjukiza obutasirikanga nga yeekoonye akagere, abeeko gw'abuulira naye nga si musajja.
    - Yamubuulira okubanga omuyonjo mu mubiri ne mu ngoye nti waakiri yeesibe obuziina nga butukula okusinga okwambala empya nga zigubye.
    - Yamukuutira obutawunya kkalalume nga lya musota namugamba okunaaba Ebbombo oba akalaaza mu nkwawa.
    - Yamukuutira ira okubanga omugumiikiriza buli gy'alaganga.
    - Yamwewaza okubanga n'olugambo kubanga omuntu w'olugambo t eri amwagala;
    - Yamubuulirira obutaba mwenzi olw'ensonga nti omwenzi aweebuuka n'ataba na kitiibwa mu bantu.
    - Okuwa
    - Okutya katonda (okubeera n' eddiini)
- (i) Ndibassa abyogera ku Namusisi. (2mks)
  - (ii) Ndibassa ne Mbayeriwa baali bave kucakalako mu Top Hotel.
    - Ndibassa yali asabye Mbayeriwa amuwale ewuwe gy'aba asula.
    - Ndibassa ne Mbayeriwa baali basanze Namusisi ewa Mbayeriwa.
    - Namusisi yali ayise ku Mbayeriwa ne Ndibassa n'ayogera ekigambo kimu nti, abasajja".
    - Ndibassa bwe yalaba Namusisi ng'ajja gye baali ne yeekwaa ku Mbayeriwa ng'atidde nnyo.
    - Okuwewanika ku ddaala ery' awaggulu nga agula engoye ez' ebeeyi

- Nagana okuwuulriza okulabula kwa Nkoliggo bwe yamugamba nti ebikazi ebirungi tebirikussa era byamussa
- Ndibassa aba abuuuzizza Mbayiwa nti kino ekiwala ekitunula nga lumonde omulinnyire mu mulyango kiganzi kyo?

( 4 x 2 = 8mks )

(iii) – Alina omukwano ogw nnamaddala.

- Muyonjo
- Ategeka bulungi awaka.
- Amanyi okuyiyyiza omusajja
- Awa mbayiwa ebirowoozo ebimuzimba ate naye ayagala okwezimba.
- Mukozi wa mirimu kayingo

- Alina olubuto lwa Mbayiwa.
- Yawolanga Mbayiwa ssente
- Asobola okugumira ennaku n'ebizibu bya Mbayiwa
- Si mwezi nga Ndibassa ayagala Mbayiwa yekka.
- Asanga Mbayiwa ng'apepeya ne Ndibassa kyokka tamukyawa.

( 5 x 2 = 10mks)

4 (b) – Ndikuno okumubuulirira obuteegaggasa n'aziimuula okubuulirirwa okwo, agwa mu mabanja mangi.

- Okulemera ku muwala Ndibassas eyalina abasajja abangi, amuziiga endwadde z'obukaba.
- Okuva ku mulimu namala emyezi mu kyalo nga tategeezezza mukama we, agobwa ku mulimu.
- Okubba ssente za nnyina ze yatunda mu mbuzi kyamuviirako okubulwa gy'add ng'azze mu bwavu.
- Okulemererwa okusasula ensimbi z'obusuze, Bena amugoba mu nju ye.
- Mbayiwa okugaana okweyongerayo omusoma ngamalirizza ekibiina eky'okuna, bw'agobwa ku bwa kkalaani, taddayo kufuna mulimu mulala-
- Mbayiwa okwenyigira mu bubbi, asimattuka okukwatibwa naye kyamuleetera okwekyawa n'ekyavaamu kwetuga.
- Mbayiwa okugula ppikipiki nga tasobolw kugiyimirizaawo olw'omusaala omutono gwe yali afuna emulemerera n'agitunda.
- Mbayiwa okugattika abakazi kyamuviirako okubulwa emirembe olwokweraliikirira eby'okubalimba buli kiseera.

- Mbayiwa okudibaga omulimu gwa woofiisi, afuna ogw'okusitula ensawo za kasooli ne gumulema olw'obuzito ate nga gusasula kitono.
- Mbayiwa obuteekebeza musaayi nga tanneegatta ne Ndibassa, amuwereba ekirwadde.
- Mbayiwa okuleeta ppikippiki empya ku mulimu ate ng'omusaala yafunanga mutono kyaviirako mukama we kumubuusabuusa nti yandiba nga yakumpanya ssente za kkampuni.
- Mbayiwa okugaana okulaba ekifaananyi ne Namusisi, bw'asalawo okukirabe, ne Ndibassa, ekifaananyi olwaggwa Ndibassa n'amuddukako.

(10 x 2 = 20mks)

5. (a) (i) – Bbunga (1 x 2 = 2 mks)
- (ii) – Hajji Mugagga era yaleeta lisiti kweyagulira Sukaali ku mitwalo musanvu kitundu ate Tebeesigwa mu kitabo yawandiika etaano. Omuyizi alage omuntu eyazibula omwogezi amaaso Alage n' engeri gy'azibulamu omwogezi amaaso (1 x 2 = 2mks)
- (iii) – Abazadde okufumbiza abaana olw'empaka / abasajja bebateeyagalidde. (bazadde ba Namukasa)
- Abazadde okudda mu kunywa omwenge ne batafa ku baana baabwe.(taata wa Sam)
  - Abantu okuba n'enkwe wamu n'empalana ku mirimu – Tebeesigwa alemesa was am omulimu)
  - Abantu okwenyigira mu bwenzi Jamusi ne Moses abakazi babakyusa nnyo.
  - Obukumpanya ku mirimu – Tebeesigwa yeegaana Hajji mugagga nti tamumanyi nga ye yamuguza ssukaali.
  - Obulimba (Muky. Tabula alimba Muky. Lubega ne Mw. Lubega nti alinayo omulenzi ayagala okuwasa Nabukeera
  - Okuwaayiriza (Tebeesigwa awayiriza sam nti yabba akagaali tayagagala kukols, yabba ssente
  - Obutaagala kukolagana na bakozi balala
  - Obubbi – Tebeesigwa abba okagaali akasaawa.
  - Obutaagaliza – Muky. Tabula, tayagaliza Nabukeera kufumbirwa
  - Okuba n'obuggya ku bantu abalala muky. Tabul, Muky ssebatta
  - Mukyala Tabula.
  - Okuba n'effuga bbi – Tebyasa eri sibyanze
  - Okulinnyirira eddembe ly'abakyala.
  - Okuba n'omululu gw'ensimbi – Tebyasa
  - Okwegombagomba ennyo – Harriet .
  - Okukolera ennyo ku njambo – muky.Lubega awuliriza ebya muky. Tabula.
  - Obutawa balala mukisa ku kannyonnyola – Bbunga.

(8 x 2 = 16mks)

- Okulinnyirira eddembe ly'abakyala. Tebyasa eri Sibyange ne Namukasa
- Okuba n'omululu gw'ensimbi - Tebyasa, Tebeesigwa
- Okwegombagomba ennyo - Harriet, Yiga, Muky. Lubega, Mw. Lubega
- Okukolera ennyo ku njambo - muky. Lubega awuliriza ebya muky. Tabula
- Obutawa balala mukisa ku kunnyonyola - Bbunga, tawo Sam mukasa kunnyonyola.

(8 x 2 = 16mks)

5. (b) Omuyizi alage ebintu ebikolebwa ku bakyala nga bityoboola eddembe lyabwe.
- Omwana omuwala obutasalawo musajja gw'ayina kufumbirwa. Namukasa bamukaka okutumbirwa Musa
  - Omwana omuwala obutakirizibwa kusoma Namukasa
  - Abakyala bavumwa - Tebyasa amuyita omussiru sibyange
  - Abakyala obutasalawo ku nsonga z'abaana baabwe Sibyange Tebyasa ne Byakulera balemese Sibyange
  - Omukazi bulijjo abeera wansi wa musajja nga omukazi omukulu okufukaamirira omulenzi awasizza muwala we. Alibawo abinyumiza muzukuku we Harriet
  - Omukazi atazaala mwana mulenzi atwalibwa obutabeera wa mugaso. Ntbozi ya Alibawo
  - Omwana omuwala okutwalibwa ng'ekyamaguzi. Namukasa
  - Abasajja okujolonga ekitiibwa ky'abakyala ng'ababagattako ekiyitiridde nga basajjalaata. Musa okuwasa abakazi abangi.
  - Omusajja okuwasa omwana omuto ate Kaddulubaale n'amala okumukuza. Musa kuwasa Namukasa ate namuwa Kaddulubaale okumukuzza
  - Omukazi obutaweebwa busika. Ntbozi ya Alibawo
  - Omukyala mu maka okukolonga ennyo. Sibyange
  - Abakyala tebalina bwogerero - sibyangewa Tebyala
  - Omukyala talina buyinza yadde ku bulamu bwe. Sibyange.

(10 x 2 = 20mks)

6. (a) (i) Assose n'akiwa omutwe "Ettale".
- Mu sitanza esooka yewuunya omuntu
  - Ayigganya ettale ate bw'avaawo n'adaaga.
  - Mu sitanza eyookubiri azzizzaako okulaga
  - Omuntu bwe yeeyunira ettale mu ssanyu ne mu nnaku.
  - Kladde olumu omuntu aliyeruma aba aljekuba.
  - Ettale liyamba omuntu mu ngeri ezenjawulo nga okuzimba, okumwasa eddagala.
  - Ettale lyebuyiza ku ngeri omuntu gyasobola okubawo wewuuni, okudemiganyuwo omuntu gyakutunamu era ne lisaba omuntu aliteke libeewo. okugeza akuyeta abalimbizi
  - Ettale lituraga abukulu emigaso gyalyo era neyonzika nga lisaba omuntu aliteke libeewo.

(1 x 6 = 6)



# GEOGRAPHY 273/1

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

1x30

1-

30

Map work:

i a) natural resource found at  
Grid reference 293711 - ~~Sand~~ mud

(ii) Grid reference of borehole north of Gabi  
- 213740

b) (i) Distance in Kilometers of  
Nebb. Packwach to Road road  
junction to Panyimur Grid  
Reference 296723 - 12.4 Units  
1 unit = 1km : 12.4 Units x 1km

= 12.4 Km

Accept 12 — 12.6 km

(No mark for a Candidate without units.)

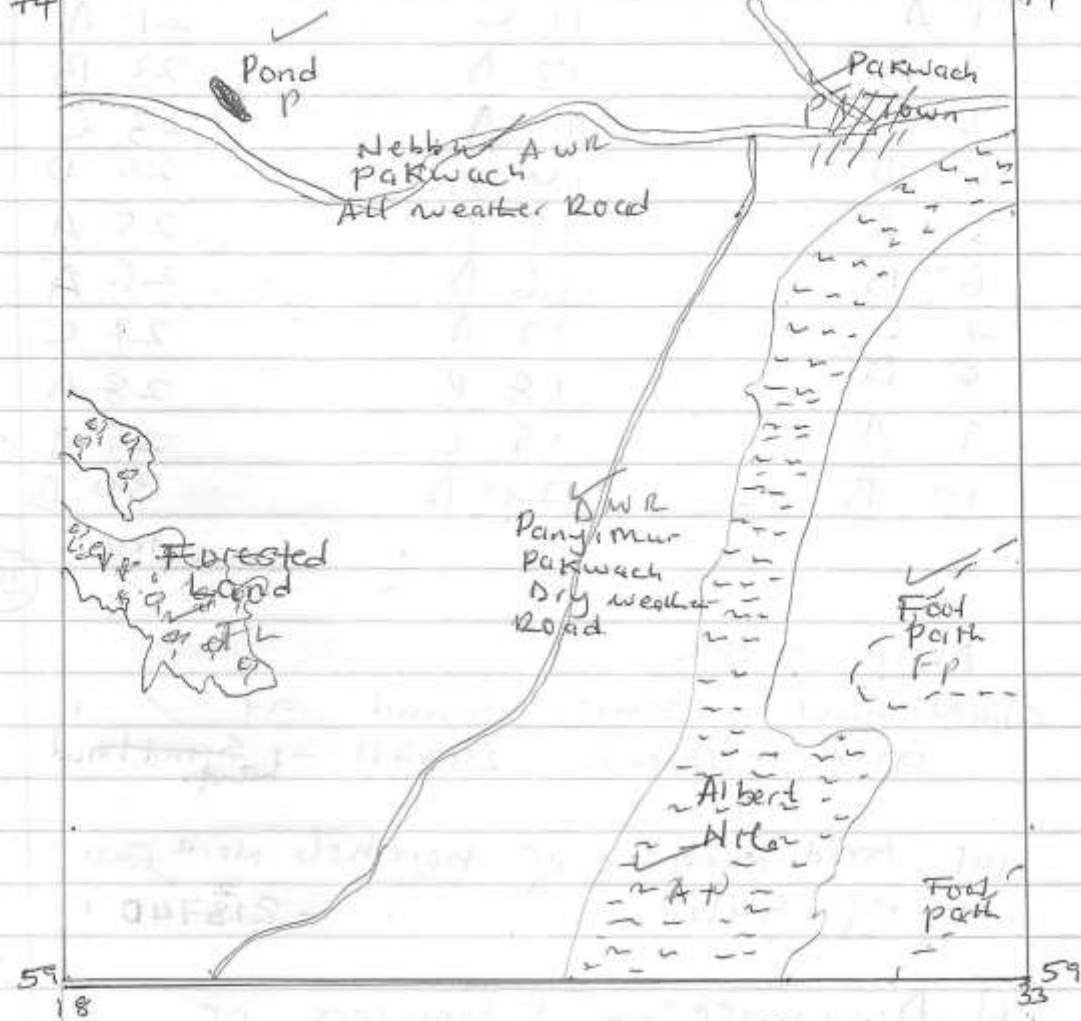
(ii) Bearing of Pacego Road junction  
from Atar Trigonometric  
station - 035°



Accept 034° — 036°

04

c) Any two types of Road Forested land Pond



FL - 1  
P - 1  
AWR - } 2  
DWR - }  
DT - 1  
FL - 1

d) ~~Inter~~ explaining Relationship between relief and Settlement

- Pacego, Kapota gentle slopes North ~~west~~ of Pakwach town are densely populated due to easy construction of houses
- Broad valleys west of Panyigoro

- Steep slopes between Maramba and Abongo River are sparsely populated due to severe soil erosion
- Narrow valleys between Payongo and Grabi have sparse population due to difficulties in construction of housing units
- Relatively undulating landscape west of the peak of Albert Nkole between Panyigoro and paroketto are densely populated due to easy construction of house.
- The broad valley between R. Kinyoro and R. Nyira is sparsely populated because it is water logged. R - 2ms  
cf - 2mx

(ii) problems likely to be faced by people living in the area

→ Road accidents along Panyimur - Pakwach road, Nebbi Pakwach

- Shortage of water for domestic use during dry season

- Human disease such as malaria and water borne diseases due to swamps that harbor disease carrying vectors.

- Flooding in areas of broad valleys west of Panyigoro paroketto

- Easy spread of human diseases in the densely populated areas of Pakego (Capita Pakwach town etc

Q29(1) Type of photograph shows

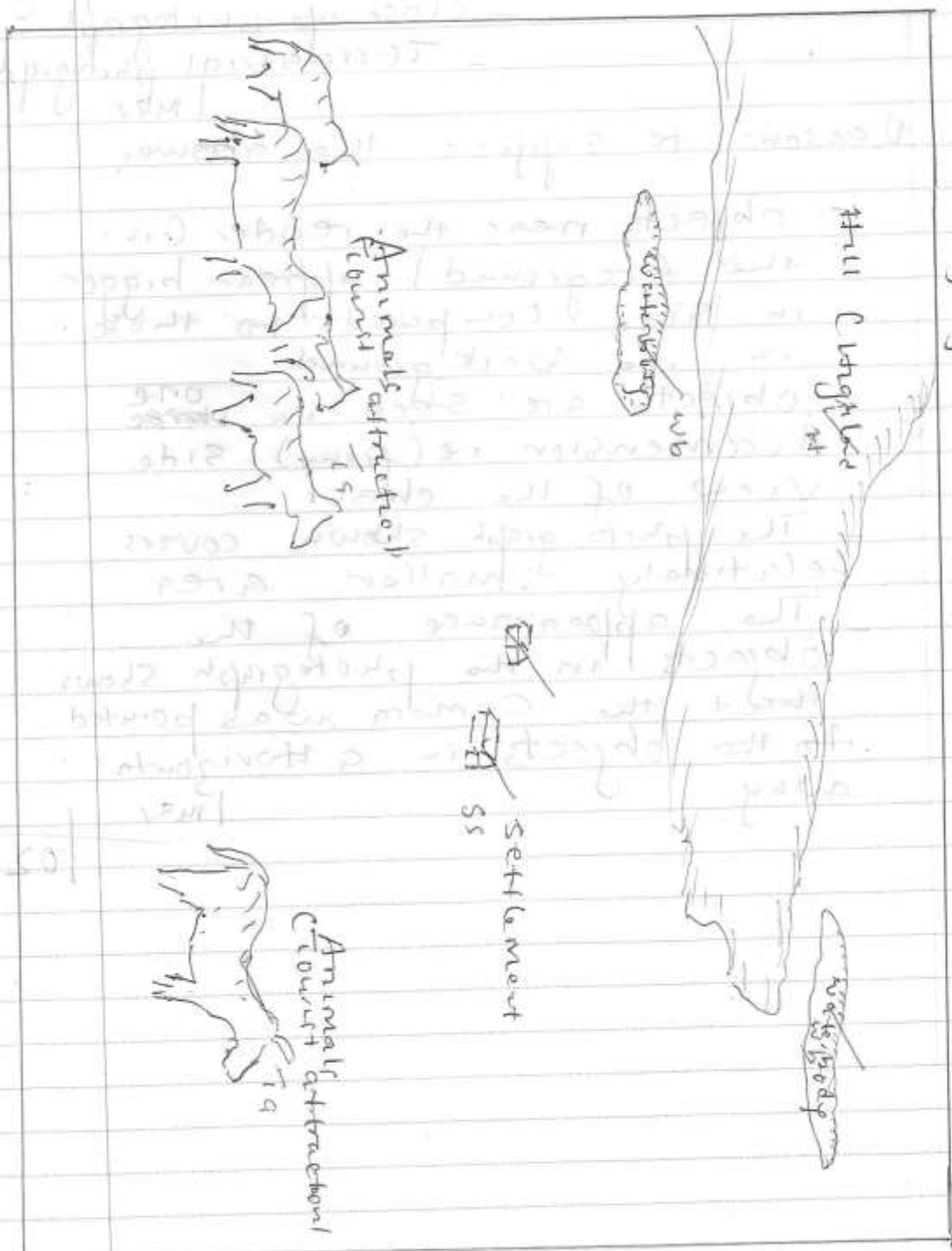
- Ground horizontal photograph
- close up photograph
- Terrestrial photograph

Reasons to support the answer:

- Objects near the reader (in the foreground) appear bigger in size compared to those in the background
- Objects are seen in ~~three~~ <sup>one</sup> dimension i.e. (front) side view of the object
- The photograph shown covers relatively smaller area
- The appearance of the objects in the photograph shows that the camera was pointed to the objects in a horizontal way

102

An annotated sketch of the photograph's  
 showing tourist attractions in the foreground  
 Relief feature and settlement  
 water body



Hc-1  
 wb-1  
 Ta-1  
 SS-1

Q29(1) Type of photograph shows

- Ground horizontal photograph
- close up photograph
- Terrestrial photograph

Reasons to support the answer.

- Objects near the reader (in the foreground) appear bigger in size compared to those in the background
- Objects are seen in ~~three~~ <sup>one</sup> dimension i.e. (front) side view of the object
- The photograph shown covers relatively smaller area
- The appearance of the objects in the photograph shows that the camera was pointed to the objects in a horizontal way

1 mark

102

e) Explaining factors that have influenced development of tourism in the area

- reliable water<sup>id</sup> supply for wild life<sup>ex</sup> evidenced by water body middle and Right background
- Grass / shrub<sup>id</sup> in the foreground and middle ground for wild life grazing<sup>ex</sup> extensive, flat land in middle ground and foreground for easy movement of wild life
- shelter for animals<sup>id</sup> provided by trees, thicket and grass in the middle ground and foreground
- Accommodation<sup>id</sup> provided by settlements for lodging by the tourist visitors evidenced by settlements in middle ground
- Easy accessibility<sup>id</sup> evidenced by the settlements in the middle ground
- skilled labour such as tour guides who guide<sup>ex</sup> the tourists visiting the park to see the tourist attraction
- reliable supply of Capital<sup>id</sup> to invest in<sup>ex</sup> construction of infrastructures i.e. settlement in the middle ground

Id - 2 marks

ex - 2 marks

104

d(ii) Describing the contribution of tourism in the area

- Tourism has led to Conservation



- It has led to development of infrastructure like building seen in the middle ground
- It has created employment opportunities eg to tour guide game wardens
- It generates income to those employed such game wardens
- Tourism helps in conservation of wild life and plant life that beautifies the environment
- It has helped to put the resource such as the highlighted plant life animal life shown in the photograph into proper use

1d - 2m

(ii) Giving area, reason and evidence from the photograph:

Area

- Lake Mburo National Park
- Katonga wild life Reserve
- Plain Upe wild life Reserve
- Masai Mara National Park
- Kidepo Valley National Park
- Serengeti National Park

Reason and evidence

These are the only National parks in East Africa where the zebras like those found in the photograph are found.



a (i) Topic of Study.  
- It should clearly state, WHAT was and WHERE the study took place  
what and where are tied  
Do not accept topic of study starting with "To find out..."

ii) Objectives of study  
Objectives should be clearly related to the topic of study  
- Objectives must be measurable, specific time bound achievable and Geographical accept objectives starting with

To find out - - -

To identify - - -

To discover - - - 2 marks / 04

Do not award marks in case a candidate uses - To know - - - To see - -

To understand - - -

b) Drawing panorama of area of study

It should be a landscape sketch showing  
- relief feature  
- Land use types.

panorama sketch should have

- a complete title
- name of the area studied
- frame
- a view point
- labelling to indicate

- Consider the element of perspective when draw feature on a panorama

Relief features and their local names should include

- Hills, Ridges, spurs
- gentle slopes steep slopes
- Sand beaches bays basins
- Head lands stacks rock
- out crops escarpments

Any 2x1

Land use types include  
 Transport routes | Transport routes  
 Fish ponds planted forests,  
 Settlements, Trading Centres  
 markets stone quarry  
 Brick Making area Local Markets

Any 2x1

04

- e) Explaining how the study helped  
 Candidates understand the Geography  
 of the area

consider relationships

- ie - physical to physical
- physical to human
- Human to human

- Relation must be clearly brought  
 and a reason

A title and Relation and another  
 title at a reason

Example

Kasungu banana plantation  
due well drained <sup>fertile</sup> soil

12 - 2 m

ex - 2 m 104

outlining follow up activities  
carried out after the study

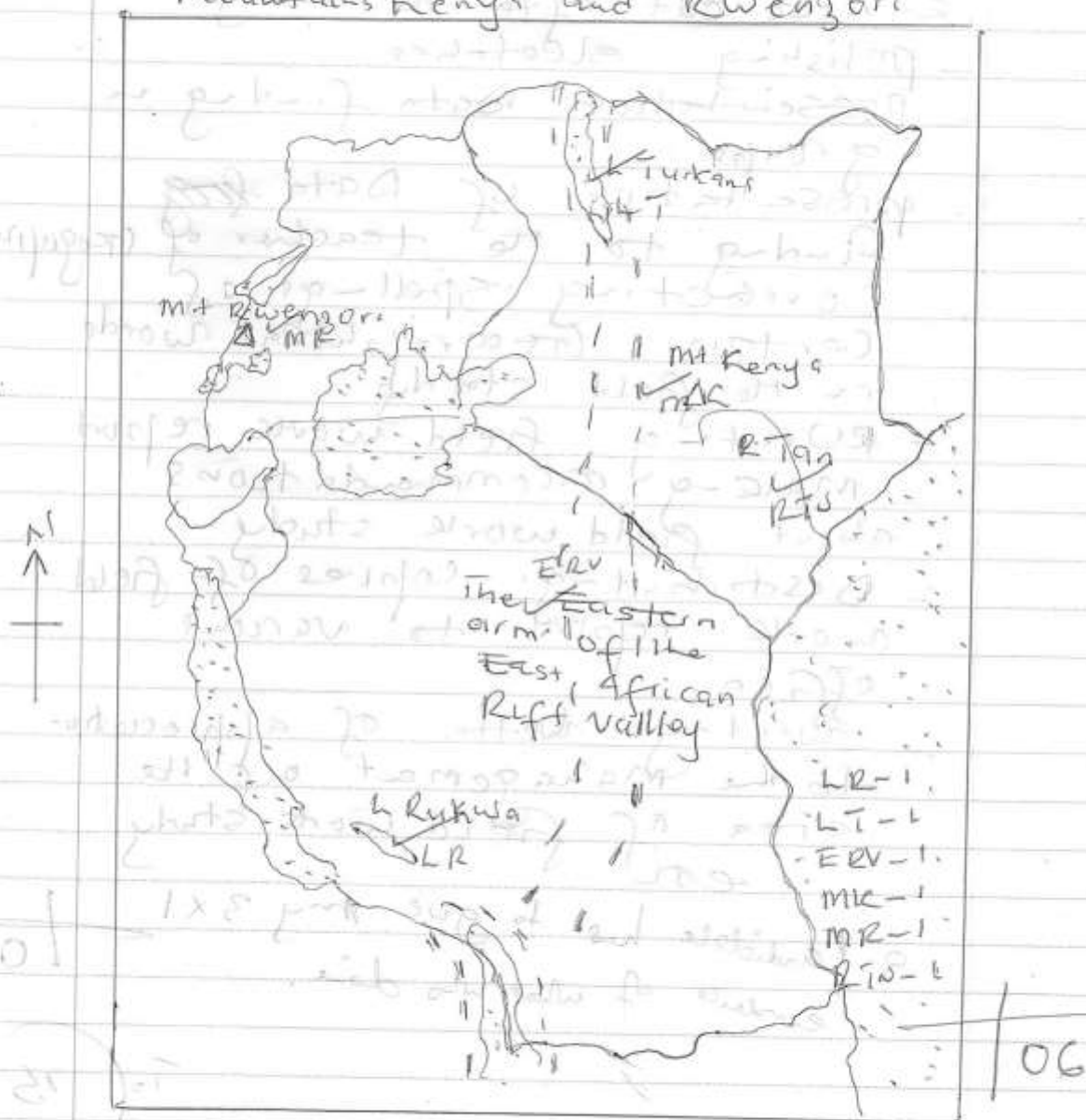
- polishing sketches
- presentation Data finding in groups
- presentation of Data finding to the teacher of Geography
- correcting spellings of certain geographical words in the field study
- writing field work report
- making recommendations about field work study
- Distributing copies of field work report to various office
- writing letter of appreciation to the management of the area of field work study etc

9. Candidate has to give any 3 x 1  
evidence of what was done.

103

15

Sketch map of East Africa showing  
 R. Tana, Lakes Turkana Lake Rukwa  
 The Eastern of East African Rift Valley  
 Mountains Kenys and Rwengori



Key

- △ - mountains
- ▭ - water bodies
- || - Rift Valley

b) process responsible for formation of East African Rift Valley

The main process responsible for formation of East African Rift Valley is Faulting

Consider any one of the two theories

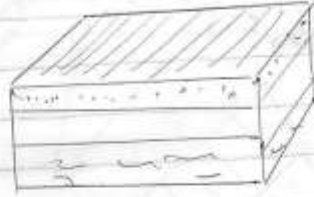
1. Tensional theory

it involves two opposite forces acting on a rock strata. Continuous pull exerted results in stress, making the rock strata develop faultlines.

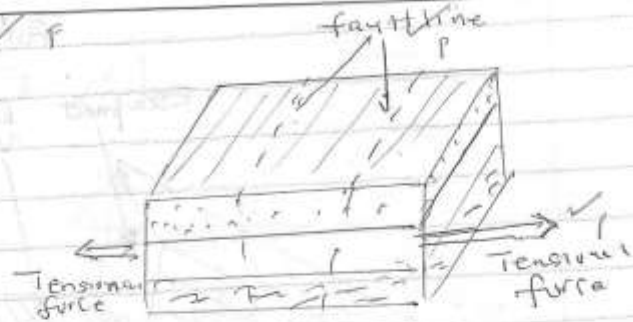
This divided the rock strata into 2 side blocks and 1 central block.

Internal earth movement causes the central block to move down (sink) several meters compared to the two side blocks forming a valley in between thus a rift valley.

Before faulting ✓ F



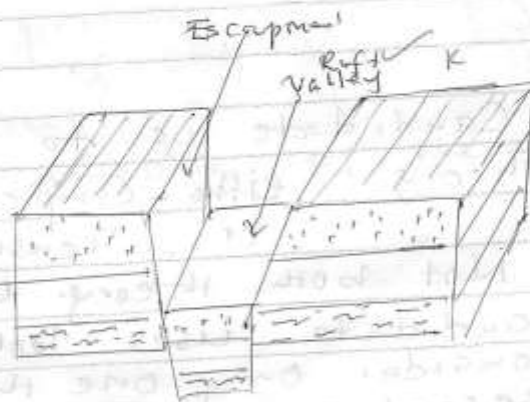
rock strata  
consisting of  
several layers



Tensional force  
exerted onto the rock  
fault line develop

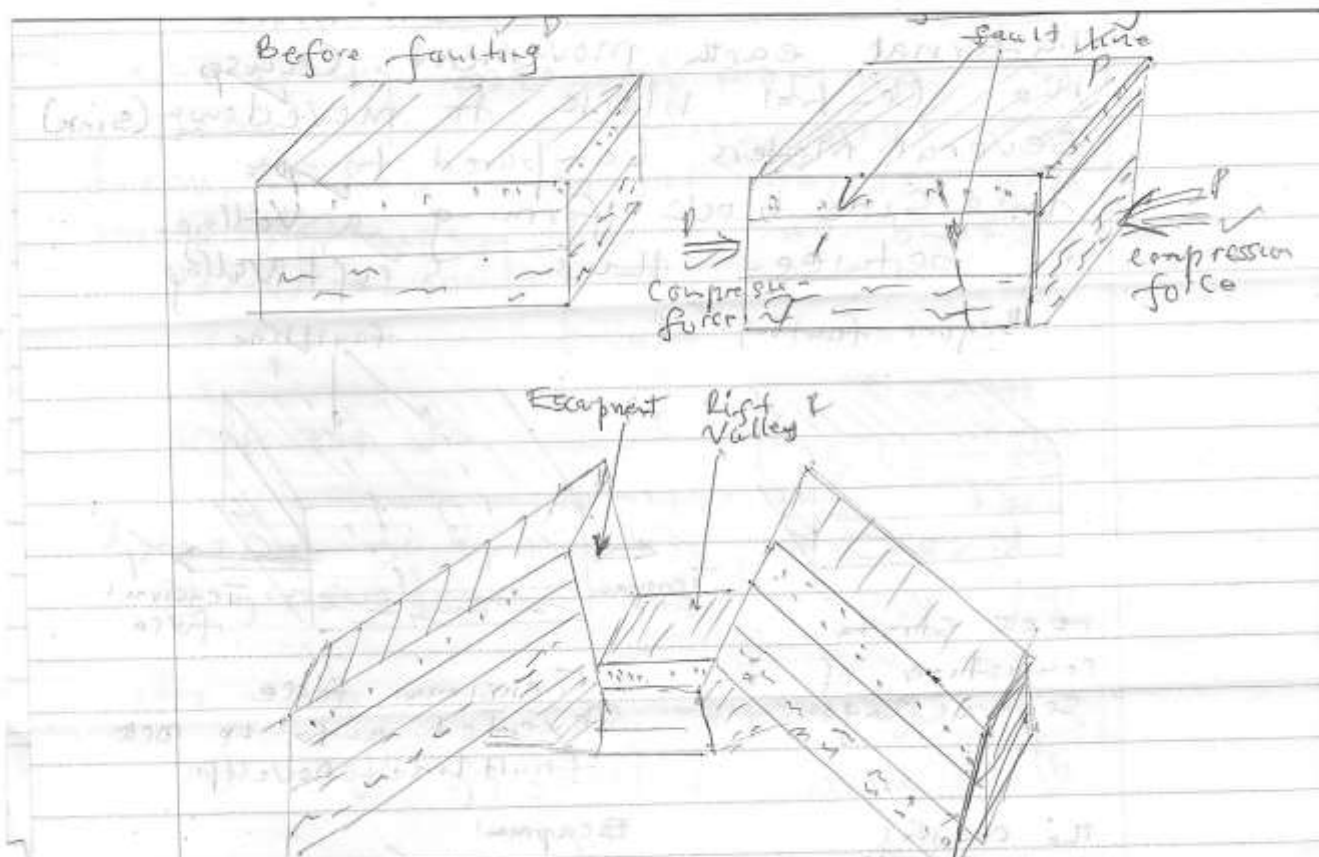
The central  
block breaks  
forming a  
Valley in  
between.

Tensional  
force



Tensional  
force

or  
Compressional Theory - main prior faulting  
This involves two forces acting on  
a rock strata but pushing towards  
one common point. Continuous  
push exerted by two rock strata  
creates a stress onto rock strata  
resulting in fault line. This  
divides the rock strata into 2 side  
blocks and a central block.  
Internal earth movements make  
the two side blocks raised  
several meters above the central  
block. This forms a depression  
between the two side blocks  
thus a rift valley



NB Candidate is to choose one Theory either - Compressional Theory or - Tensional Theory  
 Not both theory. Where a candidate uses both theories consider only one theory. The second one becomes Rubric



- Candidate can use descriptive statements to explain formation of Rift Valley

or

- Candidate may use well described diagrams to explain formation of Rift Valley.

Mark reward

Process Faulting ✓ F

compression / tensional force

pushing / pulling

Fault lines

upward movement / downward movement  
(Sinking)

End Result (Rift Valley)

d) Explaining Economic Contributions of the East African Rift Valley

- Rift Valley floor has lakes providing water for domestic fishing for food.
- Rift Valley has fertile soil for agriculture purpose
- physical features like fault steps escarpment etc bringing tourist source of income
- Rift Valley lakes used for water navigation
- Relatively flat floor of Rift Valley favour large scale farming - Agricultural mechanization.

Rift valley areas provide  
habitats for wild animal life  
to conservation of wild life  
2. Nakuru National Park, Queen  
Elizabeth etc

- Animal grazing on natural  
pasture eg by the Masai, Basogora  
Turkana leading to lumbering
- Existence of forests leading  
to lumbering activities  
etc

Point must be identified (add  
and explain (ex) title at explanation

1d + 5x1

105

d) Describing problems

- Flooding on Rift valley floor  
leading destruction of property  
and loss of human life
- Difficulties in transport on  
steep slopes due
- Soil erosion on steep slope
- Limiting agriculture
- Wild life such as lions leopard  
a threat to human life
- Human diseases from water  
bodies leading to sickness
- Hot temperature due  
low altitude
- Natural Calamities such  
as Volcanicity

Any 3x1

103

### Q<sup>n</sup> 5 a) Difference between Weather and Climate

- weather is daily weather condition of a place observed for a short period of time eg 30 minutes 1hr etc while climate is average weather condition of a place observed and recorded for a long period of time 30-35 years
- weather is what is seen outside a room while climate is what is expected in an area
- weather is a state of the atmosphere over a small area while climate is average weather condition of an area over an extensive area
- weather conditions change so drastically while climate conditions last long and are uniform

W - 2 mar

C - 2 mar

- b) Describing how Rainfall is measured at a weather station
- measuring instrument - Rain gauge
  - components of a rain gauge
    - × measuring cylinder
    - × Metal Can
    - ✓ ✓ ✓

04

- Rain gauge is <sup>sunk</sup> ~~placed~~ in the ground in an open space
- When it rains, water droplets are directed to the collecting jar (bottle).
- after a period of 24 hrs, funnel is removed ~~the~~ collecting jar removed from the metal can. Water that will have collected in the bottle (collecting jar) is poured into a measuring cylinder to determine the depth the rain will have penetrated the ground. The amount of water (rain) is then recorded in millimeters.

Instrument (I) - 1

Component (C) - 1

Procedure (P) - 3

Result (R) - 1

c) Factors that influence rain-fall distribution in East Africa

- 1 Altitude - highland areas received heavy rain-fall especially on windward areas
- 2 Distance from nearby water bodies eg lakes and oceans in East Africa. Areas near those water bodies receive more rain-fall which is heavy and reliable (Kisumu, Entebbe, Bukoba, Mwanza, Mombasa etc)

106

Convergence Zone (ITCZ) -

Area along the Equator receive double maximal while areas North or South experience single maxima

4) Relief <sup>↑</sup>Highly areas are a barrier to prevailing winds. Windward side receives more rainfall compared to leeward side which lies - a rain shadow

5) Vegetation cover - Areas with tropical rain forest eg Malawi, Kalungu, Imaramagambo etc receive heavy and reliable rainfall compared to area with eg Savana or Semi Desert Vegetation

6) Man's activities such as bush burning, swamp reclamation, deforestation, urbanization, industrialization

7) Influence of local <sup>↑</sup>trade winds eg land and sea breezes

NB Factor described showing impact on rain fall distribution

Any three factors (F) - 3 max  
Impact (I) - 3 max

d) problems faced by people living in areas that receive low rainfall

106

- Hot temperatures making people live uncomfortable
- Farm crops drying up lead to poor harvest / crop failure
- Wild fire during dry season which may destroy grass forest
- Livestock farmers eg on ranches may have to spend more money to buy water for livestock
- Too much dust that may cause human diseases eg flu, dust storm etc
- Strong winds that may destroy property
- Loss of wet lands eg swamps drying up
- Migration of wild life
- Loss of human life eg due to starvation as a result of food shortages

Any four described  
problem  $\frac{4 \times 12.5}{104}$

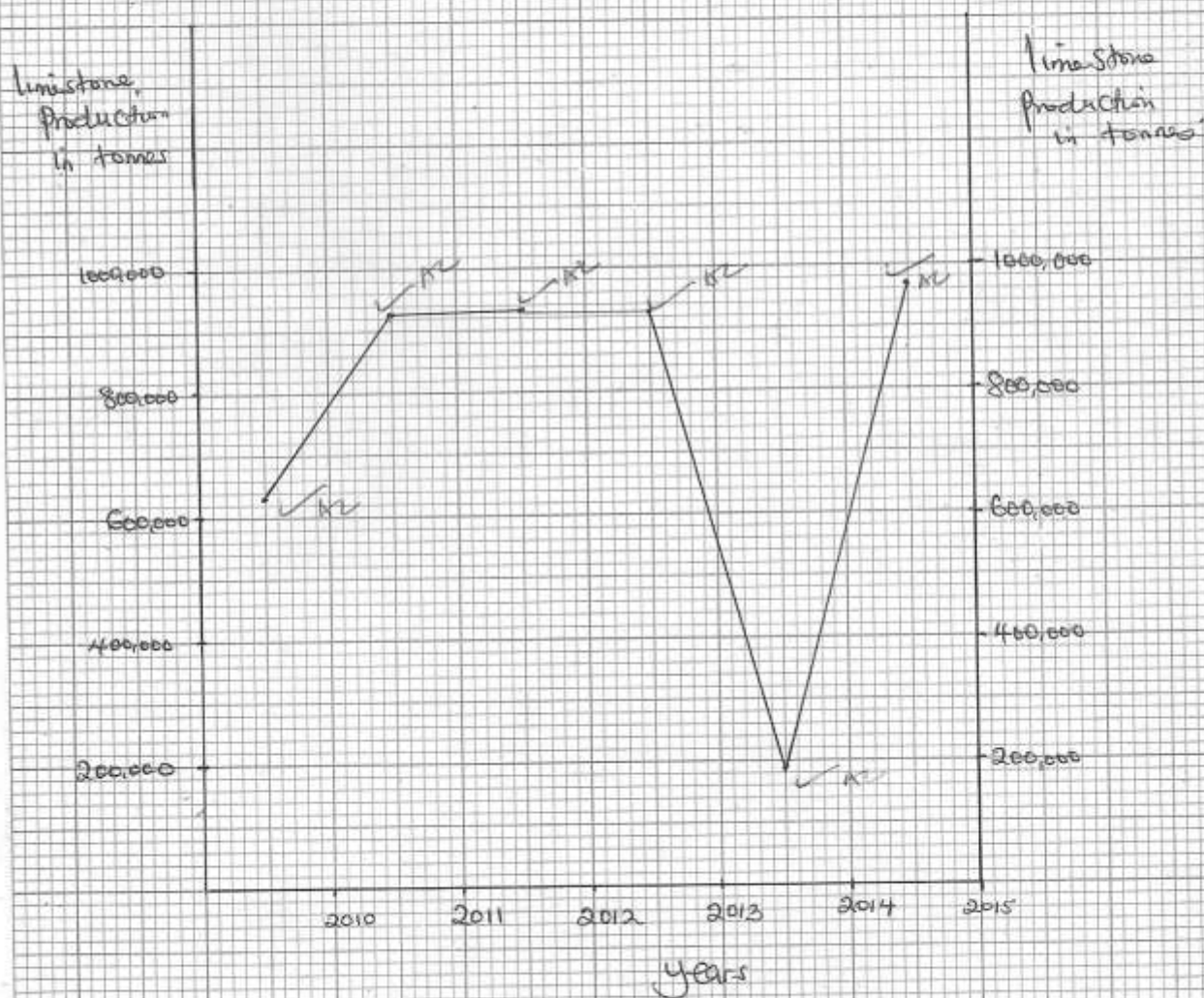
Total 20

Q<sup>6</sup> Graph on the graph paper

$\frac{7}{107}$



# A LINE GRAPH SHOWING ANNUAL LIMESTONE PRODUCTION IN UGANDA BETWEEN 2010 AND 2015



VS = 1 Cm : 100,000 Tonnes of limestone.

b) Describing the trend of annual limestone production in Uganda 2010-2015

- There was an increase in limestone production from 2010-2011 by 297,675 tonnes (634,674 tonnes to 932,349 tonnes)
- 2011 to 2012 Annual limestone production increased by 3915 tonnes (932,349 to 936,264) tonnes
- in 2012 to 2013, Annual limestone production decreased by -13892 tonnes (Limestone production declined from 936,264 tonne to 922,372 tonnes)
- 2013-2014 Annual Limestone production increased by 167868 tonne (922,372 tonne to 1090240 tonnes)
- 2014 to 2015, there was a decline in annual limestone production by -110580 tonne (1090240 tonnes to 979660 tonnes)
- The highest increase in annual limestone production was 2010 to 2011 by 297,675 tonnes

c) (i) Limestone mines in Uganda

- Tororo
- Hima
- Karamoja (Kosiroi)
- Muhoroya in Karusi

04



- Limestone is a sedimentary rock in areas of Tororo, Itima and Karamoja. Limestone is mechanically mined through open Cast Method.

- Limestone bearing rocks are identified and cut into large slabs from underground. This is further cut into small slabs that can easily be removed from the mine. These are transported to the surface ready to be taken for processing plant.

(A Candidate Must choose 1 out of 1) Method (M) - 1  
processes (P) - 3

06

#### d) Uses of Limestone

- Limestone is crushed into aggregate stone used in construction sector.

- Limestone is fired in kiln with crushed shale to make cement.

- Limestone is cut into slabs of varying dimension for construction purpose.

- Limestone is a raw material in the making of Portland Cement used eg in construction.

- Limestone rocks eg Calcium Carbonate is crushed in powder used in neutralizing acids in soils.

Latitude Marked A - Equator ✓

(ii) Pastoral tribes

B - Turkana, Pokot ✓

C - Karamojong ✓

D - Bahima ✓

E - Masai ✓

(iii) Water bodies marked

1 - Indian Ocean ✓

2 - Victoria ✓

b) characteristics of one pastoral communities chosen by the candidates eg

- Bahima ✓

- Karamojong ✓

- Masai ✓

characteristics of the chosen pastoral community

- Seasonal movement from place to place with their livestock in search for water and pasture
- practise communal grazing due to communal ownership of land
- Keep large herd of livestock for prestige, insurance against diseases, disaster, wealth domestic consumption
- Keep local breeds which are resistant to diseases eg Boran Ankole long horned cattle etc
- Construct temporary shelter, structure due to seasonal movement
- Livestock feed (arush) on

- Nomadic pastoralism is carried out in areas of sparse population

- Characterized by being carried out in areas of reliable or little rainfall

pastoral tribe - characteristic

4/4/05

c) Explaining the Contribution of pastoralism to the development of East Africa

- creation of employment opportunities for herdsmen, transporter who earn money to improve their standards

- Foreign exchange is obtained after exporting livestock products for infrastructure development

- Development of infrastructure eg Markets, Trading Centres, Valley dams, bore holes etc leading to development of water

- Source of income to the livestock farmers after the sale of animal products to improve their standards of living

- provision of raw materials to industries eg hides and skins for making glue milk to milk processing factories

- provision of food eg milk rich in protein for improved diet preservation of culture for tourism eg Masai in Kenya

Latitude Marked A - Equator ✓

(ii) Pastoral tribes

B - Turkana, Pokot ✓

C - Karamojong ✓

D - Bahima ✓

E - Masai ✓

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- Construct temporary shelter, structure due to seasonal movement
- Livestock feed (graze) on

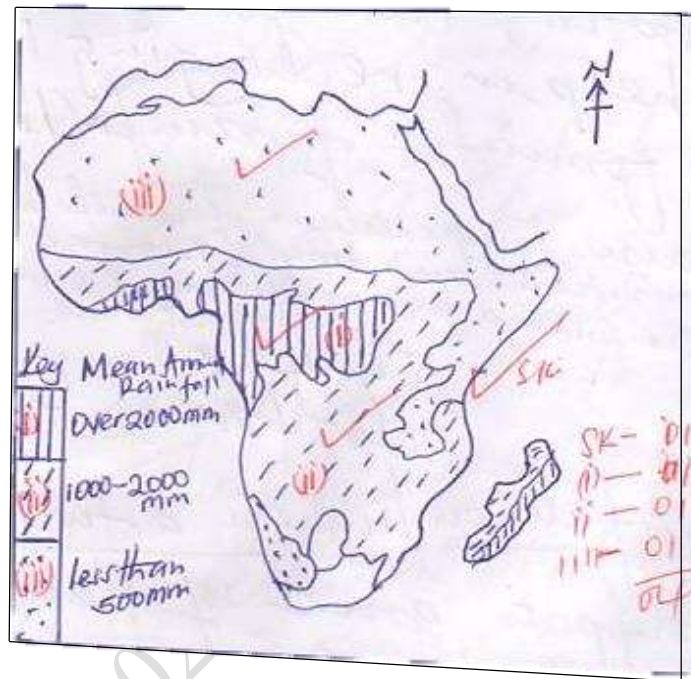
- Animal waste ie cow dung used as a source of biogas energy
- farm manure for agricultural activities smearing of houses
- Diversification of economy ~~Reducing~~ over relying on one sector
- maximum use of semi arid areas that ~~should~~ have remained in utilizing described part (d) and

d) Steps being taken to improve the way of life of nomadic pastoralists 104

- Setting up demonstration farms eg in Ankolesh masae
- Spraying of livestock to kill pests and control diseases
- Constructing valley dams, borehole for provision of water
- Reducing on the number of livestock for individual or group pastoralists
- Cross-breeding of local breeds with hybrids to improve on the quality of livestock
- Sensitizing the pastoralists to make them be aware of value of livestock
- provision of veterinary services eg vaccination dipping etc
- Introduction of organized cattle markets milk collecting centres

## GEOGRAPHY 273-2

1) (a) A sketch map of Africa showing mean annual Rainfall of areas in Africa.



**b) Factors that have led high mean annual R/F in areas in (a) (i)**

- presence of large water bodies like the Atlantic Ocean that provide large amount of moisture through evaporation leading to formation of convectional rainfall
- The thick vegetation cover like forests facilitate rain formation through evapo- transpiration.



- The latitudinal location along the equator that acts I.T.C.z thus attracting warm moist winds that results into rainfall formation.
- Presence of moisture laden / prevailing winds like South East (S.E) Trade winds and S.E Monsoon winds that bring rainfall from the moisture carried.
- The nearness to the equator which experiences overhead sun twice a year bringing rainfall in March and September.
- Many highlands that act as obstacles to moving moist winds forcing them to rise, cool and condense thus drop as relief rainfall on the windward sides of the mountains
- The various human activities such as afforestation, reafforestation, lake formation and others that help in recharging the atmosphere leading to formation of rainfall.
- Warm ocean currents raise temperature of winds blowing them hence causing warm conditions and bring rainfall to adjacent areas like the Guinea and Mozambique currents

Id – 4 max Ds – 4 max 08

**c) The influence of Rainfall on human activities:**

- Heavy Rainfall supports growth of plantation crops like cocoa, oil palm etc
- Heavy rainfall encourages growth of thick forests leading to lumbering activities
- Heavy rainfall results into dense vegetation which promote wildlife conservation and tourism.
- Heavy rainfall support agricultural activities and forestry which are source of raw materials that lead to industrialization.
- Heavy rainfall leads to a large volume of water in water bodies leading to development of water transport
- Heavy rainfall leads to growth of pastures that support livestock rearing.

Id – 4 max Ds – 4max 08

**d) Problems faced by the people living in areas marked by mean Annual rainfall of over 200mm in Africa.**

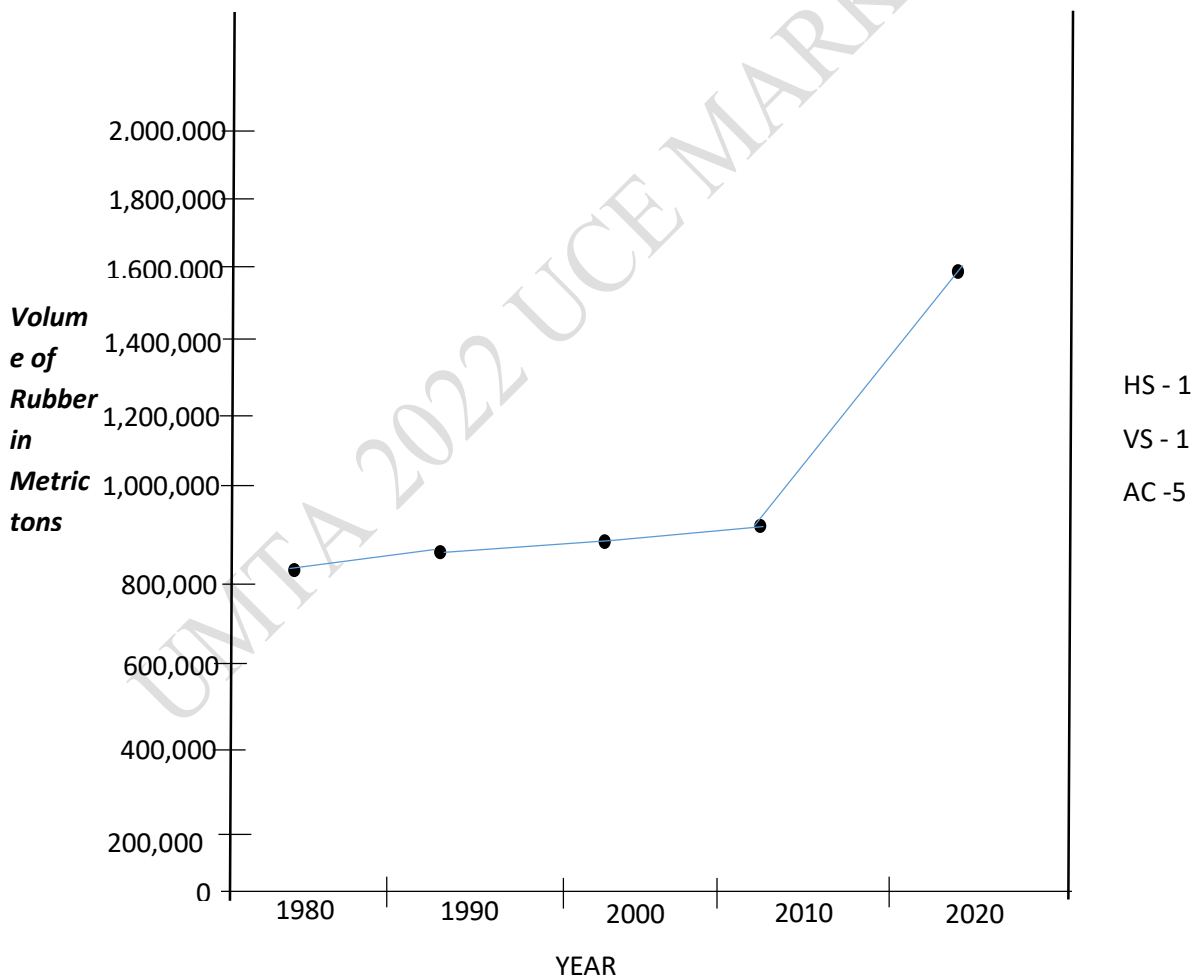
- Heavy rains make the roads slippery hindering transport services.
- Leaching of soils is common leading to crop production
- Heavy rains encourage the breeding of pests and diseases that affect man and his crops

- They lead to rapid growth of weeds that compete with crops leading to low crop production
- Heavy rains causes silting that limit fishing activities
- Heavy rain storms lead to destruction of vegetation discouraging tourism and Lumbering. Max 05=25

$$\begin{aligned}
 2(a) \quad & \frac{\text{New output} - \text{Old output}}{\text{Old output}} \times 100 \\
 &= \frac{1,600,300 - 945,000}{945,000} \times 100 \\
 &= \frac{65,530,000}{945000} \\
 &= 69.3\%
 \end{aligned}$$

02

b(i) A line graph showing Rubber output in Liberia (1980 -2020)



HS - 1

VS - 1

AC -5

07



(ii)

- The lowest Rubber Output for Liberia was in 1980 with 945,000 tons
- 
- The highest Rubber Output for Liberia was in 2020 with 1,600,300 tons.

(02)

(c) Physical conditions which have favoured the growth of Rubber in Liberia.

- Presence of fertile soils that support quick growth of Rubber.
- The alluvial soils with more nutrients that facilitates quick growth of Rubber.
- An extensive land for establishment and expansion of rubber plantation
- Heavy rainfall that support the growth of rubber
- The high relative humidity supports the growth of rubber trees
- The hot temperatures that facilitate the growth of cocoa
- Gently sloping low land for allowing easy growth of cocoa.
- Presence of thick vegetation / many trees to provide shade.

Id – 4max

Ds – 4max

08

(d) **Problems faced by the Rubber growers in Liberia**

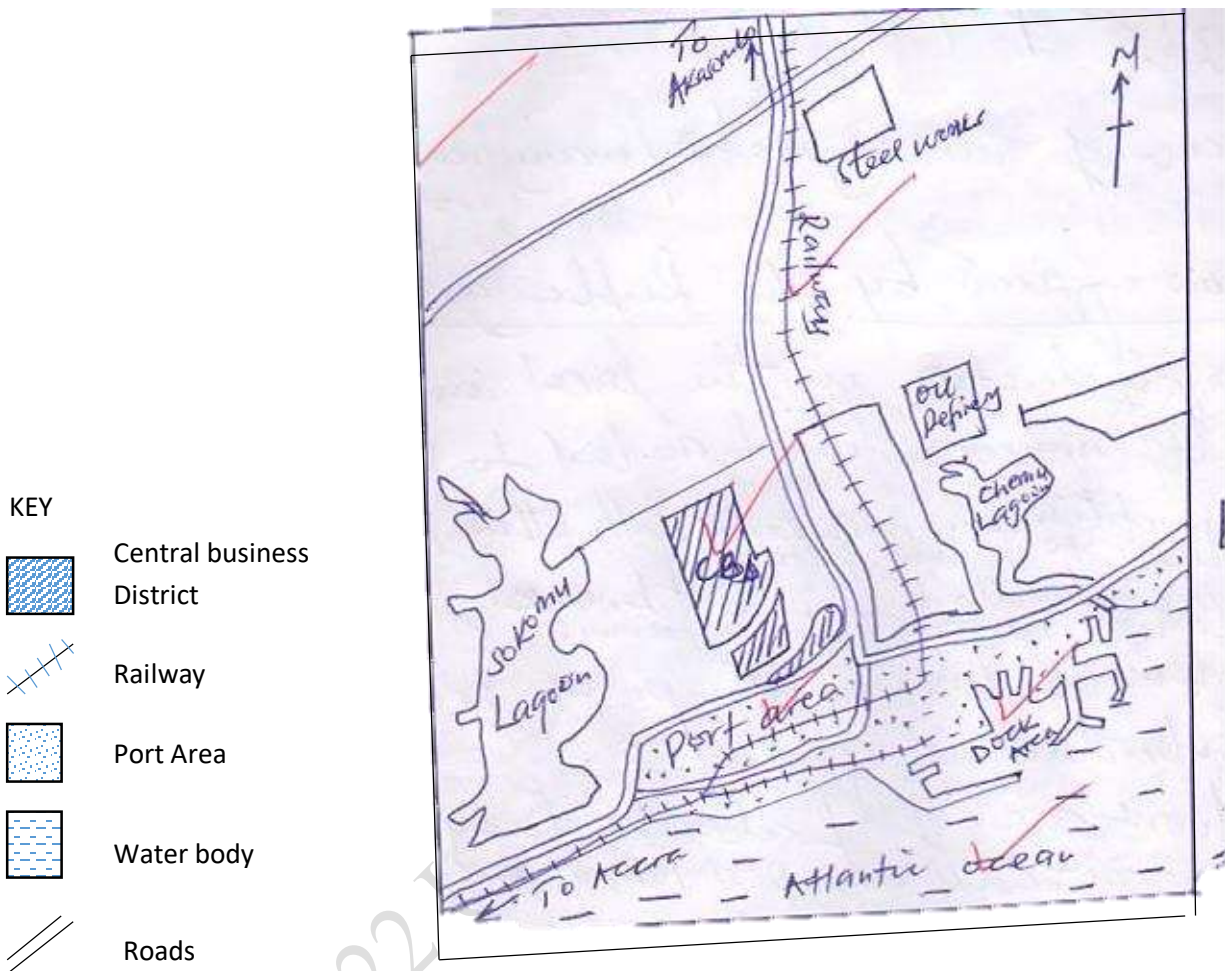
- Price fluctuation in the local and world market lead to low profits
- Use of monoculture has led to soil exhaustion
- Competition for market with other cocoa producers, leads to low profits
- Uncontrolled fire outbreaks in the dry season, destroy large cocoa farms
- Existence of limited capital leading to small farms
- Over production of cocoa
- Shortage of labour during the harvesting periods result into post – Harvest losses
- Pests and diseases like the black pod – disease and the swollen- shoot disease destroy cocoa.
- Under developed roads especially feeder roads during wet seasons are slippery

Id -3max

Ex- 3 max

25

3a) A sketch map showing the site map of port Tema in Ghana.



### **Factors that led to the development of port Tema**

- Presence of a low tidal range that encourages ships to anchor throughout the year.
- The well sheltered harbor encourages development of port facilities
- Presence of deep sea waters that encourage big ships to access the port
- The hard basement rocks upon which port handling facilities were built
- Presence of generally flat relief that made construction easier
- Presence of a rich hinterland that serves the port with commercial goods
- The extensive land that has enabled the establishment and expansion of the port
- The supportive government policy that led to the construction of the port and its facilities

- Abundant capital invested in funding the construction of port infrastructure.
- The modern / efficient transport network that link to other cities.

Id – 4max

Ds – 4max 08

c) Giving examples, explain the problems faced by ports in Africa.

- Congestion due to increasing traffic on roads causes delays like port Alexandaria, Lagos etc
- Over crowding leading to congestion in the town, straining social services such as Lagos poer, Cape Town.
- Competition for land affecting expansion for port such as Lagos port, Alexandria, any port
- Rising Unemployment levels lead to low standard of living like on port Alexandria, Port Lagos
- Pollution of water hence death of fish and man like Port Lagos
- Flooding of the port during the rain season spreads water borne diseases also loss of lives such as Cape Town port, Port Durban etc
- High costs of maintaining the port facilities like bridges, street light leads to increased government expenditure eg Port Tema, Lagos etc
- An increase in crime rate such as robbery, murder, theft, piracy eg Lagos port, cape Town
- Diseases like Bilarzia result into death, eg on port Durban, Port Alexandria. Etc
- Siltation of the port affects movement of big vessels like at port Duban, port said

3d) steps being taken to address the problems in (c) above

- Use of containers to reduce congestion
- Dredging the port to reduce silting that causes floods
- Deployment of more policemen to reduce crimes
- Recycling and treatment of industrial wastes to control pollution
- Relocation of some economic activities to reduce congestion
- Development of vertical buildings to reduce slum growth and for port expansion
- Construction of more roads to reduce on traffic congestion

Industrial centers

4a) (i) A – Johannesburg

B – Klerksdorp

C – Vereeniging

D – Pretoria

(ii) River Vaal

(iii) Vaal dam

b) candidates must identify an industrial centre first and then any three industries found there

Johannesburg

Textiles

Automobiles

Glass Ware

Machinery

Printing

Food Processing

Light Ship Building

Engineering

Plastics

Chemicals

Klerksdorp

Chemical manufacturing

Food processing

Metallurgical industries

Pretoria

Food Processing

Cement Manufacturing

Glass Making

Sheet Metal Industries

Engineering

Manufacturing of Cables

Electronic Industries

Vereeniging

chemical manufacturing

food processing

electronics industry

Engineering industries

engineering industry

Electronic industry

Tile making industry

4c) factors which led to the development of industries in centres in (a) (i) above include.

- The abundant energy resources like HEP from R. Vaal and Orange, coal from the Rand used in processing industrial raw materials
- Variety of minerals used as industrial raw materials eg Iron ore, Gold,
- Abundant agricultural raw materials like sugarcane from Natal for production of Sugar
- The large capital base injected in the industries to run industrial activities
- The large supply of skilled and semi-skilled provided by the blacks and foreigners to work in the industries
- High level of technology used like the use of automatic machines, conveyor belts and others that make work easy
- Presence of an extensive land for establishment and expansion of industries in the Rand and other industrial area
- Availability of a large market for manufactured goods both local and foreign market
- Developed transport network such as roads, railways that facilitate transport to various parts of the country.
- The relative political stability in most industrial growth and attracting of foreign investors from USA

Id - 4max

Ds – 4max

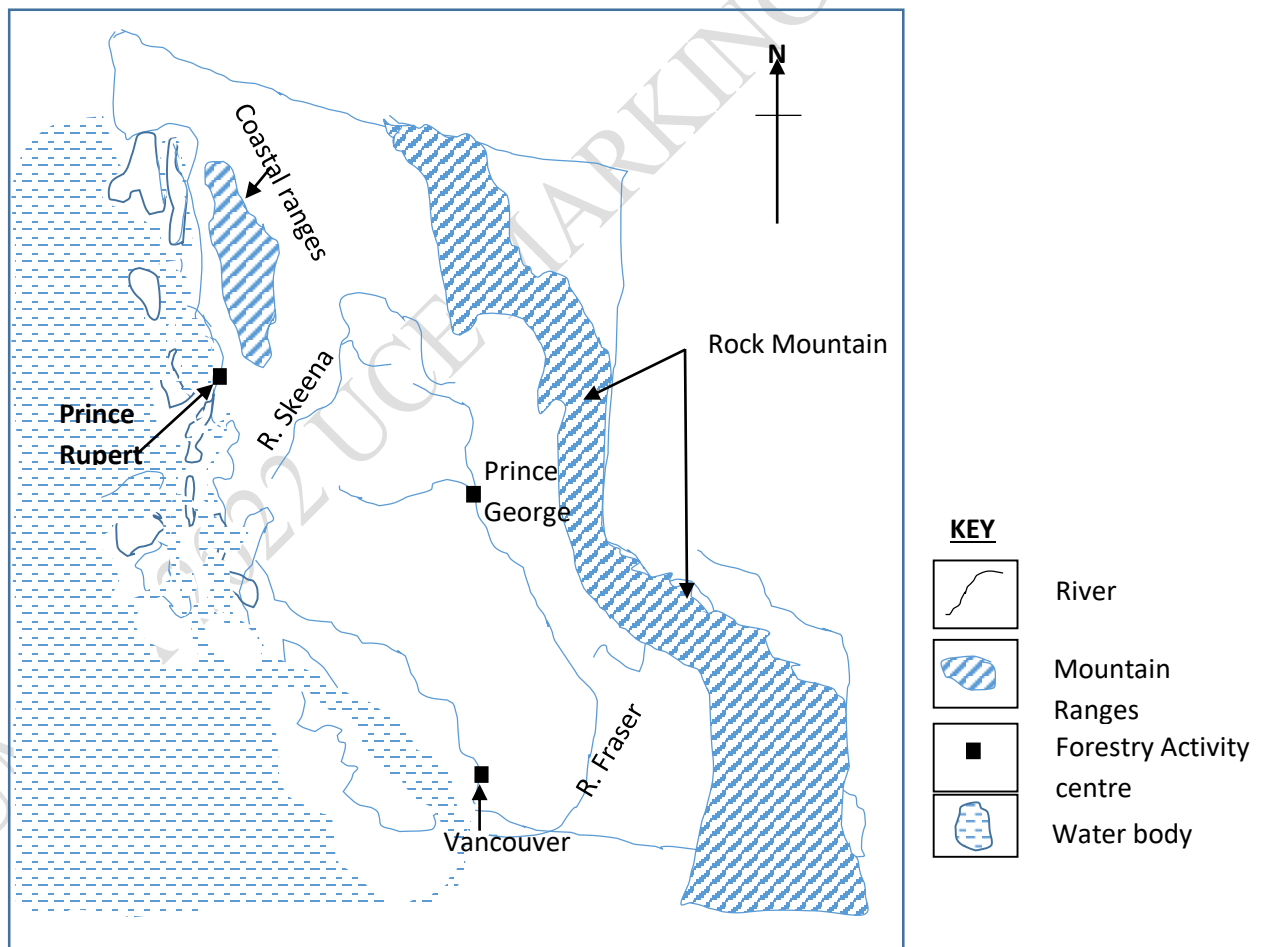
4d) benefits of the industrial sectors in Johannesburg region of South Africa

- Creation of employment opportunities to workers like Engineers, managers who earn some income
- Provision of manufactured goods to consumers thereby satisfying their needs
- Source of government revenue through taxation that is used to develop other sectors
- Source of foreign exchange got from exporting of manufacturing goods to various countries
- Development of infrastructure like roads, power supply lines, dams necessary for industrial growth

- Leads to economic diversification other than relying on one sector, thus widens the tax base
- Led to fall utilization natural resource like mineral and agriculture through provision of raw materials
- Sectors of the industry like Arrivers, Engineers etc thereby improving their standards of living
- Promotion of international relationship through export trade

## PART II

### 5a) A sketch map of British Columbia Showing Rivers, Mountains, Forestry activity centers



b) i) two tree species

- Balsam fir
- Douglas fir

- Western Hemlock
- Red cedar
- Pines
- Spruce
- Cyprus

ii) **Factors that have favoured forestry in British Columbia**

- The large land area of forest cover in British Columbia due to low population
- Presence of variety of tree species like pines, Firs and others of high commercial value
- Presence of frozen ground during winter, which helps in the transportation of logs
- Presence of many rivers like Fraser, Keena and others that help in floating of logs to sawmills
- The coniferous forests occur in pure stands making it easy to cut the trees
- Presence of rugged / mountainous land scape that made it difficult for other land uses like agriculture and settlement thus leaving it for forestry
- Presence of infertile soils especially in the mountainous areas that are unable to support agriculture but forestry
- The well developed transport routes especially by water, rail and road to transport logs to processing centers
- The large market for forest products both at home and abroad especially in USA, Europe, and Asia.
- The sufficient hydro electric power used for the processing of timber
- Sufficient capital invested in forestry activities such as buying of timber processing machines, construction of transport routes and others
- Availability of experienced and skilled labour force to work in the forestry industry
- Development of wood processing industries which increase the value of timber
- The favourable government policy of monitoring forests by settling and regulating harvesting

Id – 3max

Ds – 3max

08

5c) **contributions of forestry industry to British Columbia**

- The forest products are a source of foreign exchange through exporting them to various countries
- They are a source of employment opportunities to the many people involved in cutting, transporting, processing and marketing of timber and the products

- Forestry industry provides raw materials to industries such as the pulp and paper industries
- The forests help in environmental protection against soil erosion and landslides
- They act as water catchment areas for a number of rivers like R. Fraser, Skeena and others
- They are habitats for wildlife such as bears, wolves, Bisons and others thus promoting wild life conservation
- They are a source of government revenue through taxes imposed on lumbering companies
- Are a source of income earned from the forestry sector thus improving people's standards
- Led to the development of infrastructure mainly transport routes and power generation
- They are a tourist attraction which earn the government, an alternative means of foreign exchange.

Id – 3max

Ds – 3max

5d) **Problems facing the forestry industry in British Columbia**

- The wildfire outbreaks, which destroy large areas of forest land
- The severe winters that limit forest exploitation activities due to frozen grounds
- Over exploitation of trees / forests leading to depletion of commercial tree species
- The rugged terrain that restricts the development of transport routes in mountains
- Shortage of labour due to a separate population
- The pests and diseases that attack and destroy the tree trunks
- Accidents that occur leading to death of workers
- Severe competition from other producers that limit British Columbia's forest production
- Inaccessibility of some areas due to transport problems
- Large mass of ice move down slopes and destroy trees in the forest

Max 03

25

6a) i. River 1 – St. Lawrence river

River 2 – R. Hudson

ii) Lake 3 – L. Huron

Lake 4 – L. Ontario



- iii) Canals: A – Soulange Canal  
B – Welland Canal
- iv) Ports C – Montreal Port  
D – Detroit Port

b) Any 2(i) Imports are:

- Tea
- Cocoa
- Coffee
- Machinery from Europe
- Mineral raw materials
- Petrol products

ii) Exports are:

- Manufactured goods
- Minerals e.g iron ore, coal
- Grains e.g wheat, corn, soya beans
- Machinery
- Petroleum products
- Beef
- Dairy products
- Vehicles
- Chemical products
- Textile products

c) **steps which were taken to improve navigation along the great lakes and River St. Lawrence are;**

- Removal of thousands of islands through Blasting using explosives
- Removal of silt and soil material from the bottom of the river by continuous dredging
- Use of ice- breaker vessels to keep the water away open during winter when it was frozen
- Construction of canals to by – pass the water falls and rapids such as wetland canal and others.
- Use of large excavators were used to widen the seaway to allow large ocean going vessels to sail
- Construction of dams and locks to raise the water level so as to enable use of big vessels / ships

- Radars and strong lights were put along the seaway to detect fog, increase visibility and reduce accidents at the seaway

Id – 4max

Ds – 4marks

d) **Benefits of the water way the USA and Canada are;**

- Has provided cheap water transport for carrying heavy and bulky commodities
- The water way has encouraged exploitation of natural resources like coal and Iron ore
- It has stimulated industrialization as both raw materials and manufactured goods can be acquired and distributed easily
- It has reduced transport costs of commodities due to reduced distance and shift from the road and railway transport to water transport
- Production and provision of HEP for both domestic and industrial use from established power plants
- Led to growth of inland ports handling upstream and down-stream cargo such as port Arthur, Buffalo etc
- The waterway is great tourist attraction which earns Canada and USA foreign exchange, due to numerous water falls, dams and locks
- Its an important of revenue charged from water vessels that use the waterway
- Has promised regional trade between Canada and USA foreign exchange, due to important of revenue charged from water vessels that use the water way
- Has promoted regional trade between Canada and USA
- Generated employment opportunities to many people
- Has boosted agricultural activities I both USA and Canada

Max 05 25

$$7a) \text{ Rice} = \frac{37,000}{3156000} \times 360^0 = 4.7^0 \cong 4$$

$$\text{Wheat} = \frac{1844000}{3156000} \times 360^0 = 210.3^0 \cong 210^0$$

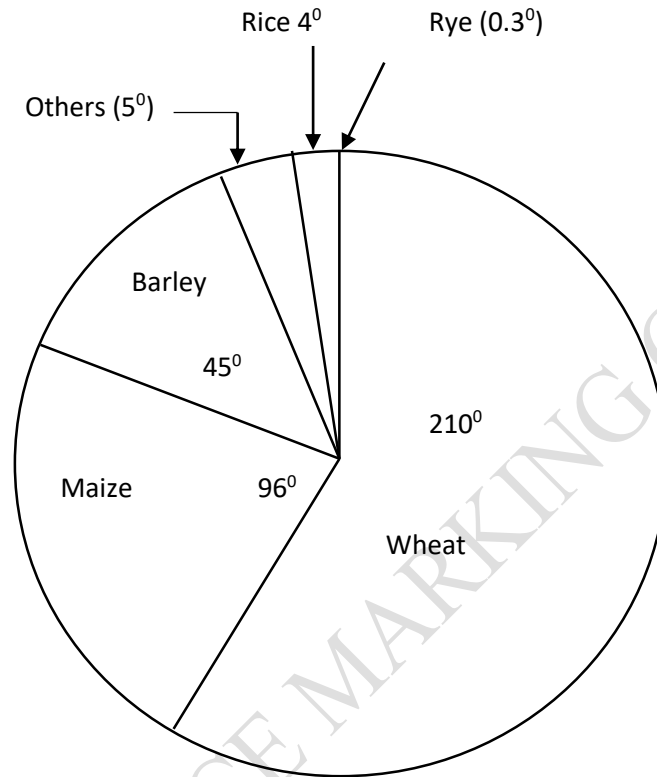
$$\text{Rye} = \frac{3000}{3156000} \times 360^0 = 0.3$$

$$\text{Barley} = \frac{391000}{3156000} \times 360^0 = 44.6^0 \cong 45^0$$

$$\text{Maize} = \frac{838000}{3156000} \times 360^0 = 95.5^0 \cong 96^0$$

$$\text{Others} = \frac{43000}{3156000} \times 360^0 = 4.9^0 \cong 5^0$$

**A pie chart showing Cereal production in California (000 tons)**



Relative importance of

(i)  $\text{Wheat} = \frac{1844000}{3156000} \times 100 = 58.4\%$   
It is 58.4%

(ii)  $\text{Rice} = \frac{37000}{3156000} \times 100 = 1.1\%$   
It is 1.1%

**7c) physical factors which have favoured the growing of Cereals in California include;**

- Presence of gentle slopes / low altitude that encourage warm conditions for crop growth
- The relatively flat landscape that is ideal for use of mechanization in crop growth
- The fertile soils which are well drained that facilitate the growth of crops

- Presence of a large/ extensive land for the establishment and expansion of farms for growing cereals on a large scale
- The reliable rainfall that supports the growth of cereal crops in California
- Presence of warm wet summers which support the ripening of Cereals and harvesting
- Presence of adequate fresh water supply from California rivers has supported irrigation farming

d) **steps taken to improve agriculture in California are:**

- Use of glass houses to grow crops for all seasons
- Use of chemicals and pesticides to control the effect of pests and diseases
- Application of fertilizers to improve on soil fertility
- Carrying out continuous research into better crop yields
- Mechanising agricultural activities to increase on production
- Crop diversification is carried out to increase on output
- Carrying out market research to develop more market for agricultural goods produced

8a) i) physical region A – Swiss plateau

B – Jura

C – Alps region

ii) River 1 – R. Aare

iii) Lake 2 – L. Geneva

3 - L. Constance

iv) One land use type in each region in a(i) above include

A – Swiss plateau

- Agriculture
- Fishing
- Settlement
- Tourism
- Road transport
- Industrialisation
- Trade and commerce

B- Jura

- pastoralism / animal rearing
- mining
- Tourism
- settlement
- industrialisation
- Trade
- Transport

## C – Alps Region

Tourism

Livestock rearing

Railway transport

Settlement

b) The influence of relief on land in Switzerland includes;

- The low lands of the central plateau encourage settlement because they have fertile soils for farming
- The steep slopes / mountainous region of the Alps promote tourism because they are highly glaciated
- The lowlands of central plateau and Jura have encouraged forestry and lumbering activities
- The gentle slopes of plateau have encouraged livestock rearing due to presence of pastures
- The steep slopes of the Alps have encouraged generation of HEP for industrial and domestic use.
- The flatlands of the central plateau during raining seasons affect settlement due to flooding
- Steep slope of the Alps limit development of transport routes

Id – 4max

Ds – 4max

Outline the problems facing land use in the Swiss plateau are:

- Soil exhaustion due to over use of land leading to low crop yields
- Air pollution from industries and smoke affect settlement and causes health related problems
- Scarcity of pastures to feed cattle during winter season
- Some steep areas in Swiss plateau limit development of transport routes
- Limited land for expansion due to a dense population in the Swiss plateau
- Limited crop cultivation due to winter seasons leading to scarcity of food
- There is limited skilled labour to work in industries
- The pests and diseases destroy crops thus affecting farming the crop yields

d) measures being taken to address the problems above

- Use of fertilizers to improve soil fertility to increase crop yields
- Use of anti – pollution law / strict laws to reduce on atmosphere pollution from industries
- Planting of fodder crops to feed the cattle during winter
- Use of glass houses where crops are grown under centralized temperatures
- Spraying with pesticides to control pests and diseases
- Hiring labour during the busy harvesting period
- Vertical construction to increase space of accommodation

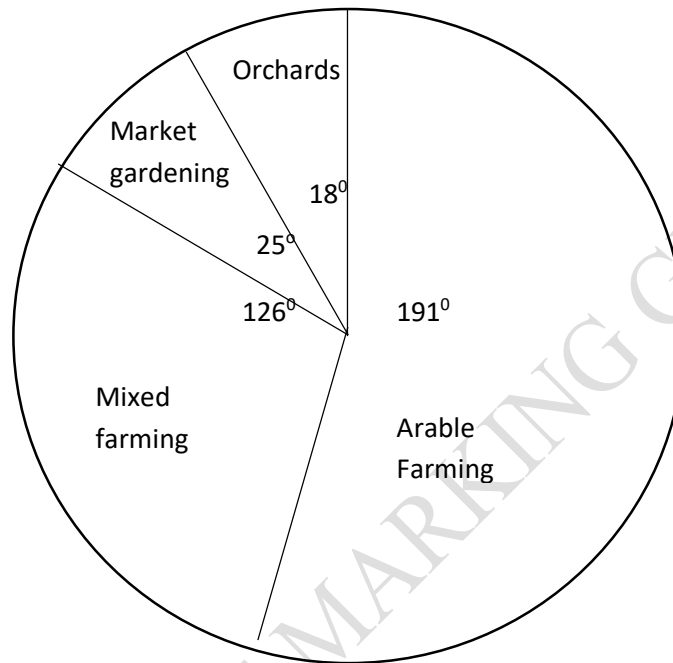
9 a) i) Arable farming with 53%

ii) Orchards with 5%

calculations;

- Market gardening  
 $\frac{07}{100} \times 360^0 = 25.2^0 \cong 25^0$
- Mixed farming  
 $\frac{35}{100} \times 360^0 = 126^0$
- Arable farming  
 $\frac{53}{100} \times 360^0 = 190.8^0 \cong 191^0$
- Orchards  
 $\frac{05}{100} \times 360^0 = 18^0$

**A Pie chart showing the different types of farming on the Dutch polder**



c) i) Two polders are;

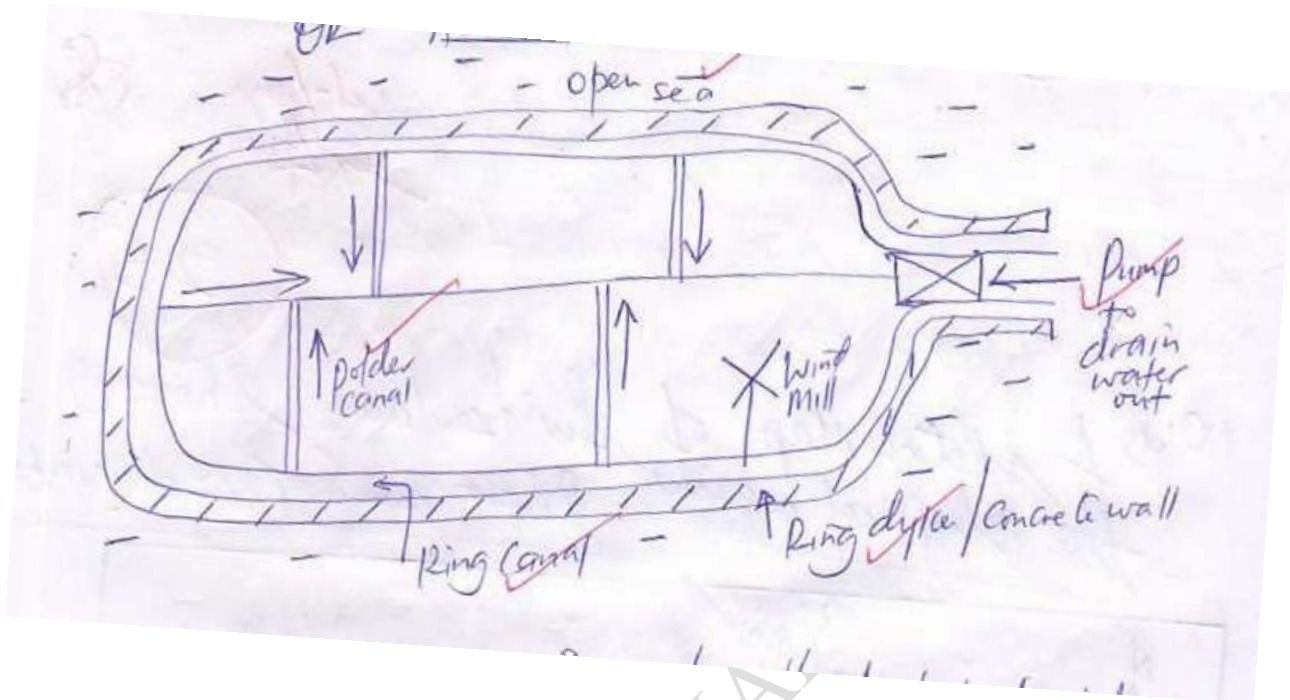
- Wieringer meer polder
- Markerwaard polder
- Eastern Flevoland polder / South polder

ii) processes involved in polder formation include;

- Surveying to establish the nature of the soils in the required land
- Construction of Rin dyked around the area to be drained using clay, sand and concrete blocks
- Installation of engine pumps to pump away water from the enclosed land
- Canals / Ditches are constructed to drain water out of the enclosed area
- Desalination is done by use of fresh water to remove / flush out the salts from the reclaimed lands
- Planting of reeds and application of wine is done and later reeds are burnt to produce ashes which are dug into the soil to reduce salinity
- Soils are deep ploughed to prepare the land for planting
- Pastures are planted in the fields for a few year

OR

An illustration



d) **Explain the problems faced by the Dutch polders are;**

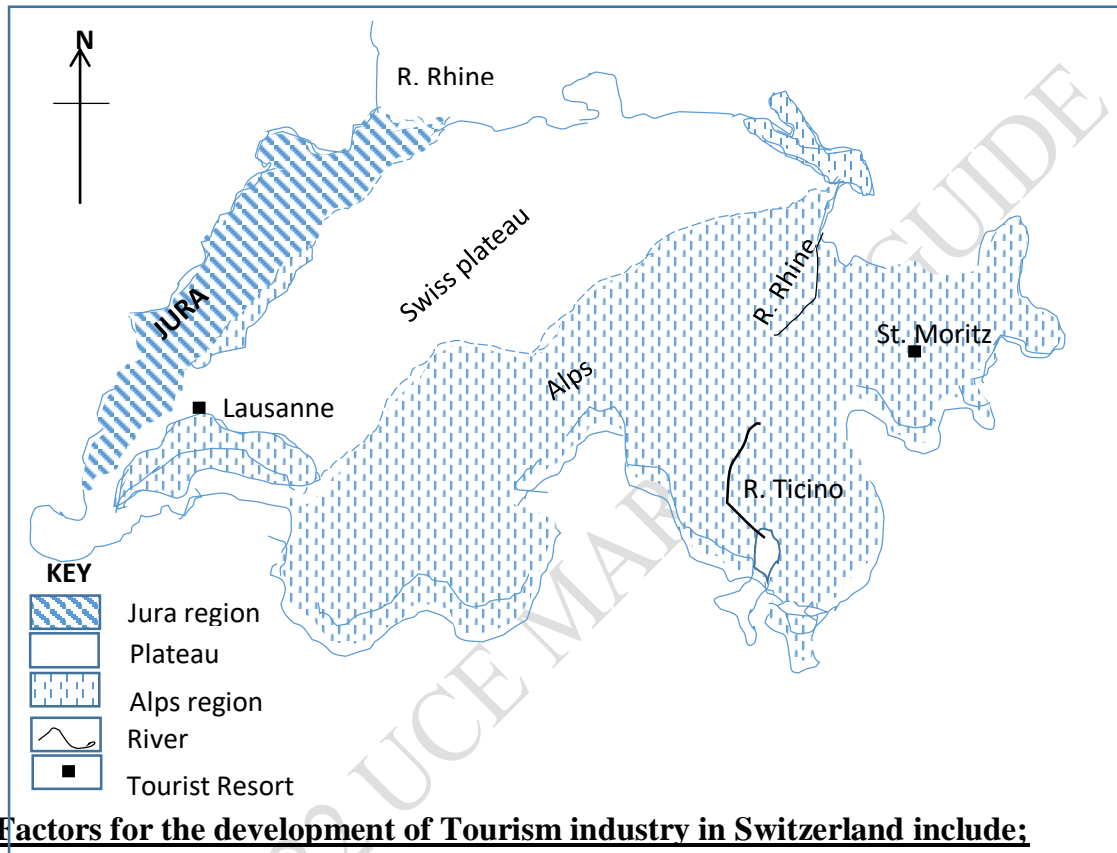
- Continuous flooding of the polders due to rising levels of the North sea destroy property and garden
- High occurrence of pests, cold and damp conditions that attack and destroy crops
- Presence of a number of diseases due to water logging, a breeding ground for disease causing vectors like Bilharzia from snails
- Heavy pollution of air, water and land due to industrialisation and agricultural activities
- Salination of soils due to much water from underground that reduces soil productivity
- Increase in population pressure on land due to rapid population growth
- Soil exhaustion due to over cultivation of the land
- Sinking of land on some polders which destroys settlement and transport routes
- High costs of maintenance of the polders like dredging of Canals and construction of dykes

Id – 4 max

Es – 4 max



**10a) A sketch map of Switzerland showing the physical regions, Rivers and Tourist resorts**



**b) Factors for the development of Tourism industry in Switzerland include;**

- The numerous tourist attractions during both winter and summer seasons like glaciated mountains waterfalls, clear blue lakes, Flora and Fauna etc which attract many tourists
- The warm sunny summer seasons that attracts tourists for sun – bathing, swimming, filming and several summer sports
- The central location of Switzerland in the heart of Europe making it accessible by tourists the rich European countries
- The government policy of Neutrality attracts several tourists since they have no political issue in there country
- Diversity/ many international languages spoken like German, French, Latin, Italia that helps tourist communicate easily
- The warm hospitality of the Swiss people who will come people from different parts of the world

- The well developed transport network based on electrified railway system, cable cars, roads and water transport that makes movements easily
- The large sums of capital injected in the tourism industry by building modern hotels, tourist resorts, transport routes and others
- The size of modern technology like Electronic banking, money transfer, online banking helps in easy access to all services
- Availability of many tour packages like offering subsidies reduce costs of travel and stay
- The well developed accommodation facilities such as hotel a, chalet, inns that provide comfort to tourists
- The wide advertisement attracts tourists from all over the world through magazines, internet, Televisions, Radios among others
- The highly skilled man power to work as tour guides, hotel managers, waters
- Switzerland being the international headquarters for international organisations like world bank, world health organization (WHO) and others attract many tourists

10c) **the contributions of tourism to Switzerland:**

- Has led to development of infrastructure like roads, hotels, entertainment places and others
- Has created employment opportunities to people like Hotel managers, drivers, game rangers, tour – guides who earn some income
- Has promoted conservation and protection of wild life in game reserves like the flora and fauna
- Has facilitated development of art and crafts industry which are exports to earn foreign income used for development
- It has promoted international understandship between Switzerland and the original tourists from other countries who came to visit
- Promoted economic diversification thus ensuring a steady flow of revenue and foreign exchange used for development of other sectors
- Has led to growth of towns and urban centers including tourist resorts where better services like accommodation, health, banking are provided
- It has a major source of foreign exchange used for development of other sectors from the many tourists that visit the country

d) **Measures taken to improve the tourism industry in Switzerland include**

- Ensuring political stability and fighting against terrorism to create a proper environment for tourism
- Increased advertisement of the tourism industry on internet, Radios, Magazines and others
- Training more manpower / Labour to handle the tourism related activities more professionally
- Sensitization of the people about the importance of tourism and conservation of wildlife
- Strict laws put in place to control poaching
- Improvement on transport facilities like more modern roads, railways and air to increase accessibility to tourist centers
- Conserving wild animals by setting up more game reserves and sanctuaries
- Encouraging more foreign investors to invest in the tourism industry like building of more modern Hotels

Mx – 03

25

11a) i) Islands A – Kowloon Island

B – Lan Tau Island

C – Tsing-Yi Island

ii) D – Victoria Harbour

iii) Towns 1 - Tsuea

2 – Sha Tin

3 – Tuen Mun

iv) Airport 4 – Kai Tak Airport

b) **Factors that have led to the development of Hong Kong entrepot.**

- The presence of a deep natural harbor which helps in anchoring of large vessels/ ship
- A well – sheltered that facilitated the protection of the port from strong winds

- Presence of hard basement rocks which uttered a firm foundation for building the port
- Existence of low tidal range which allows the accommodation of large ocean vessels all the year round
- The port is ice- free due to the existence of the warm Kuro siwo ocean current, making it operational all year round
- Presence of a rich hinterland capable of both agricultural and mineral raw materials
- Its strategic location, at major East West transit route making it accessible to carry out various activities
- Presence of an extensive land for the expansion of the port and related port facilities
- The well developed transport and communication network to connect the port to the hinterland for transportation of goods
- Adequate capital to invest in the construction of port facilities like ware houses, channels, bridges and others
- Favourable government policy of promoting imports and exports via Hong Kong ports
- The advanced technology used in the establishment of the entrport like dock yards, cranes and others
- The skilled labour to work at the port

Id – 4max

Ds – 4 max

c) **Functions of Hong Kong entreport include;**

- It is an international port handling both imports and exports and exports
- It's a financial centre with many banks, trading activities, insurances and others
- It's an industrial centre with many manufacturing industries thus a source of government revenue
- A major tourism centre with many attractions and recreational facilities that bring foreign exchange
- Its an administrative centre with many government offices in the area
- It's a residential centre that offers accommodation facilities
- It's a transport centre with railway, ferries, shipping routes, air ports to link to different places

d) **the negative effects of the growth of Hong Kong entreport on the environment are;**

- there is congestion / overcrowding at the port leading to easy spread of diseases
- there is environmental pollution at the port like air, water and land that health hazards
- loss of vegetation to create space for settlement / industries leading to loss of bio – diversity
- high crime rates like drug abuse, prostitution, child trafficking which create insecurity at the port
- high costs of maintenance of port facilities like water maintenance
- high rate of unemployment due to mechanization that leads to low standards of living
- shortage of land for expansion

12a) i) **Two agricultural communes are;**

- Red light commune
- Chan Shua
- Gele
- Honan
- Dai Yunnan
- Fwan Twing
- Yangtan

ii) **land – use types on commune:**

- Crop growing / cultivation due to fertile soils
- Settlement due to adequate food supply
- Road / railway transport due to trade
- Fishing due to rivers around
- Trade and commerce from the produce
- Power generation from rivers
- Industrialisation due to agricultural produce
- Tourism of agricultural farms

b) characteristics of agricultural communes China are;

- Farms / communes are government / state- owned
- Communes are managed communally by a selected committee

- Communes / farms are highly mechanized
- Farm produce is marketed and controlled by the government / state
- The profits after selling the harvests are shared among the tenants / members/ workers
- Farms / communes have different sizes, some are small others big
- Farms / communes are only allowed to grow one crop
- Farmers are allowed some limited area for growing of vegetables
- Workers on communes must work for 6 days in a week and 8 hours a day
- Processing of agricultural produce is done on anyone given commune
- They use scientific methods of production such as the use of herbicides, fertilizers and machinery

c) i) **advantages of communal farming**

- Land remains consolidated to allow maximum output
- Communes cater for the would be landless peasants by providing basics for them, like land, food etc
- Mechanization is possible due to land consolidation
- There is easy marketing and collection of produce from any farm due to proper organization
- They ensure high quality of goods/ produce due to use of scientific management
- There is easy mobilization of capital to be used by the farm due to proper management
- There is optimum utilisation of land as it is strongly emphasized

ii) **Disadvantages of communal farming include;**

- Farmers find it difficult to make independent decisions, strategies to help in running of a commune leading to low production
- Crop failure may be a disaster to the entire commune on a bad season e.g in case of a storm, drought, attack by locusts
- There is high rigidity and low flexibility in controlling farmers, there is no individual freedom
- Inadequate knowledge on the market conditions due to over centralization by the state, this leads to exploitation of farmers

- Communes may lead to destruction of the family structure in favour of communal family
- Pests and disease destroy farmers crops leading to losses
- It encourages destruction of the environment such as forests to establish communal farmers, this leads to loss of bio – diversity
- There is mismanagement of communal farms through corruption resulting into great losses
- Use of monoculture that leads to soil exhaustion
- Many times workers are paid low wages hence exploitation and poverty of the workers

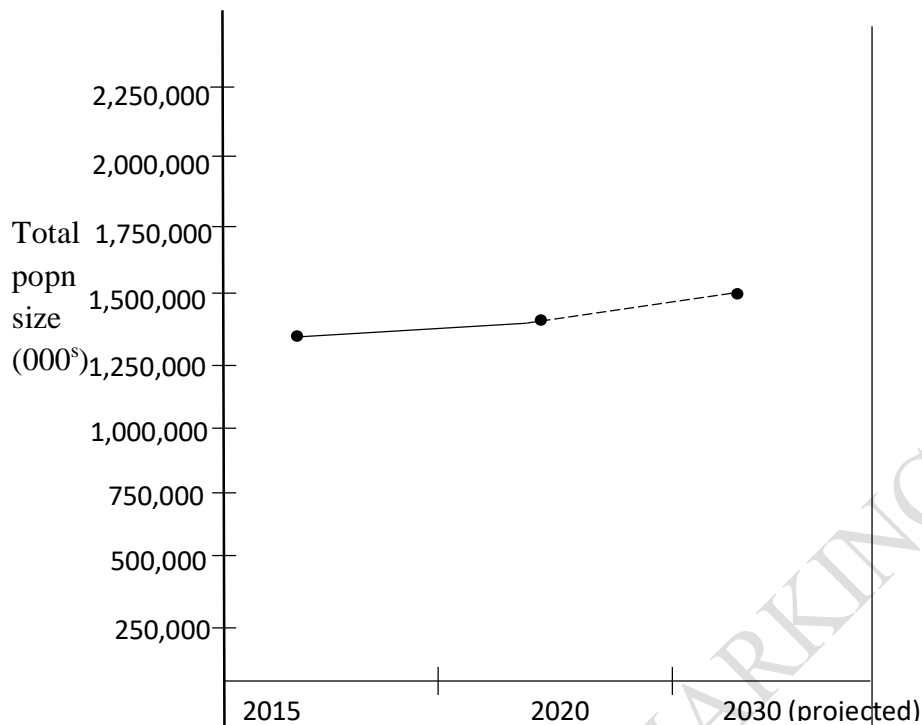
d) **Steps being taken to improve communal farming in China**

- Farmers are now allowed to hold small plots of land to grow vegetables and other seasonal crops
- Application of fertilizers to improve on soil fertility
- Spraying is done by use of pesticides to control pests
- Periodical election of leadership every after 5 years to control corruption
- Educating farmers about better farming methods like use of fertilizers to improve on agricultural productivity
- Carrying out crop diversification to control pests and diseases and to increase output
- Continuous training of Labour to avail them relevant skills to be able to work and be able to use farm equipment
- Construction of agro – based industries to improve on the quality of produce
- Provision of credit facilities like loans to progressive farmers to improve on production
- Encouraging irrigation projects by the use of dams to increase production of crops

Id – 4max

Ex – 4max

**13a) A line graph showing china's population between 2015 and 2030 (projected)**



b) percentage Change =  $\frac{\text{year} \text{ New popn} - \text{old popn}}{\text{old popn}} \times 100$

$$= \frac{1520,500 - 1383200}{1383200} \times 100$$

$$= 9.9\%$$

c) i) **causes of a large population size in china;**

- Availability of improved transport and communication network in form of roads, railways that provide easy movement of people and goods
- The availability and warm temperature that support agricultural practices have attracted a large population size
- Presence of a gently sloping landscape and plains especially in the Eastern side of China that has enabled farming thus attracting a large population
- The fertile soils that have supported agriculture thus attracting large settlement in river valleys
- The variety of mineral resources in the East that attracted dense settlement to carry out mining activities



- The historical factors like early civilization which started along river valleys in the East, created dense settlement especially by the Hanrace
- The many industrial areas with in the Eastern region in such areas have attracted dense settlement due to employment opportunities provide
- The high rate of urbanization mainly in the East side has attracted a large population size for business opportunities and urban benefits
- The many social services that are provided in various urban centers of china that have attracted a large population like banking, health, insurance services

Id – 4max

Ex – 4max

ii) **Problems resulting from a large population size in china;**

- Limited accommodation in such areas leading to creation of slums
- Congestion of people on roads, public places leads to accidents and easy spread of diseases
- High levels of unemployment due to limited job opportunities in such areas with large population
- There is too much presence on land and other available social and economic infrastructure which has resulted into depletion of natural resources
- Food shortage sometimes that has led to starvation and malnutrition
- Traffic congestion of roads that results into accidents and delayed movement of people and goods
- Poor environmental health and sanitation leading to high rate of diseases spread in such areas
- The high cost of living due to increased demand of the goods and services in the area like health services, education, transport
- High government expenditure to support people in such regions and difficulty to plan for big population size, leading to low service delivery
- High crime rates like drug abuse, gambling, murder, theft and others causing insecurity
- High dependency burden due to a high number of young people and elderly lead to low savings

Id – 3max

Ex – 3max

d) **measures being taken by China to solve the problems (c) ii above;**

- Modernisation of agriculture to increase on food production
- Adoption of a children policy per family to help in family planning and proper government planning in the densely populated areas
- Use fly overs, traffic lights and widening of roads has been done to improve on the movement of people and traffic to reduce on delays
- Encouraging outward migration to reduce on the large population figures within areas that are density populated
- Use of vertical expansions through construction of storage buildings on congestion and limited accommodation
- Establishment of planned settlements to reduce on urban congestion
- Diversification of economy through adapting use of fish farming, horticulture to provide alternation employment opportunities
- Importation of supplementary food stuffs from other countries to add on the domestic food resources
- Establishment of health centres to help treat diseases


Max 04

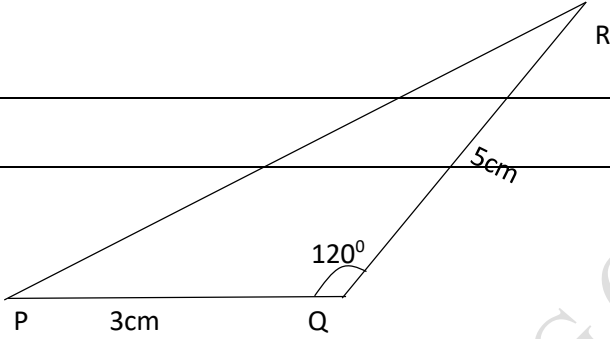
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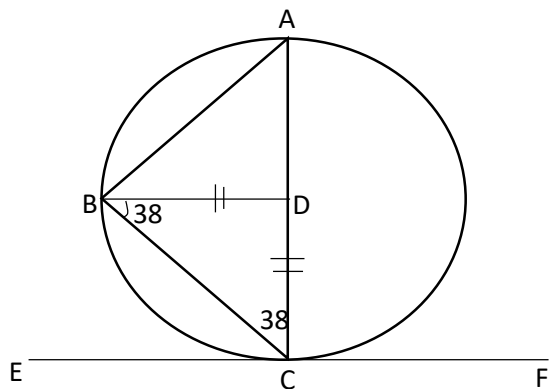
# MATHEMATICS P1 456 / 1

QTN	SOLUTION	MARKS	COMMENTS
1	$V = \frac{r^2}{(r-t)(r+t)}$ $V = \frac{r^2}{r^2 - t^2}$ $V(r^2 - t^2) = r^2$ $Vr^2 - vt^2 = r^2$ $Vr^2 - r^2 = Vt^2$ $r^2(V - 1) = Vt^2$ $r^2 = \frac{Vt^2}{v-1}$ $r = \sqrt{\frac{vt^2}{v-1}} \quad r = t \sqrt{\frac{v}{v-1}}$	<p>M1</p> <p>M1</p> <p>M1</p> <p>A1</p>	<p>for <math>r^2 - t^2</math></p> <p>Accept</p> <p>Correct opening of brackets</p> <p><math>-vt^2 = r^2 - vr</math></p> <p><math>-vt^2 = r^2(1 - v)</math></p> <p><math>\frac{-vt^2}{1 - v} = r^2</math></p> <p><math>r = \sqrt{\frac{-vt^2}{1 - v}}</math></p>
2	$a * b = a^2 - 3b^2$ $2 * (5 * -3)$ $5 * -3 = 5^2 - 3 \times (-3)^2$ $= 25 - 27$ $= -2$ $2 * -2 = 2^2 - 3 \times (-2)^2$ $= 4 - 12$ $= -8$	<p>04</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p>	<p>Labelling both axes consistently</p> <p>correct plotting of all points</p> <p>correct curve</p>
		04	



	<p>Inequality is</p> $3y - 4x < 12 \quad \text{or} \quad y < \frac{4}{3}x + 4$ <div></div>	A1 A1	With or without testing. Accept $3y - 4x < 12$																																												
		04																																													
5	<div><div><div>20</div><div><math>2x^2</math> Cf <math>13x - 7</math></div><div>10</div><div><math>2x^2 + 1</math></div></div><div><div>9.5</div><div><math>14x</math></div><div>14.5</div><div>19.5 .....</div></div><div><math>x(2x + 1) - 7(2x + 1)</math> Upper /B</div></div>	M1 A1	For correct factorization																																												
	$(2x + 1)(x - 7)$	12 M1																																													
12a)	<div><div><math>(2x + 1)(x - 7) = 0</math></div><table><tr><td><math>x</math> either</td><td>-1.5</td><td>-1.0</td><td>-0.5</td><td>0.0</td><td>0.5</td><td>1.0</td><td>1.5</td><td>2.0</td><td>2.5</td><td></td></tr><tr><td><math>2x^2</math></td><td>4.5</td><td>2</td><td>0.5</td><td>0</td><td>0.5</td><td>2</td><td>4.5</td><td>8</td><td>12.5</td><td>18</td></tr><tr><td><math>2x + 1</math></td><td>2</td><td>1</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td><math>x - 7</math></td><td>-8.5</td><td>-8</td><td>-7.5</td><td>-7</td><td>-6.5</td><td>-6</td><td>-5.5</td><td>-5</td><td>-4.5</td><td>-4</td></tr></table><div><math>x = \frac{-3 \pm \sqrt{13}}{2}</math> Or <math>x = 7</math></div></div>	$x$ either	-1.5	-1.0	-0.5	0.0	0.5	1.0	1.5	2.0	2.5		$2x^2$	4.5	2	0.5	0	0.5	2	4.5	8	12.5	18	$2x + 1$	2	1	0	1	2	3	4	5	6	7	$x - 7$	-8.5	-8	-7.5	-7	-6.5	-6	-5.5	-5	-4.5	-4	A1	B1 B1 For both correct values of $x$
$x$ either	-1.5	-1.0	-0.5	0.0	0.5	1.0	1.5	2.0	2.5																																						
$2x^2$	4.5	2	0.5	0	0.5	2	4.5	8	12.5	18																																					
$2x + 1$	2	1	0	1	2	3	4	5	6	7																																					
$x - 7$	-8.5	-8	-7.5	-7	-6.5	-6	-5.5	-5	-4.5	-4																																					
	-7	04	B2																																												
6	<div><div>Total of the seven numbers</div><table><tr><td>-7</td><td>-8</td><td>-8</td><td>-7</td><td>-5</td><td>-2</td><td>2</td></tr></table><div><math>= 7 \times 20</math></div><div>Solving the equation, <math>2x^2 - 3x - 140 = 0</math></div><div>Total of the twelve numbers</div><div><math>= 12 \times 15 - 8 = 0</math></div><div>Drawing the line <math>y = 1</math></div><div>Total of the five numbers</div><div><math>x = 1.4 \pm 0.1</math> or <math>x = 2.8 \pm 0.1</math></div><div><math>= 180 - 15 - 140 - 1.3 - 2.7 - 2.9</math></div><div><math>= 40</math></div></div>	-7	-8	-8	-7	-5	-2	2	M1 M1	B1 for 5-9 correct  M1  A1  A1 for both values of $x$ correct																																					
-7	-8	-8	-7	-5	-2	2																																									
			12																																												

13	$\therefore \text{mean of the five numbers}$ $= \frac{40}{5}$ $= 8$	M1 A1	For both correct values
		04	
7	<p>Re – arranging</p> $3a + 5b = 1$ $2a - b = -8$	B1	B1 – correct sketch
		M1	
	$\begin{pmatrix} 3 & 5 \\ 2 & -1 \end{pmatrix} \begin{pmatrix} a \\ b \end{pmatrix} = \begin{pmatrix} 1 \\ -8 \end{pmatrix}$ $\begin{pmatrix} -1 & -5 \\ -2 & 3 \end{pmatrix} \begin{pmatrix} 3 & 5 \\ 2 & -1 \end{pmatrix} \begin{pmatrix} a \\ b \end{pmatrix} = \begin{pmatrix} -1 & -5 \\ -2 & 3 \end{pmatrix} \begin{pmatrix} 1 \\ -8 \end{pmatrix}$ $\begin{pmatrix} -13 & 0 \\ 0 & -13 \end{pmatrix} \begin{pmatrix} a \\ b \end{pmatrix} = \begin{pmatrix} 39 \\ 26 \end{pmatrix}$ $\begin{pmatrix} -13a \\ -13b \end{pmatrix} = \begin{pmatrix} 39 \\ -26 \end{pmatrix}$ $-13a = 39$	M1	
	$a = -3$ $-13b = -26$ $b = 2$ $\therefore a = -3, b = 2$	A1 04	
8			



(i)  $\angle ABD + 38 = 90^\circ$

$$\angle ABD = 90 - 38$$

$$= 52^\circ$$

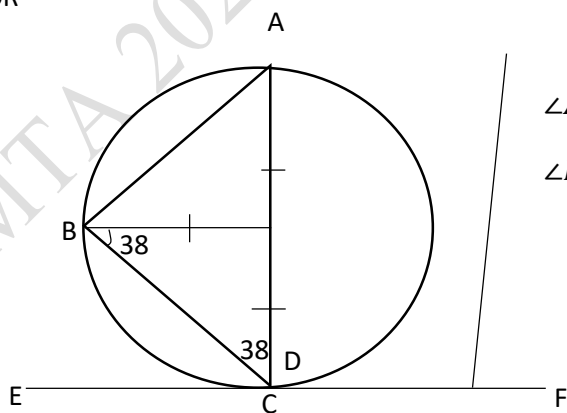
(ii)  $\angle BDC$

$$\angle BDC = 180 - (38 + 38)$$

$$= 180 - 76$$

$$= 104^\circ$$

OR



$$\angle ABD = 45^\circ$$

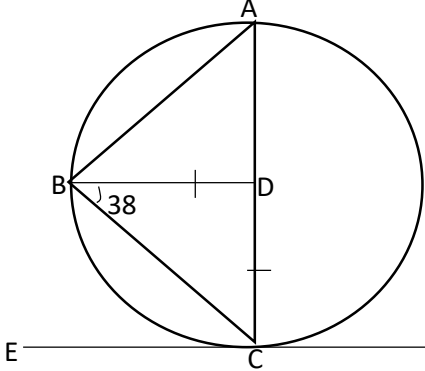
$$\angle BDC = 90^\circ$$

M1

A1

M1

A1

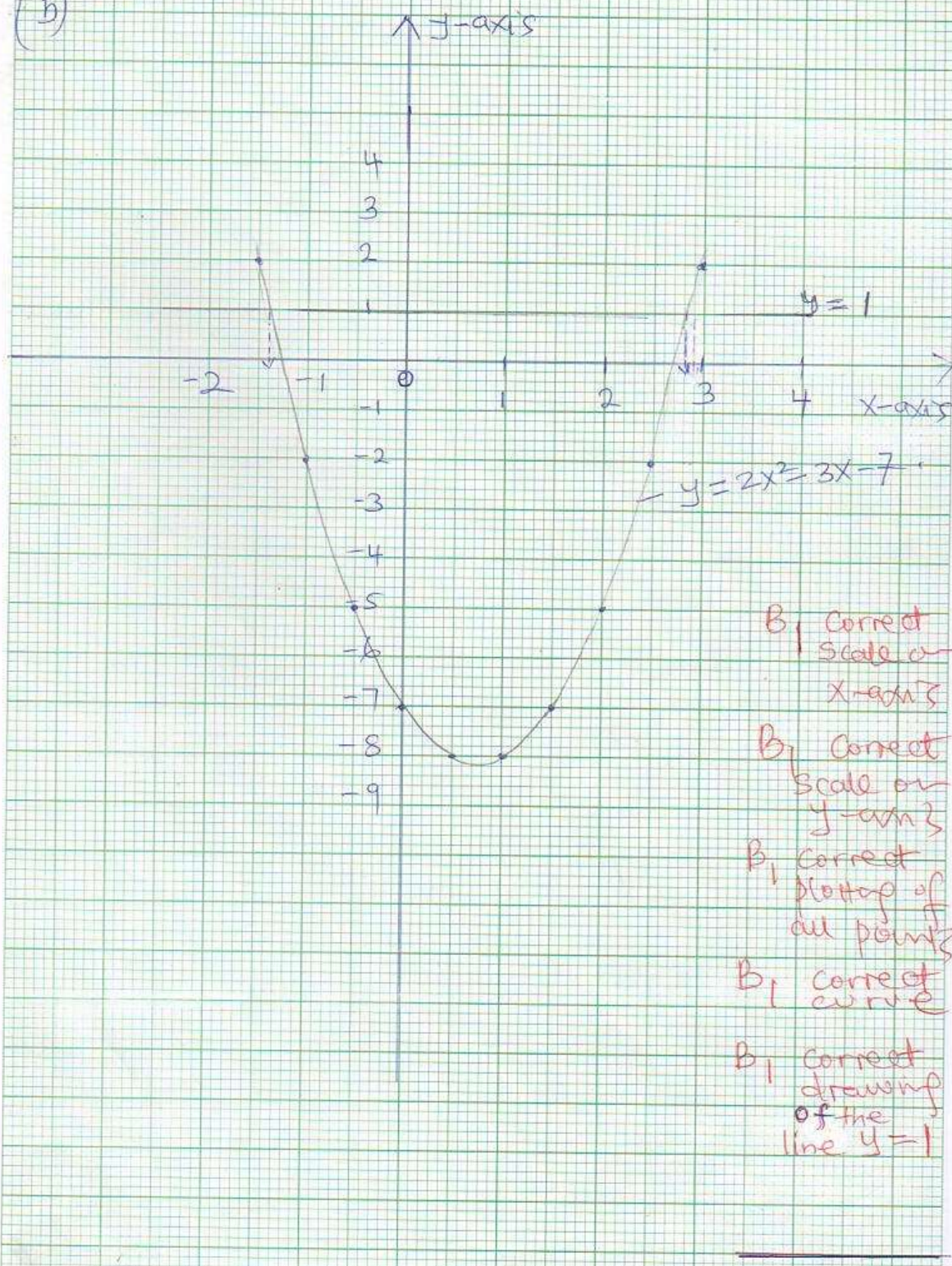
	 $\angle ABD = 45^\circ$ $\angle BDC$ $= 180 - 2 \times 38$ $= 180 - 76$ $= 104^\circ$		
		04	
9	<p><math>P(\text{same colour})</math></p> $= P(R_1 R_2) + P(W_1 W_2) + P(B_1 B_2)$ $= \frac{5}{12} \times \frac{4}{11} + \frac{3}{12} \times \frac{2}{11} + \frac{4}{12} \times \frac{3}{11}$ $= \frac{20}{132} + \frac{6}{132} + \frac{12}{132}$ $= \frac{38}{132} \text{ OR } \frac{19}{66}$	<p>M1M1 M1</p> <p>A1</p> <p>04</p>	<p>M1 for <math>\left(\frac{5}{12} \times \frac{4}{11}\right)</math></p> <p>M1 for <math>\frac{3}{12} \times \frac{2}{11}</math></p> <p>A1 for <math>\frac{38}{132}</math> or <math>\frac{19}{66}</math></p>
10	$\begin{pmatrix} 1 & x \\ y & -4 \end{pmatrix} \begin{pmatrix} 2 \\ -3 \end{pmatrix} = \begin{pmatrix} -10 \\ 4 \end{pmatrix}$ $\begin{pmatrix} 2 - 3x \\ 2y + 12 \end{pmatrix} = \begin{pmatrix} -10 \\ 4 \end{pmatrix}$ $2 - 3x = -10$ $-3x = -12$	<p>M1</p> <p>M1</p> <p>M1</p>	



	$x = 4$ $2y + 12 = 4$ $2y = -8$ $y = -4$	A1	For any correct equation  A1 for both $x = 4$ & $y = -4$
		04	

UMTA 2022 UCE MARKING GUIDE

12) 12  
(b)



B<sub>1</sub> correct  
scale on  
x-axis

B<sub>1</sub> correct  
scale on  
y-axis

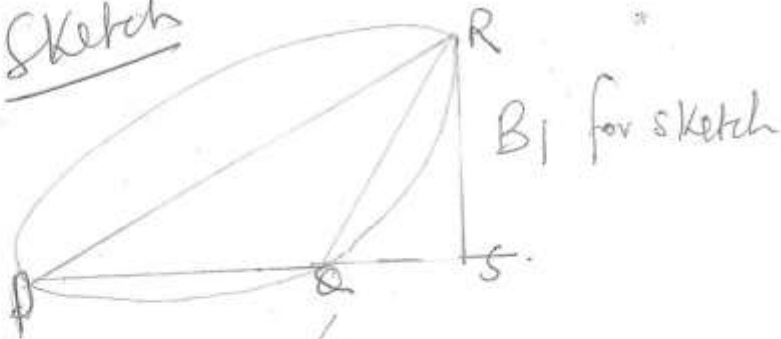
B<sub>1</sub> correct  
plotting of  
all points

B<sub>1</sub> correct  
curve

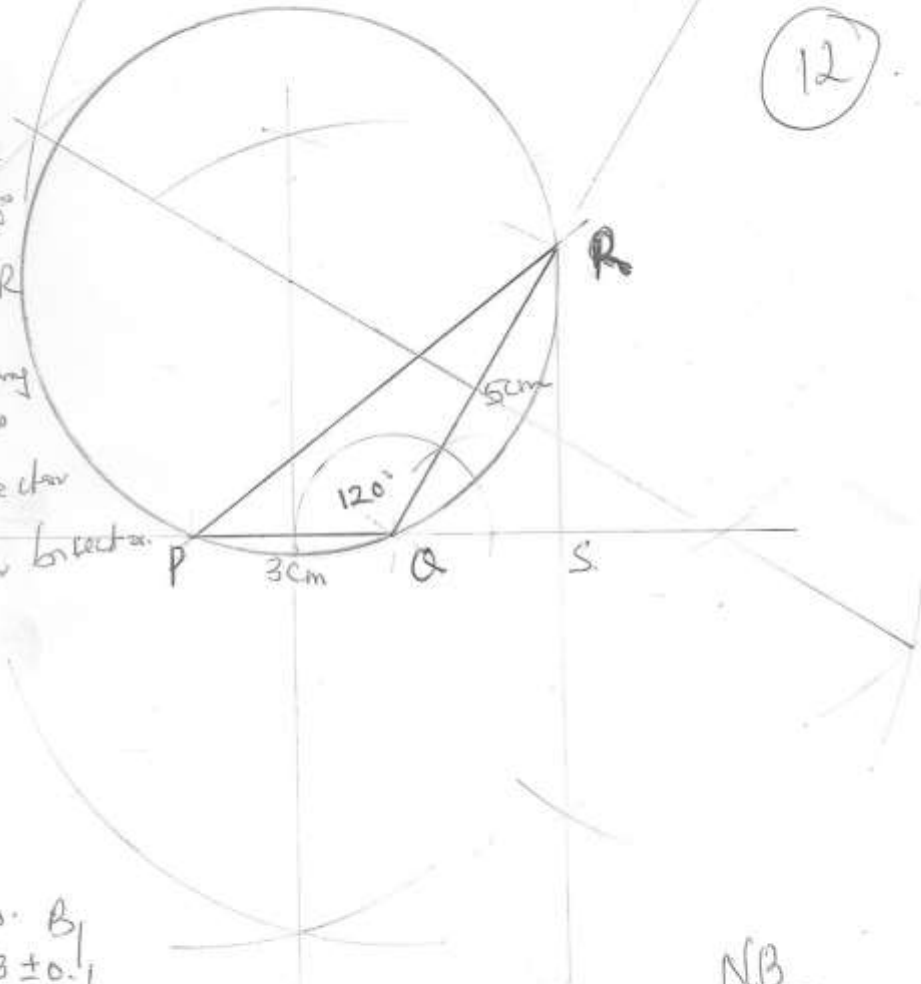
B<sub>1</sub> correct  
drawing  
of the  
line  $y = 1$

Sketch

Qn 13.



- B<sub>1</sub> for line PQ
- B<sub>1</sub> for correct angle 120°
- B<sub>1</sub> for line QR
- B<sub>1</sub> for RS
- B<sub>1</sub> for correct drawing of bisector
- M<sub>1</sub> for one bisector
- M<sub>1</sub> for another bisector



RS = 4.3cm. B<sub>1</sub>  
Accept 4.3 ± 0.1

$$\text{Area of } PQR = \frac{1}{2} \times 3 \times 5 \times \sin 120^\circ$$

$$= \frac{15 \times 0.87}{2}$$

$$= 6.525 \text{ cm}^2 \cdot A_1$$

Radius = 4.2cm. B<sub>1</sub>  
Accept 4.2 ± 0.1

$$A = \pi r^2 = 22 \dots$$

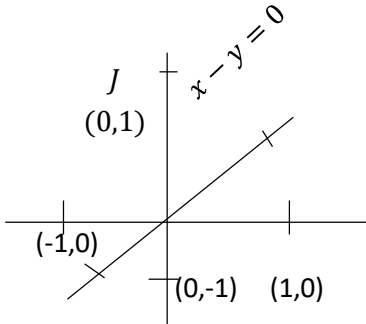
NB

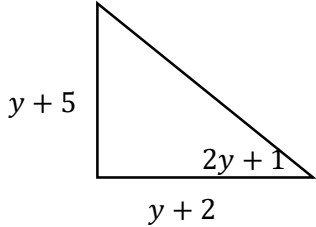
Correct and accurate drawing without a sketch the B<sub>1</sub> is implied





	$x, y$	$I = 2000x + 3000y$	Income	B1  M1       A1	I stands for income or any other letter used or with out a letter ie $200x+3000y$  M1 for testing any three points including (5,25)
	(5,20)	$10,000 + 60,000$	70,000		
	(15,10)	$30,000 + 30,000$	60,000		
	(5,25)	$10,000 + 75,000$	85,000		
	(9,20)	$18,000 + 60,000$	78,000		
	(18,10)	$36,000 + 30,000$	66,000		
	(15,15)	$30,000 + 45,000$	75,000		
	6,23)	$12,000 + 69,000$	81,000		
	6,24	$12,000 + 72,000$	84,000		
	The maximum income per day is shs 85,000				
				12	
16 (a)					

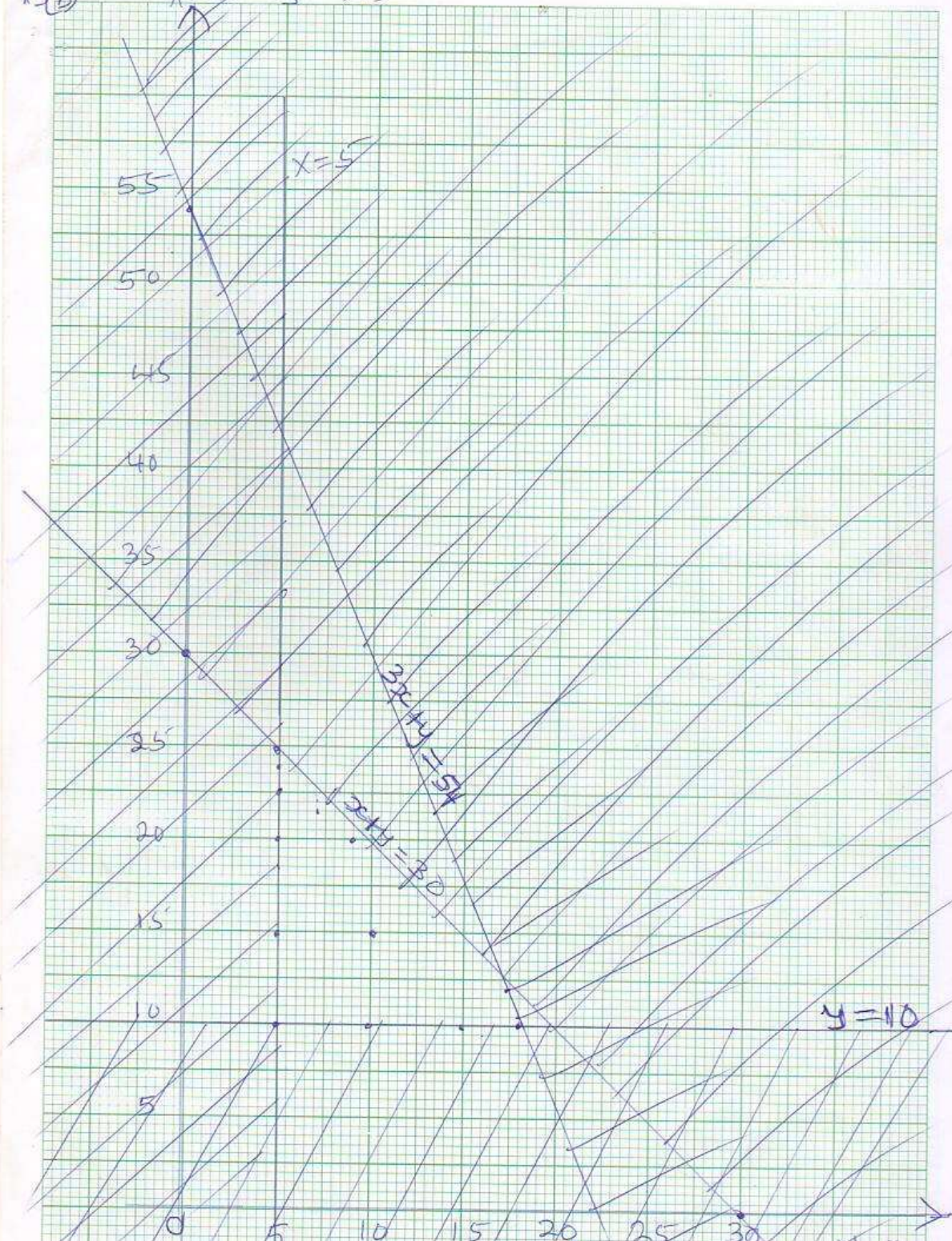
			
(i)	$\begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix}$ <p>Matrix of reflection</p> $\begin{pmatrix} 0 & 1 \\ -1 & 0 \end{pmatrix}$ <p><math>A'B'C'</math></p> $\begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} A & B & C \\ 2 & 3 & 1 \\ 2 & 4 & 4 \end{pmatrix} = \begin{pmatrix} A' & B' & C' \\ 2 & 4 & 4 \\ 3 & 3 & 1 \end{pmatrix}$	B2	
(ii)	$\begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} A & B & C \\ 2 & 3 & 1 \\ 2 & 4 & 4 \end{pmatrix} = \begin{pmatrix} A' & B' & C' \\ 2 & 4 & 4 \\ 3 & 3 & 1 \end{pmatrix}$	B2 M1	
b) i)	$A'(2,3), \quad B'(4,3), \quad C'(4,1)$	A1	
(ii)	$\begin{pmatrix} 0 & 1 \\ -1 & 0 \end{pmatrix} \begin{pmatrix} A' & B' & C' \\ 2 & 4 & 4 \\ 3 & 3 & 1 \end{pmatrix} = \begin{pmatrix} A'' & B'' & C'' \\ 3 & -2 & 1 \\ -2 & -4 & -4 \end{pmatrix}$ $A''(3, -2) \quad B''(3, -4) \quad C''(1, -4)$	M1  A1	

C	<p>Single matrix mapping</p> $A B C = A'' B'' C''$ <p>Its is equal to</p> $\begin{pmatrix} 0 & 1 \\ -1 & 0 \end{pmatrix} \begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix}$ $\begin{pmatrix} 1 & 0 \\ 0 & -1 \end{pmatrix}$	<p>A1</p> <p>M1</p> <p>A1</p>	
		12	
17	 $(y + 5)^2 + (y + 2)^2 = (2y + 1)^2$ $(y + 5)^2 = y^2 + 10x + 25$ $(y + 2)^2 = y^2 + 4y + 4$ $(2y + 1)^2 = 4y^2 + 4y + 1$ $\therefore y^2 + 10y + 25 + y^2 + 4y + 4 = 4y^2 + 4y + 1$ $2y^2 + 14y + 29 = 4y^2 + 4y + 1$ $2y^2 - 4y^2 + 14y - 4y + 29 - 1 = 0$ $-2y^2 + 10y + 28 = 0$ $y^2 - 5y - 14 = 0$ $y^2 - 7y + 2y - 14 = 0$ $y(y - 7) + 2(y - 7) = 0$ $(y - 7)(y + 2) = 0$	<p>M1</p> <p>M1</p> <p>M1</p> <p>M1</p>	<p>Correct use of Pythagoras theorem</p> <p>Correct expansion</p> <p>Correct expansion</p> <p>Correct expansion</p>



	<p>Either</p> $y - 7 = 0$ $y = 7$ <p>Or <math>y + 2 = 0</math></p> $x = -2$ $\therefore x = 7\text{cm}$ <p>Base = 12cm</p> <p>Height = 9cm</p> <p>Hypotenuse = 15cm</p> $\therefore \text{Area of triangle} = \frac{1}{2}bh$ $= \frac{1}{2} \times 12 \times 9$ $= 54\text{cm}^2$	<p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>A1</p> <p>A1</p> <p>M1</p>	<p>For correcting like terms</p> <p>For reduced form of quadratic equation</p> <p>For both 7 and -2</p> <p>For 7cm alone</p> <p>For all side correct</p>
		12	

15b)  $x=0$  or y-axis



# MATHEMATICS 456 / 2

## MARKING GUIDE

QTNs	SOLUTION	MARKS	COMMENTS
1	$A(-3, 1)$ , $B(6, 9)$  $OP = 2OA + \frac{2}{3}OB$  $OP = 2\begin{pmatrix} -3 \\ 1 \end{pmatrix} + \frac{2}{3}\begin{pmatrix} 6 \\ 9 \end{pmatrix}$  $OP = \begin{pmatrix} -6 \\ 2 \end{pmatrix} + \begin{pmatrix} 4 \\ 6 \end{pmatrix}$  $OP = \begin{pmatrix} -2 \\ 8 \end{pmatrix}$  $\therefore P = (-2, 8)$	M1  M1  M1  A1	
		<b>04</b>	
2	6kg cost shs 90,000  1 kg costs $\frac{90,000}{6}$  = shs. 15,000  If the cost is increased by 20%  New cost = $\frac{120}{100} \times 15,000$  = shs. 18,000  $\therefore \text{Number of Kgs} = \frac{90,000}{18,000}$  = 5kg	M1  M1  M1  A1	
		<b>04</b>	
3	$32^{x-3} \times 8^{x+4} = \frac{64}{2^x}$  $(2^5)^{x-3} \times (2^3)^{x+4} = \frac{2^6}{2^x}$	M1	

	$2^{5x-15} \times 2^{3x+12} = 2^{6-x}$ $2^{5x-15+3x+12} = 2^{6-x}$ $8x - 3 = 6 - x$ $9x = 9$ $x = 1$	M1  M1  A1	For putting to same base  For multiplying powers and subtracting on R.H.S  For equating the powers
		04	
4	$\frac{4\sqrt{3}}{2\sqrt{3}-\sqrt{6}}$ $= \frac{4\sqrt{3}(2\sqrt{3}+\sqrt{6})}{(2\sqrt{3}-\sqrt{6})(2\sqrt{3}+\sqrt{6})}$ $= \frac{24+4\sqrt{18}}{12-6}$ $= \frac{24+4 \times 3\sqrt{2}}{6}$ $= \frac{24+12\sqrt{2}}{6}$	M1	For correct rationalization
	$4 + 2\sqrt{2}$ , compare with $a + b\sqrt{2}$ $a = 4$ and $b = 2$	A1  A1	For $4 + 2\sqrt{2}$  For both correct values of $a$ and $b$
		04	
5	Taxi  time = 20 minutes = $\frac{20}{60} = \frac{1}{3}$ hrs		

	<p>speed = 120km / hr</p> <p><math>\therefore D = S \times t</math></p> <p><math>= 120 \times \frac{1}{3}</math></p> <p>= 40km</p> <p>Speed by a bus = 100km / hr</p> <p>D = 40km</p> <p><math>T = \frac{D}{S}</math></p> <p><math>= \frac{40}{100}</math> hrs</p> <p><math>= \frac{2}{5}</math> hrs or 24 minutes</p>	<p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p>	<p>Accept <math>\frac{2}{5}</math> hrs</p> <p>For 24 min</p>
		<b>04</b>	
6	<p>Point (4, -2), line <math>4x + 3y = 6</math></p> <p><math>4x + 3y = 6</math></p> <p><math>3y = -4x + 6</math></p> <p><math>y = \frac{-4}{3}x + 2</math></p> <p><math>\therefore m_1 = \frac{-4}{3}</math> from <math>m_1m_2 = -1</math></p> <p><math>y = mx + c</math></p> <p><math>-2 = \frac{3}{4}x - 2</math></p> <p><math>-2 = 3 + c</math></p> <p><math>c = -5</math></p>	<p>M1</p>	

	$\therefore$ Equation is $y = \frac{3}{4}x - 5$	M1	
7	<p>1 tray costs shs 9000</p> <p>90 trays cost <math>90 \times 9000</math></p> <p>= shs 810,000</p> <p>Ushs 3600 <math>\longrightarrow</math> 1</p> <p>Ush 1 <math>\longrightarrow</math> <math>\frac{1}{6300}</math></p> <p>Ushs 810,000 <math>\longrightarrow</math> <math>\frac{810,000}{3600}</math></p> <p>= 8225</p> <p><math>\therefore</math> Otim got 225 dollars</p>		
8	$V \propto \frac{1}{r^3}$ $V = \frac{K}{r^3}$ $K = Vr^3$ $V = 24, r = 2$ $K = 24 \times 2^3$ $K = 192$		

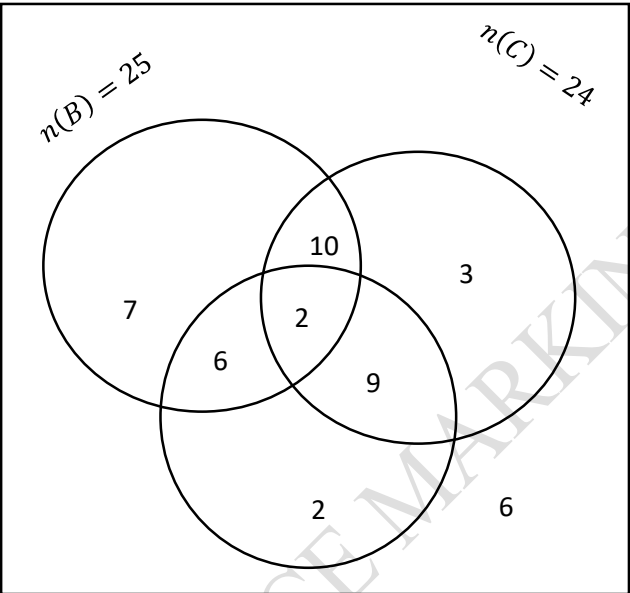
	$\therefore V = \frac{192}{r^3}$ $R = 4$ $V = \frac{192}{4^3}$ $V = \frac{192}{64}$ $V = 3$		
9	$A.S.F = \frac{48}{27} = \frac{16}{9}$ $L.S.F = \sqrt{A.S.F}$ $= \sqrt{\frac{16}{9}}$ $= \frac{4}{3}$ $V.S.F = (L.S.F)^3$ $= \left(\frac{4}{3}\right)^3 = \frac{64}{27}$ $V.S.F = \frac{\text{X.of big cylinder}}{\text{volm of smaller cylinder}}$ $\text{Volm of small} = \text{Volm of big} \times V.S.F$ $= 128 \times \frac{27}{64}$ $= 54$ <p><math>\therefore</math> The volume of the smaller cylinder is <math>54\text{cm}^3</math></p>		
10	<div>JumaJaneSarah</div> <div>X<math>\frac{3}{2}X</math>3X</div>		

	$X + \frac{3}{2}X + 3X = 143,000$ $2X + 3X + 6X = 286,000$ $11X = 286,000$ $X = 26,000$ <p>Sarah's share is <math>3X</math></p> $= 3 \times 26,000$ $= 78,000/=$		
11	$P(r) = \log_{10}(3r - 2)$ $h(r) = 2r - 6$ $P(4) = \log_{10}(3 \times 4) - 2$ <p>(i)</p> $= \log_{10} 10$ $= 1$ $h^{-1}(2)$ $h(r) = 2r - 6$ <p>(ii)</p> <p>Let <math>y = 2r - 6</math></p> $2r = \frac{y + 6}{2}$ $\therefore h^{-1}(2) = \frac{r+6}{2}$ $\therefore h^{-1}(2) = \frac{2+6}{2}$ $= 4$		



(b)	$f(x) = 2x + 1$ $g(x) = x^2 - 2$ $fg(x) = f(x^2 - 2)$ $= 2(x^2 - 2) + 1$ $= 2x^2 - 4 + 1$ $= 2x^2 - 3$ $gf(x) = g(2x + 1)$ $= (2x + 1)^2 - 2$ $= 4x^2 + 4x + 1 - 2$ $= 4x^2 + 4x - 1$ $= 4x^2 + 4x - 1 = 2x^2 - 3$ $4x^2 + 4x - 1 = 2x^2 + 3 = 0$ $2x^2 + 4x + 2 = 0$ $x^2 + 2x + 1 = 0$ $x^2 + x + x + 1 = 0$ $x(x + 1) + 1(x + 1) = 0$ $(x + 1)(x + 1) = 0$ $x + 1 = 0$ $x = -1.$ $\therefore \text{The value of } x = -1$		
12			

	<p><math>n(\varepsilon) = 45</math></p>		
	$P = 25 - (12 - x + x + 8 - x)$ $= 25 - 20 + x$ $= 5 + x$ $Q = 24 - (12 - x + x + 9)$ $= 24 - 21$ $= 3$ $R = 19 - (8 - x + x + 9)$ $R = 19 - 17$ $= 2$		

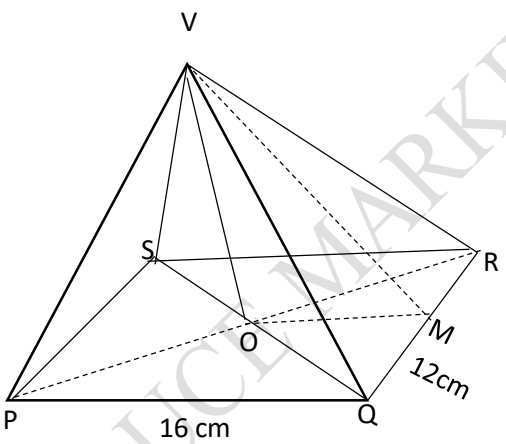
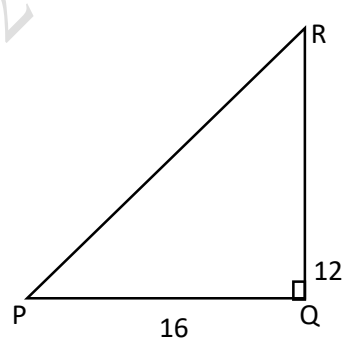
	$\therefore 5 + x + 12 - x + x + 8 - x + 3 + 9 + 2 + 3x = 45$ $39 + 3x = 45$ $3x = 6$ $x = 2$  <p>The number of students offering all the subjects is 2</p> <p><math>n(\text{at least two subjects}) = 10 + 6 + 9 + 2</math></p> <p><math>= 27</math></p> <p><math>Prob = \frac{27}{45} \text{ or } \frac{3}{5}</math></p>		
13	<p><math>T \propto N, \quad T \propto I</math></p> <p><math>T = KN, \quad T = RI</math></p> <p><math>T = KN + RT</math></p> <p><b>Using time in minutes</b></p>		

	$N = 40, I = 5, T = 70 \text{ min}$ $40K + 5R = 70 \dots\dots\dots (i)$ $N = 60, I = 4, T = 98 \text{ min}$ $60K + 4R = 98 \dots\dots\dots (ii)$ $5[60K + 4R = 98]$ $4[40K + 5R = 70]$ $300K + 20R = 490$ $-160K + 20R = 280$ $140K = 210$ $K = \frac{210}{140}$ $K = \frac{3}{2}$ $40K + 5R = 70$ $40 \times \frac{3}{2} + 5R = 70$ $60 + 5R = 70$ $5R = 10$ $R = 2$ $\therefore \text{Expression is } T = \frac{3}{2} N + 2I$ $T = ?, I = 10, N = 50$ $T = \frac{3}{2} \times 50 + 2 \times 10$ $T = 75 + 20$		
(a)			

(b)	<p>T = 95 minutes</p> <p>Or 1hr 35 minutes</p> <p>N = ?, T = 75minutes, I = 9</p> $T = \frac{3}{2}N + 2I$ $75 = \frac{3}{2}N + 2 \times 9$ $75 = \frac{3}{2}N + 18$ $\frac{3}{2}N = 57$ $N = \frac{57 \times 2}{3}$ $N = 38$ <p><math>\therefore</math> There were 38 members</p>		
	<p>Alternative:</p> <p>Using time in hours</p> $T = KN + RI$ $40K + 5R = \frac{7}{6}$ $240K + 30R = 7 \dots\dots\dots(i)$ $60K + 4R = \frac{49}{30}$		

	$1800K + 120R = 49 \dots\dots\dots(ii)$ $1800K + 120R = 49$ $4(240K + 30R = 7)$		
	$960K + 120R = 28$ $840K = 21$ $K = \frac{21}{840}$ $K = \frac{1}{40}$ $240K + 30R = 7$ $240K + 30R = 7$ $240 \times \frac{1}{40} + 30R = 7$ $6 + 30R = 7$ $30R = 1$ $R = \frac{1}{30}$ $\therefore \text{Expression is } T = \frac{1}{40} N + \frac{1}{30} I$		
(a)	$N = 50, I = 10$ $T = \frac{1}{40} \times 50 + \frac{1}{30} \times 10$ $T = \frac{5}{4} + \frac{1}{3}$ $T = \frac{15 + 4}{12}$ $T = \frac{19}{12}$		

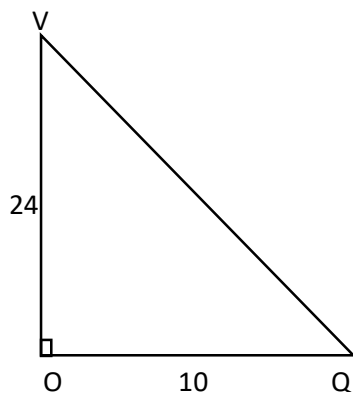
(b)	$= 1\frac{7}{12} \text{ hrs or 1hr 35 min}$ $T = 1\frac{1}{4} \text{ hrs, } I = 9, N = ?$ $T = \frac{1}{40}N + \frac{1}{30}I$ $\frac{N}{40} = \frac{5}{4} - \frac{9}{30}$ $\frac{N}{40} = \frac{114}{120}$ $120N = 4560$ $N = \frac{4560}{120}$ $N = 38$ <p><math>\therefore</math> There were 38 members</p>		
14	<p>Scale    4 cm    :    1hour</p> <p>             2 cm    :    10km</p> <p>See graph.</p> <p>Lorry, <math>T = \frac{D}{S} = \frac{100}{25}</math></p> <p><math>\therefore</math> Time taken = 4hrs</p> <p>Taxi , <math>T = \frac{D}{S}</math></p> <p><math>= \frac{100}{5}</math></p> <p>Time taken = 2hours</p>		

	See graph		
(b)	From the graph		
(i)	Time = 7 : 00am Distance = 25 Km A lorry reached at 8:00am		
(ii)	A taxi reached at 7: 30am		
15			
(ii)			



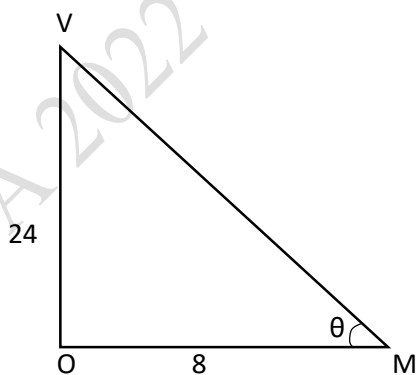
$$PR = \sqrt{16^2 + 12^2}$$

$$= \sqrt{400} = 20\text{cm}$$



$$VQ = \sqrt{10^2 + 24^2} = \sqrt{676} = 26 \text{ cm}$$

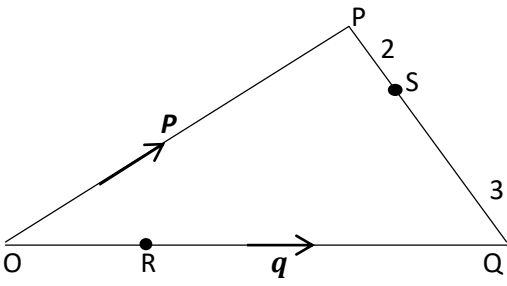
(iii)



$$\tan \theta = \frac{24}{8}$$

$$= 3$$

	$\theta = \tan^{-1} 3 \quad \theta = 71.565^\circ$		
16	<p>Total allowance monthly</p> <p style="text-align: right;">= 48,000</p> <p>Housing = <math>\frac{960,000}{12}</math> = 80,000</p> <p style="text-align: right;">60,000</p> <p>Medical = <math>\frac{600,000}{12}</math> = + 50,000</p> <p>Marriage = <math>\frac{1}{20} \times 650,000</math> = 32,500</p> <p>Children = <math>2 \times 12,000 + 7800</math> = 31,800</p> <p>Total allowance = shs. 302,300</p> <p>Taxable income = Gross</p> <p>Income - Allowances</p> <p style="text-align: right;">= 650,000 - 302,300</p> <p style="text-align: right;">= shs 347,700</p> <p>Taxable income tax</p> <p>30,000 = 0</p> <p>50,000 <math>\frac{18}{100} \times 50,000</math> = 9000</p> <p>70,000 <math>\frac{25.4}{100} \times 70,000</math> = 17,780</p> <p>100,000 <math>\frac{30.2}{100} \times 100,000</math> = 30,200</p> <p>97,700 <math>\frac{40.0}{100} \times 97,700</math> = 39,080</p> <p>Total Income tax =</p> <p style="text-align: right;">9000 + 17,780 + 30,200 + 39,080</p>		

	$= 96,060$ $\text{Percentage} = \frac{96,060}{650,000} \times 100\%$ $= 14.778\%$		
(a)			
(i)	<p>QP.</p> $\begin{aligned} \vec{QP} &= \vec{QO} + \vec{OP} \\ &= -\vec{q} + \vec{p} \\ &= \vec{p} - \vec{q} \end{aligned}$ <p>QS</p> $2QS = 3SP$ $\frac{2}{3} = \frac{SP}{QS}$ $SP : QS = 2 : 3$ $\therefore QS = \frac{3}{5} QP$		
(ii)	$= \frac{3}{5} (\vec{p} - \vec{q})$ $\vec{OS} = \vec{OQ} + \vec{QS}$		

(iv)	$= \mathbf{q} + \frac{3}{5}(\mathbf{p} - \mathbf{q})$ $= \frac{1}{5}(5\mathbf{q} + 3\mathbf{p} - 3\mathbf{q})$ $= \frac{1}{5}(3\mathbf{p} + 2\mathbf{q})$ $\mathbf{RS} = \mathbf{RQ} + \mathbf{QS}$ <p>From OR : RQ = 2:3</p> $\mathbf{RQ} = \frac{3}{5} \mathbf{OQ}$ $= \frac{3}{5} \mathbf{q}$ $\therefore \mathbf{RS} = \frac{3}{5} \mathbf{q} + \frac{3}{5}(\mathbf{p} - \mathbf{q})$ $= \frac{3}{5} \mathbf{q} + \frac{3}{5} \mathbf{p} - \frac{3}{5} \mathbf{q}$ $\mathbf{RS} = \frac{3}{5} \mathbf{p}$ $\therefore \mathbf{RS} = \frac{3}{5} \mathbf{OP}$ <p>Since <math>\mathbf{RS} = \frac{3}{5} \mathbf{OP}</math>,</p> <p>RS is parallel to OP</p>		

**CHEMISTRY 545/1**  
**CHEMISTRY GUIDE**

**TOTAL MARKS 50 MARKS**

1 C	11 B	21 C	31 B	41.C
2.B	12.D	22.C	32.D	42.C
3.A	13C	23.D	33.D	43A
4C	14C	24D	34C	44 B
5B	15B	25A	None	45C
6B	16A	26B	36B	46B
None	17D	27A	37B	47B
8B	18D	28C	38B	48 A
9C	19C	29A	None	49 B
10 D	20A	30A	40 B	50A

CHEMISTRY 545 / 2

Maisaba Andrew

Preceptor

R

Good

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UNTA DCE MOCK

Chemistry 2 - 2022

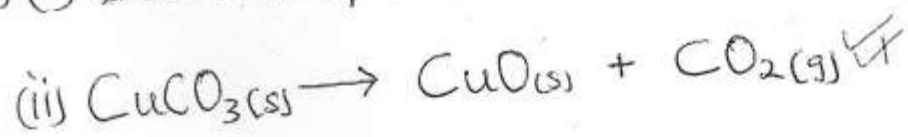
Marking guide

UCE 545/2

## SECTION A.

- 1 (a) (i) Filtration<sup>✓</sup>. Re: Sublimation.  
 (ii) Separating funnel<sup>✓</sup> / Tap funnel / Burette<sup>✓</sup> Re: Decantation  
 (iii) Fractional distillation. Re: Distillation / Fraction distilling  
 (iv) Fractional Crystallization<sup>✓</sup>. Re: Evaporation / Crystallization  
 Fraction crystallization.

(b) (i) Green solid<sup>✓</sup> / powder turned to black solid<sup>✓</sup>.



(4½)

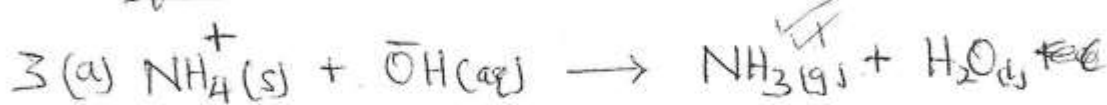
2 (a) (i) Coke<sup>✓</sup> Re: Amorphous Carbon.

(ii) Graphite<sup>✓</sup>

(b) (i) Reducing (Property)<sup>✓</sup> / substance<sup>✓</sup> Re: Reducing agent. Allow

(ii) Has Mobile / Delocalised / free moving electrons.  
 Re: It has electrons.

(c) When equal masses<sup>✓</sup> of coke and graphite  
 are burnt separately in (excess) oxygen<sup>✓</sup> / air, (completely burnt)  
 equal masses of Carbon dioxide<sup>✓</sup> is produced. (5)



Allow



(b) (i) Very / readily Soluble in water.

Allow Dissolves / reacts with.

(ii) Less dense than air / lighter than air

(c)  $22400 \text{ cm}^3$  of ammonia is one mole

$\therefore 180 \text{ cm}^3$  will contain  $\left(\frac{1}{22400} \times 180\right) \text{ mole}$

$$= \frac{180}{22400} \text{ mole}$$

$$\text{RFM of } \text{NH}_3 = 14 + 3 \times 1$$
$$= 17$$

$$\text{Mass of ammonia} = \left(\frac{180}{22400} \times 17\right)$$

$$= 0.136607 \text{ g}$$

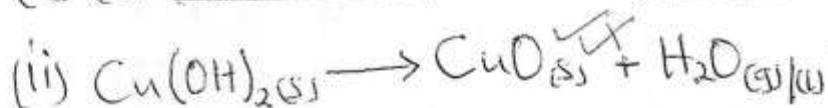
Allow 0.1, 0.14, 0.137, 0.1366, 0.13661 g

(5)

4. (a) (i)  $\text{Pb}^{2+}$  Allow  $\text{Pb}^{++}$

(ii)  $\text{Cu}^{2+}$  Allow  $\text{Cu}^{++}$

(b) (i) Blue solid turned to black solid



(c) (i) Magnesium sulphate ( $\text{MgSO}_4$ )

(ii) Zinc chloride ( $\text{ZnCl}_2$ )

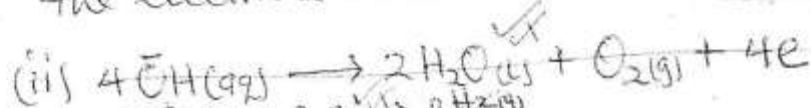
(iii) Lead(II) nitrate [ $\text{Pb}(\text{NO}_3)_2$ ] Re: lead nitrate (5)

5 (a) Distilled water does not contain ions

Allow

Distilled water is molecular or is covalent.

(b) (i) The bulb gave light / bubbles were seen at the electrodes since there was ions present.



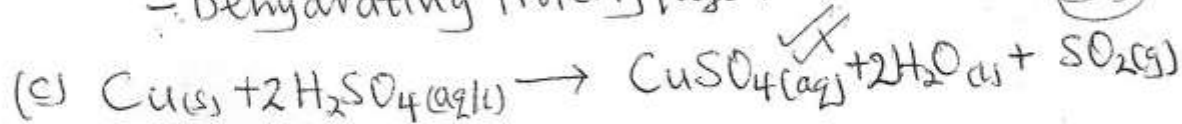
Extraction of metals

Purification of copper (5)



6(a)(i) Hot Concentrated acid Rej Conc.  
 (ii) Concentrated acid and heat  
 or Temp of  $170-180^{\circ}\text{C}$  / Concentrated acid.

(b) (i) - Oxidising Property / agent.  
 - Dehydrating Property / agent.



7(a) Elements	Fe	S	O	H <sub>2</sub> O
% by Composition	20.2	11.5	23.0	45.3
Moles	$\frac{20.2}{56}$	$\frac{11.5}{32}$	$\frac{23.0}{16}$	$\frac{45.3}{18}$ ✓
	0.36	0.36	1.44	2.52
Mole ratio	$\frac{0.36}{0.36}$	$\frac{0.36}{0.36}$	$\frac{1.44}{0.36}$	$\frac{2.52}{0.36}$ ✓
	1	1	4	7 ✓

Empirical formula is  $\text{FeSO}_4 \cdot 7\text{H}_2\text{O}$  ✓ Rej  $\text{FeSO}_4(\text{H}_2\text{O})_7$

$$(\text{FeSO}_4 \cdot 7\text{H}_2\text{O})_n = 278$$

$$[56 + 32 + 4 \times 16 + 7(18)]_n = 278$$

$$278n = 278$$

$$n = 1 \text{ ✓}$$

Molecular formula is  $\text{FeSO}_4 \cdot 7\text{H}_2\text{O}$  ✓ Rej other arrangement of elements.

(b) moles of the salt =  $\frac{6.95}{278}$  ✓

$$= 0.025 \text{ moles}$$

$250\text{cm}^3$  of the salt contain 0.025 moles ✓

$1000\text{cm}^3$  will contain  $\left(\frac{0.025}{250} \times 1000\right)$  moles ✓

(5)

8(a) (i) C, A, B ✓

C - highest temperature rise ✓

A - Less temperature rise ✓

B - NO temperature rise ✓

(ii) B ✓

(ii) Blue solution fades / turns colourless,  
Brown solid deposited. ✓

(c) (i) EXOTHERMIC because of temperature  
rise or heat given out/off ✓

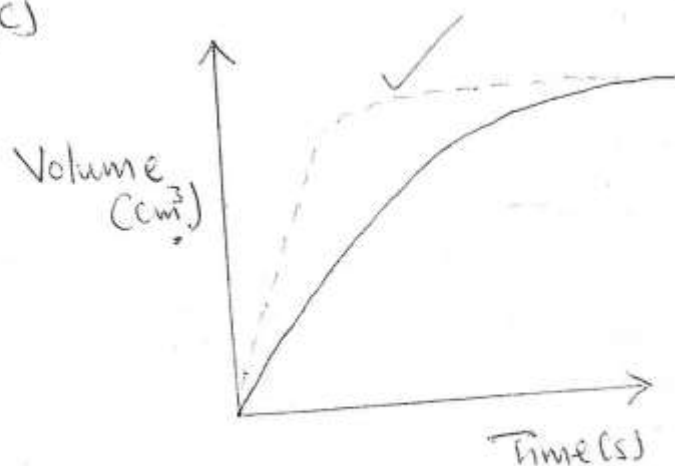
(ii) Enthalpy of displacement ✓  
Heat

(5)

(9) (a) Is the amount of reactants used up or  
amount of products formed per unit time. ✓

(b) - Temperature ✓  
- Concentration ✓  
- Catalyst  
- Pressure  
- Light.

(c)



(i) See graph

(ii) ... acts as a catalyst

(5)

10(a) (i) 2:8:3 ✓

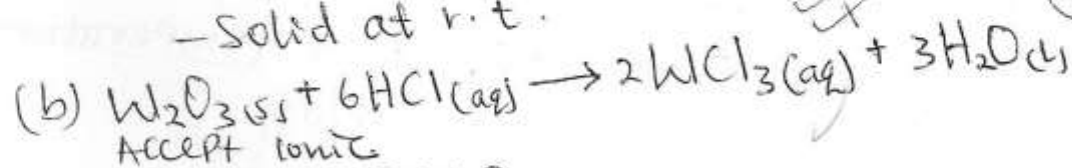
(ii)  $W_2O_3$  ✓ Allow  $O_3W_2$   
Ionic / Electrovalent.

(iii) - Has high m.p.t / b.p.t ✓

- Conducts electricity when molten or in soln.

- Soluble in water

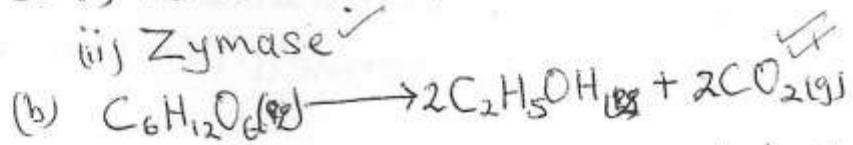
- Solid at r.t.



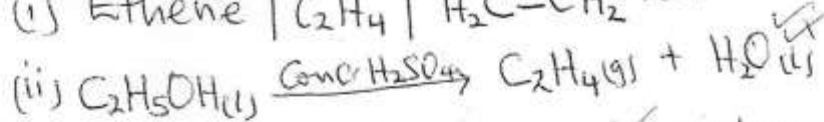
SECTION B.

11. (a) (i) Fermentation ✓

(ii) Zymase ✓



(c) (i) Ethene /  $C_2H_4$  /  $H_2C=CH_2$  Re:  $CH_2CH_2$  ✓



(d) (i) Acidified Potassium manganate(VII) / Bromine water / liq bromine ✓

(ii) Solution turns from Purple to Colourless.

Solution turns from reddish-brown to Colourless.

Liquid turns from red to Colourless

(e) (i) Polyethene / Polythene. ✓

(ii) Polymerisation ✓

(iii) - P is non-biodegradable. ✓

- When burnt Produces Poisonous fumes.

- Causes blockage of water channels

- Causes death when swallowed by animals.

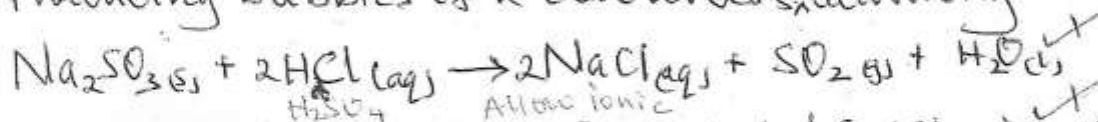
- Prevent water and air penetration in the soil. ✓

(f) Thermosetting Plastics do not soften when heated  
whereas thermosoftening Plastics soften on heating ✓

If Conc. acid used  $\checkmark$  no heat

12(a) (Dilute) <sup>Sulphuric acid</sup> hydrochloride acid in a tap funnel  $\checkmark$   
is added drop-wise onto sodium sulphite in a  
reaction flask fitted with delivery tube  $\checkmark$ .

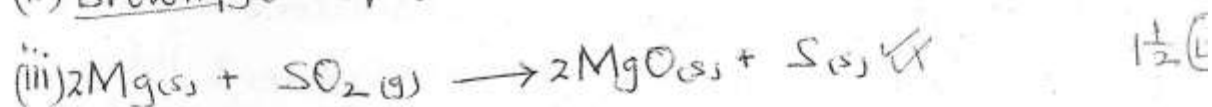
The mixture is then heated  $\checkmark$  Producing effervescence  
Producing bubbles of a <sup>warmed</sup> Colourless <sup>or sulphur dioxide</sup> according to eqn.



The gas is passed through Concentrated sulphuric acid  
to be dried  $\checkmark$  and finally collected by downward  
delivery since it is denser than air. (5)

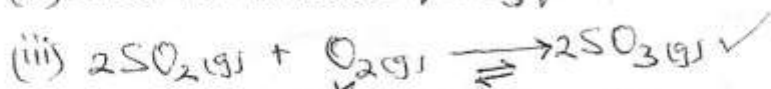
b) (i) Magnesium continues to burn with a bright white  
flame forming a white  $\checkmark$  ash / powder / solid and  $\frac{1}{2}$   
yellow <sup>ash</sup> solid.

(ii) Brown / yellow / reddish brown solution turned green.  $\checkmark$

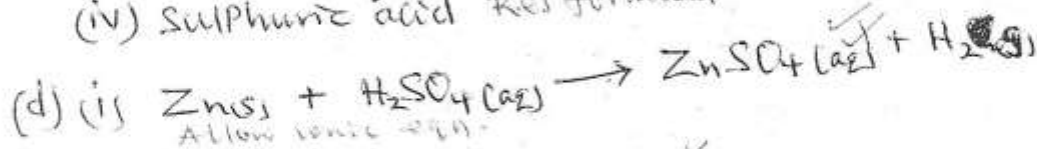


(c) (i) Vanadium(V) oxide  $\checkmark$  or Vanadium Pent oxide or Platinam.  $\frac{1}{2}$

(ii) Sulphur trioxide  $\checkmark$  |  $\text{SO}_3$  | Sulphur(VI) oxide  $\frac{1}{2}$



(iv) Sulphuric acid  $\checkmark$  Res formula  $\frac{1}{2}$



$$\text{(ii)} \quad \text{moles of Z} = \frac{0.1 \times 20}{1000} \checkmark = 0.002 \text{ moles}$$

1 mole of Z reacted with 1 mole of Zinc

$\therefore$  moles of Zinc = 0.002 mole  $\checkmark$

1 mole of Zinc contain 65g

$$\therefore 0.002 \text{ mole will contain } \left( \frac{65}{1} \times 0.002 \right) \text{g} \quad \checkmark$$
$$= 0.13 \text{g}$$

13 (a) Strong acid is one which completely ionises in water.

Concentrated acid is one which contains high concentration of hydrogen ions or is one which contains less amount of water. (1)

(b) (i) A, Weak acid

(ii) B, weak base

(iii) B, strong base

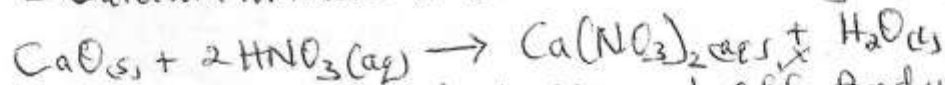
(iv) D, strong acid

(v) C, Neutral solution. (5)

(c) (i) Basic oxide is a metallic oxide which reacts with an acid to produce a salt and water. (1)

(ii) - Excess calcium oxide is added <sup>a little at a time to</sup> warm (dilute) nitric acid in a beaker while stirring.

- Calcium nitrate is formed according to eqn.



- Excess calcium oxide is filtered off producing colourless filtrate.

- Evaporate the filtrate to saturation point.

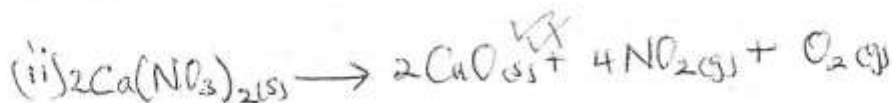
- Allow the filtrate to cool ~~it~~ to obtain crystals.

- Filter off the crystals.

- Wash the crystals with cold distilled water.

- Dry the crystals between filter paper. (5)

(d) (i) - White solid melts, (Reddish) <sup>fumes</sup> brown gas, white solid (residue)

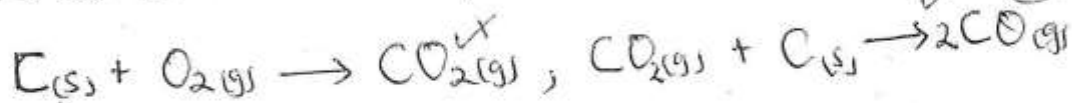


14(a) (i) Rock salt ✓

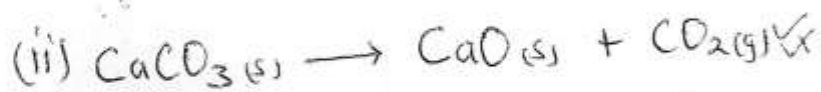
(2)

(ii) Haematite ✓

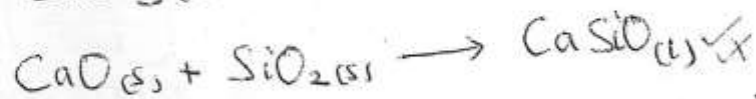
(b) (i) Carbon monoxide ✓ | CO



(2)



(3)



(c) Iron glows red ✓ Produces brown fumes ✓ that forms black solid ✓ on cooling. ✓

(1 1/2)

(2)

(d) Oxide <sup>or CPDs</sup> of sodium is very stable that it can not be reduced by the common reducing agents. ✓

(2)

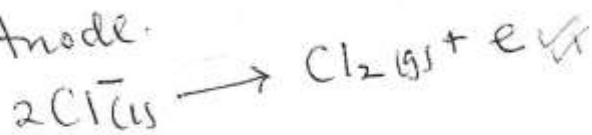
(e) (i) Reduce the melting point of sodium chloride. ✓

(ii) Cathode.



(4)

Anode.



(15)

(1) Moles of Zinc that reacted

65  
moles of solution Z used

100 cm<sup>3</sup> of solution Z contains 0.1 moles

20 cm<sup>3</sup> of solution Z contains  $\left(\frac{0.1 \times 20}{100}\right)$  moles

= 0.02 moles

Since mole ~~Z~~ reacts with mole of Zn

Moles of Zn = 0.02 moles

Mass of Zn =  $(0.02 \times 65)$  g

= 0.13 g

Percentage of Zn in impure sample

=  $\frac{0.13}{0.65} \times 100$

= 20%

# CHEMISTRY 545 / 3

545/3

CHEMISTRY

Paper 3

July - August 2022

2 Hours



UGANDA MUSLIM TEACHERS' ASSOCIATION

UMTA JOINT MOCK EXAMINATIONS – 2022

NAME.....MARKING GUIDE.....

INDEX NO.....SIGNATURE.....

UGANDA CERTIFICATE OF EDUCATION

CHEMISTRY

Paper 3

2 Hours

## INSTRUCTIONS TO CANDIDATES

*Answer both questions. Answers are to be written in the spaces provided in this book let.*

*You are not allowed to use any reference books (i.e., text books, booklets on qualitative analysis etc)*

**All working must be clearly shown.**

*Mathematical tables and silent non-programmable calculators may be used.*

For Examiners' Use Only		
Q.1	<u>25</u>	
Q.2	<u>25</u>	
Total	<u>50</u>	



**Qn.1** You are provided with the following:

- **BA1** solution which is a solution of an acid  $H_nA$ , prepared by dissolving **4.9 g** of the acid in a litre of distilled water to have a **0.05 M** acid solution.
- **BA2** solution which is a sodium hydroxide solution containing **2.0 gdm<sup>-3</sup>** of the base in distilled water.

You are required to carry out the experiment to **determine the value of n** (the basicity of the acid  $H_nA$ ); and thereafter, the value of **A** in the acid.

(H = 1; O = 16; Na = 23).

**Procedure:**

- Pipette accurately 25 cm<sup>3</sup> (or 20 cm<sup>3</sup>) of **BA2** into a clean conical flask.
- Add 1-2 drops of methyl orange indicator and shake gently.
- Titrate the solution with **BA1** from the burette until the solution just changes colour.
- Repeat the titration until you get consistent readings.
- Record your results in the table below.

(a). **Results:**

Capacity of pipette used..... 25.0 ✓ or 25.00 cm<sup>3</sup>.

Table of results:

Experiment no.	1	2	3
Final burette reading / cm <sup>3</sup>	<u>13.30</u> ✓	<u>26.50</u> ✓	<u>39.70</u> ✓
Initial burette reading / cm <sup>3</sup>	<u>0.00</u> ✓	<u>13.30</u> ✓	<u>26.50</u> ✓
Volume of BA1 used / cm <sup>3</sup>	<u>13.30</u> ✓	<u>13.20</u> ✓	<u>13.20</u> ✓

Centre value  
± 3

10.20 — 13.20 — 16.20

Titre values used for calculating the average volume of **BA1** used:

..... 13.20 ✓ and 13.20 ✓ ..... cm<sup>3</sup>.

Average volume of **BA1** used.

Average Volume =  $\frac{13.20 + 13.20}{2}$  ✓  
= 13.20 cm<sup>3</sup> ✓

Accuracy

± 0.1 — 2½ marks

± 0.2 — 2 marks

± 0.3 — 1½ marks

± 0.4 — 1 mark

± 0.5 — ½ mark

### Conditions for the table

- Award ~~only~~ a full mark for values with 2 decimal places
- Mixed decimal places (2 and 1) - award up to a maximum of  $2\frac{1}{2}$  marks.
- Values of burette reading greater than centre value (or less than centre value) by  $\pm 3$  are not awarded.
- If all initial values are 0.00, award only the first (ie deny the last two entries).
- Titre values used to calculate the average volume should be within a range of 0.1 and from the table in order to earn the <sup>extra</sup>  $\frac{1}{2}$  mark, otherwise if from table but not within range of 0.1, award only 1 mark.
- Average Volume is awarded 1 mark but accuracy is awarded as follows:
  - $\pm 0.1$  -  $2\frac{1}{2}$  marks
  - $\pm 0.2$  - 2 marks
  - $\pm 0.3$  -  $1\frac{1}{2}$  marks
  - $\pm 0.4$  - 1 mark
  - $\pm 0.5$  -  $\frac{1}{2}$  mark

(b). Calculate the:

(i). number of moles of BA1 that reacted.

$$1000 \text{ cm}^3 \text{ of BA1 contain } 0.05 \text{ moles of acid}$$

$$\therefore 13.20 \text{ cm}^3 \text{ of BA1 contain } \left( \frac{0.05 \times 13.20}{1000} \right) \text{ moles}$$

$$= 0.00066 \text{ moles}$$

(ii) Molarity of BA2 solution.

$$\text{RFM (NaOH)} = (1 \times 23) + (1 \times 16) + (1 \times 1) = 40$$

OR Molarity =  $\frac{\text{Concn g/l}}{\text{RFM}}$

$$40 \text{ g of NaOH contain } \left( \frac{1 \times 2.0}{40} \right) \text{ moles} = 0.05 \text{ moles}$$

$$\Rightarrow \text{Molarity of BA2} = 0.05 \text{ M}$$

(iii) The number of moles of BA2 that reacted.

$$1000 \text{ cm}^3 \text{ of BA2 contain } 0.05 \text{ moles}$$

$$\therefore 25 \text{ cm}^3 \text{ of BA2 contains } \left( \frac{0.05 \times 25}{1000} \right) \text{ moles}$$

$$= 0.00125 \text{ mole}$$

(iv) The number of moles of BA2 required to react with 1 mole of BA1 (= value of n).

BA1	:	BA2		No. of moles of BA2 required to react with 1 mole of BA1 = 2.0
Moles reqd. 0.00066	:	0.00125		
Simplest mole ratio		$\frac{0.00066}{0.00066} = 1$	$\frac{0.00125}{0.00066} = 1.89 \approx 2.0$	$\Rightarrow \text{Value of } n \text{ in } H_nA = 2$

(v) The value of A in the  $H_nA$  acid.

$$\text{RFM (H}_n\text{A)} = \frac{\text{Concentration (g/l)}}{\text{Molarity}}$$

$$= \frac{4.9}{0.05}$$

$$= 98$$

But  $n = 2$

$$\Rightarrow H_2A = 98$$

$$(2 \times 1) + (A \times 1) = 98$$

$$2 + A = 98$$

$$A = 98 - 2$$

$$A = 96$$

### Conditions for Calculations:

b(i) The volume of BA1 must be used in the calculation of moles of BA1

(ii) Deny  $\frac{1}{2}$  mark if RFM has units. (But if molar mass etc is used, ignore the units and award accordingly)

**Qn 2.** You are provided with substance **V** which contains **one cation** and **two anions**.

You are required to carry out the following tests and identify the **cation** and **anions** in **V**.

Identify any gas (es) that may be evolved.

TEST	OBSERVATIONS	DEDUCTIONS	
a) Heat a spatula endful of <b>V</b> in a hard dry test tube, first gently and then strongly until there is no further change	Solid <b>V</b> is yellow when hot, turns white on cooling A colourless gas turns lime water milky and moist blue litmus paper to red. <b>V</b> is white solid	$\text{Zn}^{2+}$ , $\text{ZnO(s)}$ $\text{CO}_3^{2-}$ ; $\text{CO}_2(\text{g})$	Max 05
b) Add a spatula endful of <b>V</b> in about 10 cm <sup>3</sup> of distilled water. Shake very well and then filter.  Keep both the residue and the filtrate.  Divide the filtrate into four portions.	White residue Colourless filtrate	$\text{Ca}^{2+}$ , $\text{Mg}^{2+}$ , $\text{NH}_4^+$ $\text{Pb}^{2+}$ , $\text{Zn}^{2+}$ , $\text{Al}^{3+}$	3 1/2
(i) To first portion in a test tube, add sodium hydroxide solution, drop wise, until in excess.	White ppt, soluble/dissolves; forming colourless solution	$\text{Pb}^{2+}$ , $\text{Zn}^{2+}$ , $\text{Al}^{3+}$	2 1/2
(ii) To the second portion, add ammonia solution, drop wise, until in excess.	White ppt; soluble, forming colourless solution	$\text{Zn}^{2+}$	2 1/2
(iii) To the third portion, add Lead (II) nitrate solution.	White ppt	$\text{Cl}^-$ ; $\text{SO}_4^{2-}$	1 1/3

### Condition for awarding observations and deduction

1. Deny marks for wrong spellings in observation eg Precipate, precepitate etc for precipitate; accept  $\frac{1}{2}$  ppt or Ppte But not PPT, P.P.t. Effervescence, bubbles, etc must all be written correctly.
2. Deny marks for cations if soluble / insoluble missing on addition of sodium hydroxide or ammonium hydroxide solution dropwise until in excess.
3. For confirmatory test of anion, deny acidified Silver nitrate solution or acidified barium nitrate

<p>(iv) Use the forth portion, to carry out a test of your own to confirm the anion in filtrate of V.</p> <p>Test: To 4th portion, add 2-3 drops of silver nitrate solution and nitric acid</p> <p>OR Add a <del>small</del> Barium nitrate solution and nitric acid</p>	<p>White ppt insoluble</p> <p>No observable change</p>	<p><math>Cl^-</math></p> <p><math>Cl^-</math></p>	<p>Q3</p>
<p>(v) Heat some of the residue in a test tube, first gently and then strongly until there is no further change.</p>	<p>Solid is yellow when hot, turns white on cooling</p> <p>Colourless gas that turns limewater milky</p>	<p><math>Zn^{2+}</math> or <math>ZnO(s)</math></p> <p><math>CO_3^{2-}</math>; <math>CO_2(g)</math></p>	<p>Q3½</p>
<p>(vi) To a part of the remaining residue in a clean test tube, add dilute nitric acid solution</p>	<p>Effervescence or bubbles of colourless gas; turns limewater milky</p>	<p><math>CO_3^{2-}</math>; <math>CO_2(g)</math></p>	<p>Q2</p>

(c) Identify the:

(i) Cation in V.

$Zn^{2+}$  or Zinc (II) ions If confirmed in b(ii)

(ii) Anion in the filtrate.

$Cl^-$  or Chloride ions If confirmed in b(iv)

(iii) The anion in the residue.

$CO_3^{2-}$  or Carbonate ion - If confirmed in (a) or (vi)

\*\*\*END\*\*\*

# CHEMISTRY 545 / 4

MOCK EXAMINATIONS, 2022.

MARKING GUIDE.

NAME:.....

INDEX NUMBER:.....SIGNATURE.....

545/4

CHEMISTRY

PAPER 4

2 HOURS

UGANDA CERTIFICATE OF EDUCATION

CHEMISTRY PAPER 4

2 HOURS

## INSTRUCTIONS TO CANDIDATES.

- Answer both questions in this paper.
- Answers are to be written in the spaces provided.
- You are not allowed to use any reference books (i.e text books; booklets on qualitative analysis etc).
- All working must be shown clearly.

FOR EXAMINER'S USE ONLY		
QUESTION	Marks	
1		
2		
TOTAL		



**Qn 1:** You are provided with the following solutions:

**DA1-** which is a solution containing  $50.0 \text{ gdm}^{-3}$  of a hydrated metal sulphate salt,  $\text{MSO}_4 \cdot x\text{H}_2\text{O}$ .

A solid substance **T**.

You are required to carry out experiment to **determine the molar enthalpy of displacement of metal M from  $\text{MSO}_4$  solution, using solid T.**

(Molar mass of the hydrated salt = 250 ; Specific heat capacity of solution =  $4.2 \text{ Jmol}^{-1} \text{ K}^{-1}$  ; Density of solution =  $1 \text{ gcm}^{-3}$ )

**Procedure:**

- Using a measuring cylinder, measure accurately  $50 \text{ cm}^3$  of the solution DA1 into a clean plastic beaker.
- Insert the thermometer into the measured solution and stir gently. Note the initial temperature of the solution and record it in the table in the first column under time, **t = 0.0 minutes**.
- Add **all solid T** at once to the solution in the beaker; and start the stop clock immediately.
- Stir the mixture continuously but gently with the thermometer as you record the temperature of the solution after **every half a minute** for five and half minutes, in the table of results below.

**Table of results:**

Time, t/mins	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5
Temperature of mixture / $^{\circ}\text{C}$	24.5	26.0	28.5	31.0	32.0	32.5	33.0	33.0	32.5	32.5	32.0	32.0

**Questions:**

- Plot a graph of temperature of the mixture (vertical axis) against time (horizontal axis).

*(Leave space for full page graph paper)*

# UGANDA NATIONAL EXAMINATIONS BOARD

(To be fastened together with other answers to paper)

UACE

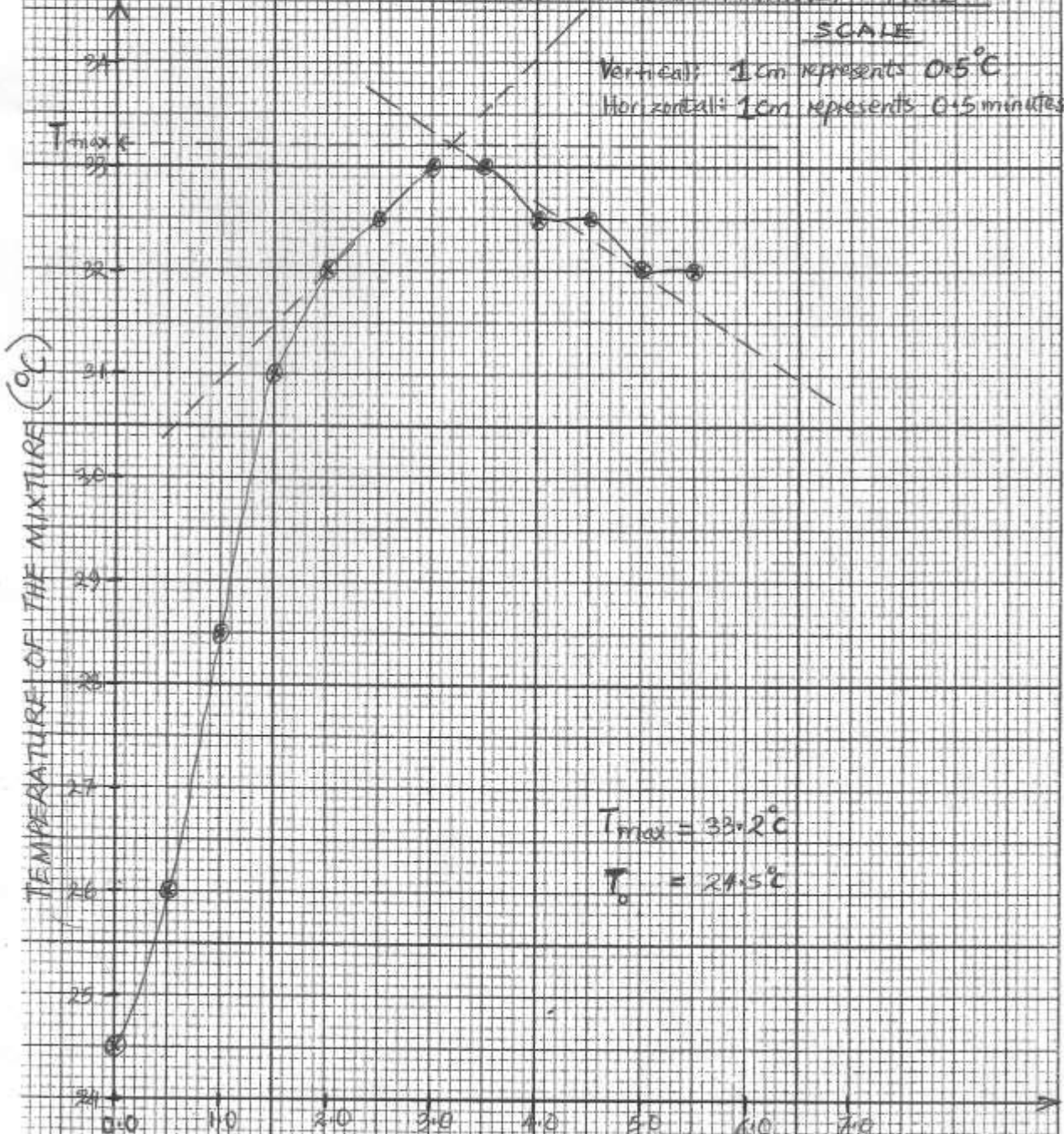
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Subject Name ..... Paper code .....

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Personal Number				

Q1. A GRAPH OF TEMPERATURE OF THE MIXTURE AGAINST TIME.



(b) Use your graph to determine the highest temperature change,  $\Delta T$ .

$$\begin{aligned}\Delta T_s &= T_{\max} - T_0 \\ &= (33.2 - 24.5)^\circ\text{C} \\ &= 8.7^\circ\text{C}\end{aligned}$$

$$\begin{aligned}T_{\max} &= 33.2^\circ\text{C} \\ T_0 &= 24.5^\circ\text{C}\end{aligned}$$

(c) Calculate the:

(i) Amount of heat given out during the reaction.

$$\begin{aligned}\text{Heat given out} &= m C \theta \quad \text{but } \theta = \Delta T \\ &= m C \Delta T \quad \text{but } m = \text{Vol.}_{\text{sol}} \times \rho_{\text{sol}} \\ &= \text{Vol.}_{\text{sol}} \times \rho_{\text{sol}} \times C \times \Delta T \\ &= 50 \times 1 \times 4.2 \times 8.7 \\ &= -1827 \text{ J} \\ &= -1.827 \text{ KJ}\end{aligned}$$

(ii). Number of moles of the hydrated metal sulphate used.

$$\begin{aligned}\text{Molarity of DA1 solution} &= \frac{\text{Concentration (g l}^{-1}\text{)}}{\text{Molar mass}} \\ &= \frac{50}{250} \\ &= 0.2 \text{ M}\end{aligned}$$

$\Rightarrow$  1000 cm<sup>3</sup> of hydrated metal sulphate solution contains 0.2 moles  
 $\therefore$  50 cm<sup>3</sup> of hydrated metal sulphate solution contains  $\left(\frac{0.2 \times 50}{1000}\right)$  moles  
 $= 0.010$  moles.

(iii). Molar enthalpy of displacement of M from MSO<sub>4</sub> solution.

$$\begin{aligned}&\text{0.010 moles of M are displaced by } -1.827 \text{ KJ of heat energy} \\ \therefore &1.0 \text{ mole is displaced by } \left(\frac{-1.827 \times 1.0}{0.010}\right) \text{ KJ of heat} \\ &= -182.7 \text{ KJ}\end{aligned}$$

$$\begin{aligned}\Rightarrow &\text{Molar enthalpy of displacement of M from MSO}_4 \text{ (aq)} \\ &= \underline{-182.7 \text{ KJ mol}^{-1}}\end{aligned}$$

**Qn.2.** You are provided with substance **W** which contains **one cation** and **two anions**.

You are required to carry out the following tests on **W** to identify the cation and anions present. Identify any gas(es) that may be evolved.

TEST	OBSERVATIONS	DEDUCTIONS
a). Heat a spatula endful of <b>W</b> in a hard dry test tube, first gently and then strongly until there is no further change	<ul style="list-style-type: none"> <li>Solid is yellow when hot; turns orange-brown on cooling;</li> <li>Colourless liquid droplets; turn white/anhydrous <math>\text{CuSO}_4</math> blue;</li> </ul>	$\text{Pb}^{2+}$ ; $\text{PbO}(\text{s})$ Hydrated salt; water of crystallisation;
b). Add a spatula endful of <b>W</b> in about $5 \text{ cm}^3$ of distilled water. Shake gently and then warm to dissolve. Add dilute sodium hydroxide solution drop wise until in excess.	<ul style="list-style-type: none"> <li><b>W</b> is insoluble in cold water; dissolves on warming; forming a colourless solution;</li> <li>White ppt; soluble; forming colourless solution</li> </ul>	$\text{Pb}^{2+}$ ; $\text{Cl}^-$ or $\text{PbCl}_2$ $\text{Pb}^{2+}$ ; $\text{Zn}^{2+}$ ; $\text{Al}^{3+}$
c). To the resultant solution in (b) above, add dilute nitric acid drop wise until the solution just becomes acidic. Divide the acidic solution into six portions.	<ul style="list-style-type: none"> <li>Colourless solution</li> </ul>	$\text{Pb}^{2+}$ ; $\text{Zn}^{2+}$ ; $\text{Al}^{3+}$ $\text{Ca}^{2+}$ ; $\text{Mg}^{2+}$
(i) To the first portion in a test tube, add dilute sodium hydroxide solution drop wise, until in excess.	<ul style="list-style-type: none"> <li>White ppt; soluble in excess; forming a colourless solution</li> </ul>	$\text{Pb}^{2+}$ ; $\text{Zn}^{2+}$ ; $\text{Al}^{3+}$
(ii) To the second portion, add 2-3 drops of potassium iodide solution.	<ul style="list-style-type: none"> <li>Yellow ppt;</li> </ul>	$\text{Pb}^{2+}$
(iii) To the third portion, add dilute ammonia solution drop wise, until in excess.	<ul style="list-style-type: none"> <li>White ppt; insoluble in excess;</li> </ul>	$\text{Pb}^{2+}$
(iv) To the fourth portion, add 3-4 drops of lead (II) nitrate solution.	<ul style="list-style-type: none"> <li>White ppt;</li> </ul>	$\text{SO}_4^{2-}$ ; $\text{Cl}^-$
(v) To the fifth portion, add 3-4 drops of barium nitrate solution.	<ul style="list-style-type: none"> <li>White ppt;</li> </ul>	$\text{SO}_4^{2-}$ ;

(vi)	Use the sixth portion to carry out a test of your own choice to confirm the second anion in W.	White ppt;	$Cl^-$
------	--	------------	--------

test 2 To 6th portion; add 2-3 drops of silver nitrate solution

(d). Identify the:

(i). Cation in W.

$Pb^{2+}$  or Lead (II) ion;

(ii). Anions in W.

$SO_4^{2-}$  or Sulphate ion and  $Cl^-$  or Chloride ions

END

# UMTA JOINT MOCK EXAM

## PHYSICS 535/ 1 MARKING GUIDE

### SECTION A

1.D	11.C	21.C	31.C
2.C	12.B	22.C	32.D
3.B	13.A	23.B	33.A
4.A	14.B	24.D	34.C
5.C	15.A	25.B	35.B
6.A	16.D	26.B	36.B
7.C	17.C	27.D	37.B
8.C	18.C	28.C	38.D
9.D	19.B	29.A	39.D
10.B	20.A	30.A	40.D

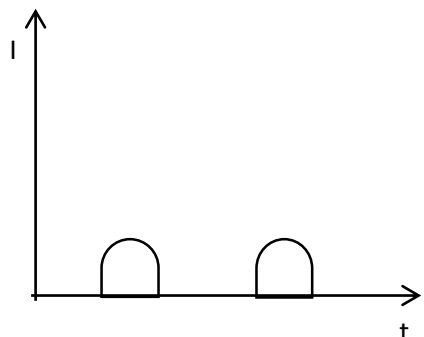
### SECTION: B

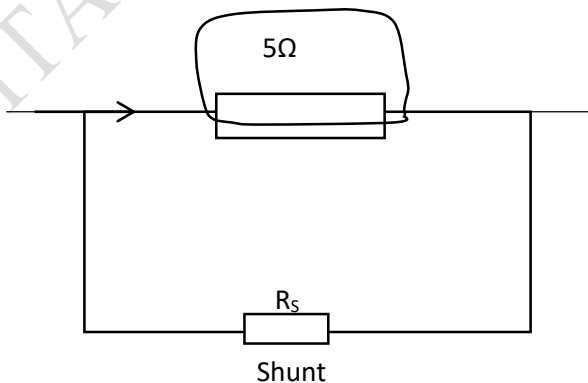
QT N	SCORING PONTS	NOTES	MARK
41a )	Resultant force is zero  Sum of clockwise moments is equal to (sum of) anti clockwise moments		

b)	Points of application of resultant force due to earth's attraction								
c)	<p>Clockwise moments =anti clockwise moments</p> <p><math>40cm \times m = 400g \times 10cm</math></p> <p><math>m = 100g</math></p>								
42a)	<p><math>W = F \times d</math></p> <p><math>= 50 \times 10 \times \frac{10 \times 10}{100}</math></p> <p><math>P = \frac{Work\ done}{time}</math></p> <p><math>= \frac{500}{5}</math></p> <p><math>= 100w</math></p>								
b)									
43a)	<table><tr><td>Elastic collision</td><td>Inelastic collision</td></tr><tr><td>1) Bodies separate after collision</td><td>Bodies stick together and move with common velocity</td></tr><tr><td>2) Both kinetic energy and momentum are conserved</td><td>Only momentum is conserved</td></tr></table>	Elastic collision	Inelastic collision	1) Bodies separate after collision	Bodies stick together and move with common velocity	2) Both kinetic energy and momentum are conserved	Only momentum is conserved		
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2) Both kinetic energy and momentum are conserved	Only momentum is conserved								

	<p>Before collision                  After collision</p> $m_1v_1 + m_2v_2 = m_1v_1 + m_2v_2$ $(1 \times 5) + (4 \times 0) = (1 \times v_1) + (4 \times 2)$		
b)i)	$v_1 = -3ms^{-1}$ <p><i>P moves in an opposite direction to that of Q</i></p>		
ii)			
44a)	<p>Increase in pressure increases the boiling point because increase in pressure leads to increase in temperature at which S.V.P is equal to external pressure</p>	Or	
(ii)	<p>Impurities raise the boiling point because they reduce the number of molecules per unit area escaping at the surface of the liquid</p>	Decrease of pressure lowers the boiling point	
b)	<p>The molecules of a liquid are held together by strong inter molecular forces, at boiling point, the energy supplied is used to break these forces as the liquid changes state at constant temperature</p>	Extra energy is used to increase the temperature of impurities	
45a)	<p>This is the emission (escape) of electrons from the surface of a metal when heated</p>		
i)			
(ii)	<p>Thermionic emission is applied in the</p> <ul style="list-style-type: none"> <li>– Production of cathode rays</li> <li>– Production of X- rays</li> <li>– Tv sets</li> <li>– CRO</li> <li>– Computer monitors</li> </ul>		



b)i)	Because it allows the flow of current only in one direction																		
(ii)																			
46a	<table><tr><td>i)</td><td><table><tr><td>Progressive wave</td><td>Stationary wave</td></tr><tr><td>Is the wave formed from its source by carrying away energy</td><td>Is formed when two progressive waves of equal amplitude and frequency moving in opposite direction meet</td></tr></table></td><td colspan="2"></td></tr><tr><td>(ii)</td><td colspan="3">Waves must be in phase Two waves must be identical and travelling in opposite direction <math>v = \gamma f</math> <math>3.0 \times 10^8 = 5.0 \times 10^{-8} f</math></td></tr><tr><td>b)</td><td colspan="3"><math>f = 6 \times 10^{15} Hz</math></td></tr></table>			i)	<table><tr><td>Progressive wave</td><td>Stationary wave</td></tr><tr><td>Is the wave formed from its source by carrying away energy</td><td>Is formed when two progressive waves of equal amplitude and frequency moving in opposite direction meet</td></tr></table>	Progressive wave	Stationary wave	Is the wave formed from its source by carrying away energy	Is formed when two progressive waves of equal amplitude and frequency moving in opposite direction meet			(ii)	Waves must be in phase Two waves must be identical and travelling in opposite direction $v = \gamma f$ $3.0 \times 10^8 = 5.0 \times 10^{-8} f$			b)	$f = 6 \times 10^{15} Hz$		
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b)	$f = 6 \times 10^{15} Hz$																		
47a	An echo is the reflected sound																		

b)	$v = \frac{2d}{t}$ $1450 = \frac{2d}{0.9}$ $d = 652.5m$		
c	<ul style="list-style-type: none"> <li>– Length of string</li> <li>– Tension in the string</li> <li>– Mass of string</li> <li>– thickness</li> </ul>		
48a	<p>Dispersion of Light is the splinting of white light into its constituent colours</p> <ul style="list-style-type: none"> <li>– Each coloured light has its own speed and refractive index</li> <li>– They are therefore deviated differently and dispersion takes place</li> </ul> <p>The spectrum is said to improved because colours overlap</p>		
b)			
c)			
49a)	$I_g = \frac{15}{1000} = 0.015A$ $I_s = 3 - 0.015$ $= 2.985A$		
b)	 <p>The diagram shows a circuit for an ammeter. It consists of a rectangular loop. The top horizontal wire has an arrow pointing to the right, indicating current flow. A component labeled '5Ω' is connected in parallel across this top wire. The bottom horizontal wire also has an arrow pointing to the right. A component labeled 'R<sub>s</sub>' and 'Shunt' is connected in parallel across this bottom wire. The left and right vertical wires connect the top and bottom horizontal wires, completing the circuit.</p>		

<p>50</p> <p>(a)i)</p> <p>ii)</p> <p>b)</p> <p>c)</p>	<p>P.d across shunt = P.d across the coil</p> $I_S R_S = I_m R_m$ $2.985 \times R_S = 0.015 \times 5$ $R_S = 0.0251 \Omega$ <p>Polarisation as applied to simple cells is the formation cells is the formation of hydrogen bubbles at the copper plate</p> <p>Local action is the formation of hydrogen bubbles on the zinc plate</p> <p>Potassium is minimized by using a depolarized by using a depolarized (manganese IV oxide or potassium dichromate)</p> <p>Local action is minimized by using pure zinc</p> <ul style="list-style-type: none"> <li>– Rechargeable</li> <li>– Last longer</li> <li>– Low internal resistance</li> <li>– Supply large currents</li> </ul>		

1(a) Momentum is the product of mass of body and its velocity;  
Force is that which changes a body's state of rest or of uniform motion in a straight line;

Accept Pull or Push

(b)  $F_H = 15 - 7 = 8\text{ N}$

$F_V = 25 - 10 = 15\text{ N}$

$F_R^2 = 8^2 + 15^2$

$F_R = \sqrt{64 + 225}$

$= \sqrt{289}$

$= 17\text{ N}$

$a = \frac{F}{m}$

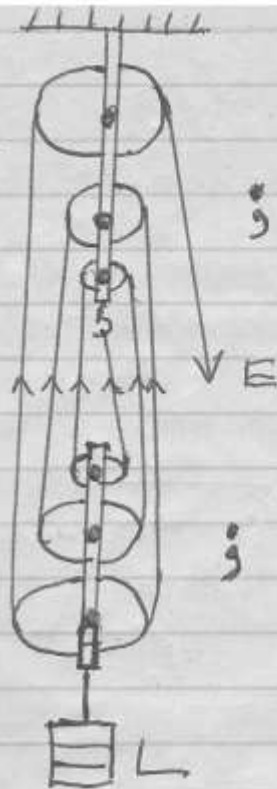
$= \frac{17}{3.4}$

$= 5\text{ m s}^{-2}$

(c) Drivers fasten seat-belts because when a vehicle start or stop moving, inertia acts on them; seat-belts tend to keep the drivers in one position; thus preventing them from injury as they jerk forward and backwards.

(d) A car moving with velocity  $30\text{ m s}^{-1}$  decelerated at rate of  $0.5\text{ m s}^{-2}$  for  $20\text{ s}$ ; and maintained a speed of  $20\text{ m s}^{-1}$  for  $30\text{ s}$ . Then the vehicle was brought to rest at, decelerated at  $1\text{ m s}^{-2}$  for  $10\text{ s}$ .

2(d)



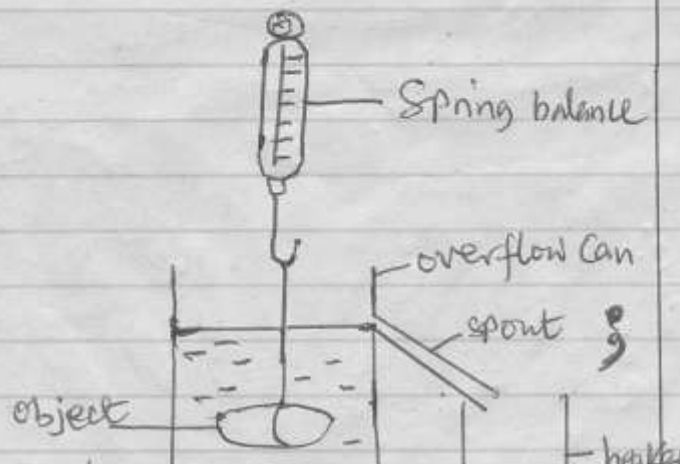
A complete workable  
drawing

- (ii) - lubricating movable parts  
to overcome friction ;  
- weight less pulleys,  
rope

oiling, greasing  
(any one)

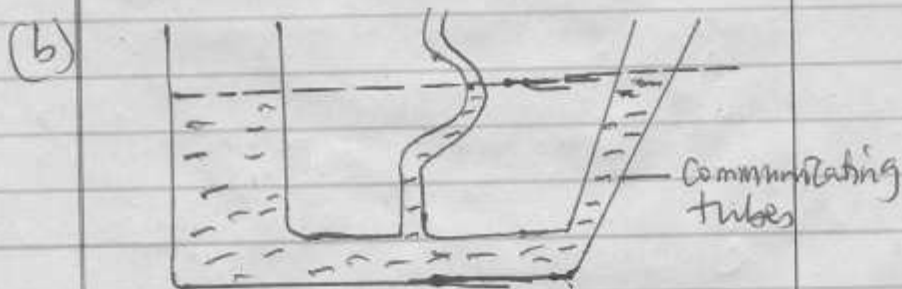
2(a)(i) Archimedes' principle states  
that when a body is wholly  
or partially immersed in a  
fluid it experiences an  
upthrust equal to weight  
of the fluid displaced. ;

(ii)



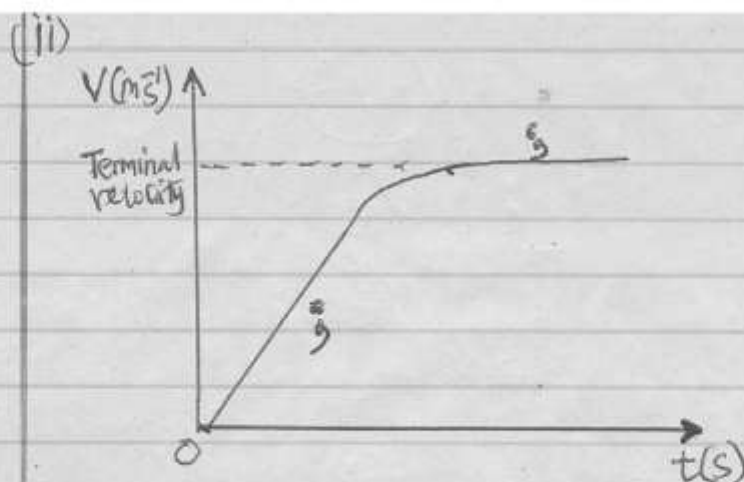
weigh the object in air.  
note its weight  $W$ . An overflow  
can is filled with water and  
when no more water drips  
out from the spout, an  
empty beaker is placed under  
the spout.

Carefully lower the object  
into the water until it is  
immersed. Record the apparent  
weight of the object,  $w_2$ .  
Obtain the weight of displaced  
water collected in the beaker,  $w_3$ .  
Determine the upthrust  $U = W - w_2$ .  
When weight of displaced  
water is equal to the  
upthrust ( $W = U$ ) the  
Archimedes' principle is  
verified.



Pour water from one side  
in a communicating vessel.  
The liquid is seen to rise.  
The height at which the  
water rises is the same  
level. It thus finds its own level.

C(i) Surface tension is the tangential  
force in the surface acting  
normally per unit length.



di) Whenever a force acts on one body, an equal and opposite force acts on some other body. To every action there is an equal and opposite reaction.

(ii) 
$$u = \frac{72 \times 1000}{60 \times 60}$$
  

$$= 20 \text{ m/s}^{-1}$$

Total momentum before collision = total momentum after collision

$$m_1 u_1 + m_2 u_2 = (m_1 + m_2) V$$

$$m_1 \times 20 + 2400 \times 0 = (m_1 + 2400) 4$$

$$20 m_1 = 4 m_1 + 9600$$

$$16 m_1 = 9600$$

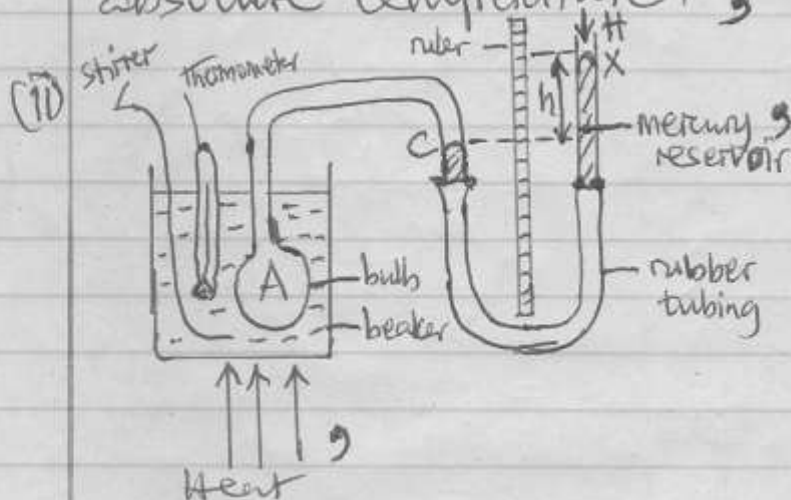
$$m_1 = 600 \text{ kg}$$

$\therefore$  Mass of Toyota Vehicle = 600 kg

3 a) Lower fixed point is the temperature of pure melting ice ;  
 upper fixed point is the temperature of steam from water boiling under standard atmospheric pressure of 760 mmHg ;

$$\begin{aligned}
 \text{(ii)} \quad T(K) &= 273 + t(\text{degree Celsius}) \\
 &= 273 + 25 \\
 &= 298 \text{ K}
 \end{aligned}$$

b) Pressure law states that the pressure of a given mass of gas at constant volume is directly proportional to its absolute temperature.

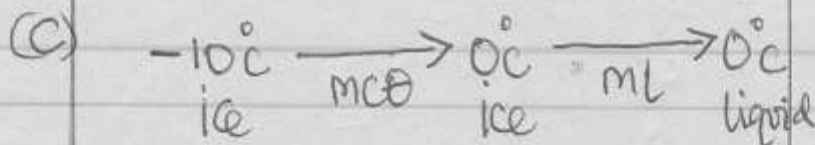


Accept other arrangements.

Dry air is trapped in bulb A by mercury then heated in a beaker containing water. The thermometer is adjusted until mercury surface at X coincides with fixed point C. The pressure is obtained and temperature recorded. The experiment is repeated for more values of pressure and corresponding temperature, T noted. Results are entered in table.

A graph of pressure against temperature is plotted. The slope of a straight line passing through the origin is obtained. The slope shows  $P \propto T$ , this verifies pressure law.





Electrical energy supplied = heat absorbed by ice ;

$$P \times t = mC\theta + mL_f$$

$$1800 \times 30 = m \times 2100(0 - (-10)) +$$

$$m \times 336000 ;$$

$$54000 = 21000m + 336000m$$

$$357000m = 54000 ;$$

$$m = \frac{54}{357} \text{ kg} ;$$

(d) Boiling

- occurs at the surface and inside the liquid (throughout liquid)

- occurs at fixed temperature or one temperature

- Temperature does not change

- Bubbles are seen

Evaporation

only at the surface of liquid. ;

occurs at all temperatures

may change.

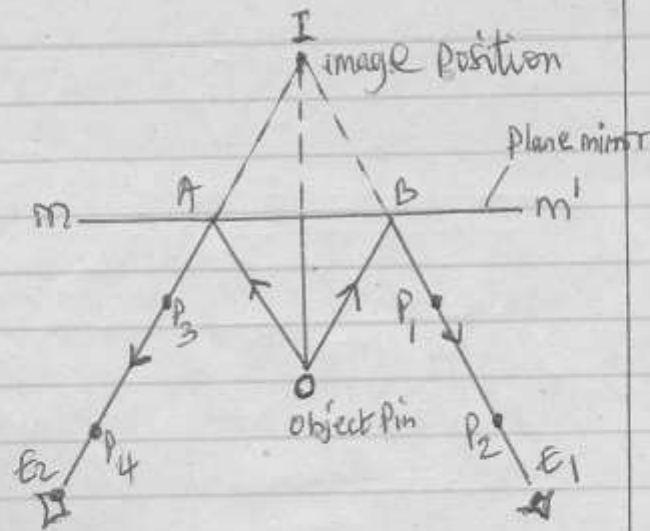
Bubbles not seen

(Any one)

4(a) The incident ray, reflected ray and the normal at point of incidence all lie in the same plane. ;

The angle of incidence is equal to angle of reflection ;

(b)



Fix a plane mirror vertically with its silvered surface on the line  $mm'$  drawn on a sheet of white paper on softboard. Pin  $O$  is stuck into the paper. With the eye at position  $E_1$  the  $P_1$  and  $P_2$  are stuck into the paper such that they are in straight line with the image  $I$  of the pin  $O$ . The plane mirror and  $P_1, P_2$  are removed. A line  $E_1B$  is drawn. Repeat the procedure with the eye at position  $E_2$ . The lines  $E_1B$  and  $E_2A$  are produced backward behind the mirror. Mark the point where they intersect. This is the position of image.

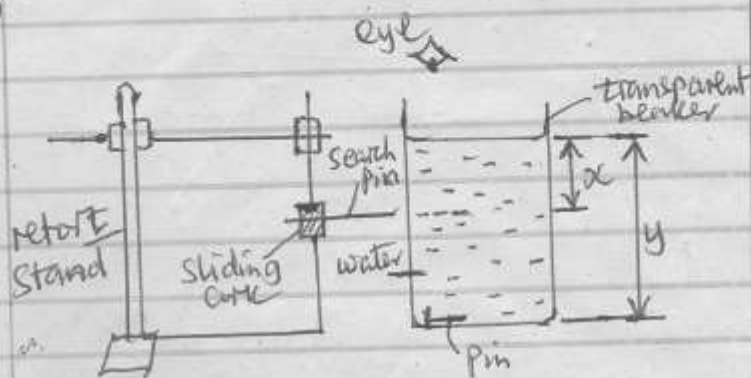
- C. object height is 2cm  
 object distance is 40cm  
 $\text{focal length} = \frac{f}{2} = \frac{30}{2} = 15\text{cm}$   
 horizontal:  $1\text{cm} = 5\text{cm}$   
 $11 = 8\text{cm} \quad f = 3\text{cm}.$

(i) Secondary colour is one formed by mixing two primary colours.

red, blue and green

any two

(ii)



A pin is placed at the bottom of a transparent beaker containing water. When the pin is viewed from above it appears raised. The cork is moved slowly to and fro by raising or lowering until the search pin appears to coincide with the image of the pin at the bottom. The apparent position of pin is located. The apparent depth  $x$  and real depth  $y$  of liquid are measured and recorded.

Refractive index,  $n$  of water =

$$\frac{\text{real depth } y}{\text{apparent depth } x}$$

5(a) Electric transformer is a device used for changing the voltage of alternating current supply.

(ii) - used to reduce high voltage

(ii) Cost of electricity = Power (kW)  $\times$  Time (hr)  $\times$  price

$$= \frac{60 \times 2}{1000} \times 10 \times 2 \times 1000$$

$$= 2400 \text{ p} \quad 3$$

b(i) - increasing the speed of rotation of the coil

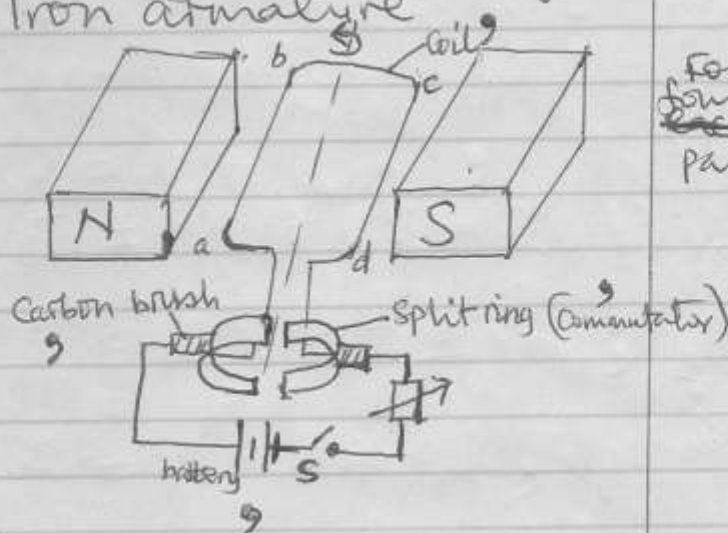
any two

- increasing the number of turns of the coil

- increasing the strength of the magnet

- winding the coil on soft iron armature

(ii)



For correct diagram  
Each labeled  
parts each  $\frac{1}{2}$

When the current is switched on two equal forces act on the coil and it rotates clockwise or anticlockwise. When the circuit is broken current does not flow but the coil still moves due to momentum.

The commutator then change contact as current direction in coil reverses. The process continues.

(c)  $V = V_g + V_m$

$$5 = \frac{10}{1000} \times 100 + \frac{10}{1000} \times R_m ;$$

$$5 = 1 + 0.01 \times R_m$$

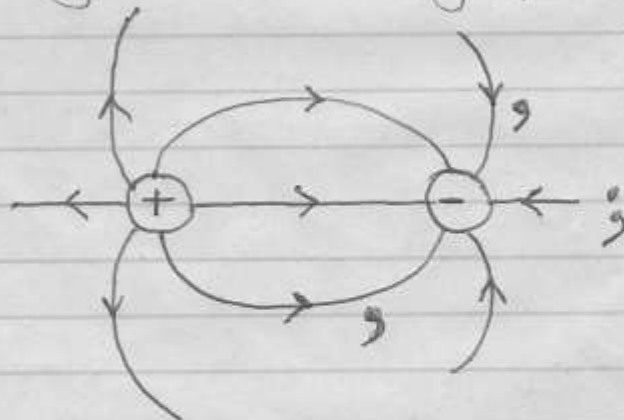
$$R_m = \frac{4}{0.01}$$

$$R_m = 400 \Omega ;$$

6a) Magnetic field is the space surrounding a magnet in which the magnetic force is exerted. ;

(ii) A cardboard is placed on top of a magnet and iron fillings are uniformly sprinkled over the cardboard. The iron fillings become magnetised by induction and they align in curved lines called magnetic lines of force ;

(b)

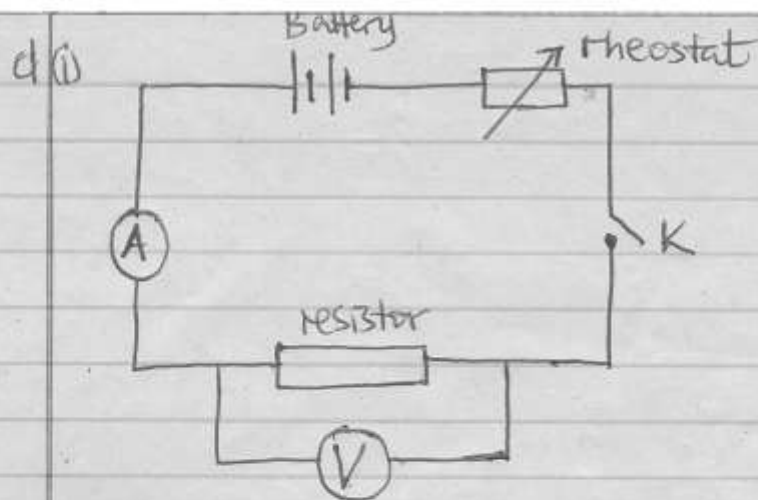


Unlike charges ;  
Pattern ;  
direction ;

6b) primary cell is one in which current is produced as a result of irreversible chemical change ; is one when runs down can not be recharged

(ii) - to be carried requires more care without the liquid spilling ; first two  
- produces less current.





The Cells, Ammeter, resistor are connected in series and the voltmeter across the resistor. The circuit is switched on. Rheostat is adjusted to its minimum, ammeter value  $I$  and voltmeter reading  $V$  noted. The procedure is repeated by adjusting the rheostat to obtain more values of  $I$  and the corresponding voltmeter reading  $V$ . The results are recorded in suitable table. A graph of  $V$  against  $I$  is plotted. A straight line passing through the origin is obtained and the slope of graph shows that  $V \propto I$ , is the relation.

(ii)  $E = 1.5V$ ,  $I = 0.6A$

$$\frac{1}{R} = \frac{1}{2} + \frac{1}{3}$$

$$\frac{1}{R} = \frac{3+2}{6}$$

$$R = \frac{6}{5}$$

$$R = \frac{2 \times 3}{2+3} = \frac{6}{5} \Omega$$

$$E = I(r + R)$$

$$1.5 = 0.6(r + 1.2)$$

$$1.5 = 0.6r + 0.72$$

$$0.6r = 0.78$$

$$r = 1.3 \Omega$$

- 7(a)(i) - They carry no charge ;
- They travel at speed of light ;
  - They are not deflected by magnetic field
  - They are not deflected by electric field
  - They are highly penetrative
  - They ~~less~~ produce less ionisation
  - They travel through vacuum

first two

(ii)

When the Cathode filament is heated by the low Voltage Supply, electrons are emitted by thermionic emission. ;  
 They are directed onto a metal target by the focussing cup and accelerated towards the target by the high Voltage connected across the anode and Cathode. ;  
 On striking the target, they are suddenly brought to rest, give up all their energy to it. ; The biggest percentage of the energy appears as heat, which is removed <sup>by the</sup> by the cooling fins, and a small percentage of energy is converted to hard X-rays when the p.d across

3  
16

2

(b) Measure both a.c and d.c  
 - has low resistance  
 - has no coil

first two

(c) (i) Half-life is the time taken for half the number of atoms of radioactive sample to decay.  
 is the time taken for radioactive sample/material/substance to decay by half its original mass.

(ii)

$$12 \times 2 \xrightarrow{16 \text{ hr}} 6 \times 2 \xrightarrow{16 \text{ hr}} 3 \times 2 \xrightarrow{16 \text{ hr}} 1.5 \times 2 \xrightarrow{16 \text{ hr}} 1.5 \text{ g}$$

$\therefore$  initial mass = 24g

$T = 64 \text{ hrs}$

$t_{1/2} = 16 \text{ hrs}$

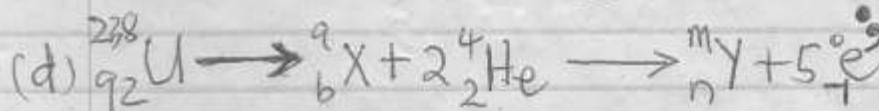
$m_1 = 1.5 \text{ g}$

$m_0 = ?$

$n = \frac{T}{t_{1/2}} = \frac{64}{16} = 4$

$\frac{m_0}{m_1} = 2^n \Rightarrow \frac{m_0}{1.5} = 2^4$

$m_0 = 2^4 \times 1.5 = 24 \text{ g}$



$238 = a + 2 \times 4$

$a = 230$

$92 = b + 2 \times 2$

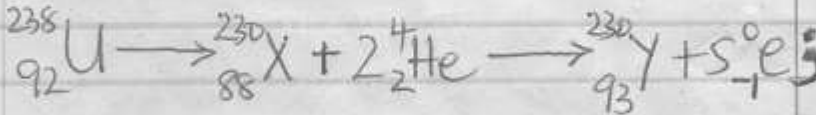
$b = 88$

$230 = m + 5 \times 0$

$m = 230$

$88 = n + 5 \times -1$

$n = 93$



(e) - focussing  
 - accelerating

8 a (i) Longitudinal wave is one in which particles of the medium vibrate parallel as the wave travel.

vibrate in the same direction

(ii) Destructive interference is one which occurs when the crest of one wave falls on trough of another waves.

b (i)



incident wave  
 barrier  
 pattern & direction

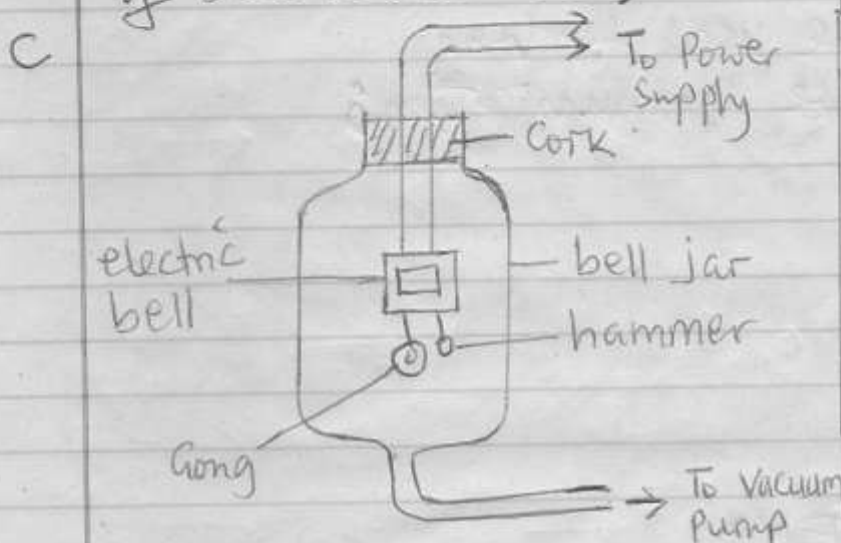


- b(ii) - Temperature ;  
 - Density of medium ;  
 - Wind when air is medium

2

(iii) During the <sup>hot</sup> day when sound waves pass through the layers of air, they bend upwards, or they are refracted away from the earth, thus loudness of sound decreases ;

2



Fix an electric bell in a bell jar and when it is switched on a loud sound is heard. When air inside the jar is gradually removed by means of a vacuum pump the loudness of sound heard decreases; but when all the air is completely removed no sound is heard even though the hammer is still seen hitting the gong. This shows that sound can not travel through vacuum. ;

(d) (i) amplitude =  $\frac{1}{2} \times 6 = 3\text{cm}$  ;

(ii)

$$\frac{1\lambda}{2} + \frac{1\lambda}{2} + \frac{1\lambda}{2} = 12\text{m} ;$$

$$\frac{3\lambda}{2} = 12$$

$$\lambda = \frac{12 \times 2}{3}$$

$$\lambda = 8\text{m} ;$$

(e) They are used for long distance communication ;

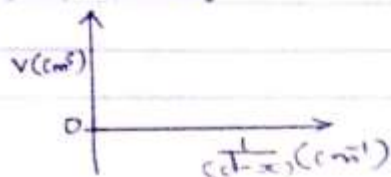
END

UMTA PHYSICS 535/3 MARKING GUIDE

- Qm1 R<sub>1</sub> - Recording the distance, d of the position G of the thread  
 $d = (49.0 - 51.0) \text{ cm}$  01
- R<sub>2</sub> - Recording the distance, z of the point of suspension of M from G.  
 $z = (11.3 - 12.8) \text{ cm}$  01
- C<sub>1</sub> - Calculation of M<sub>0</sub> from  
 $M_0 = 2.52$  - substitution -  $\frac{1}{2}$   
 - Arithmetic  $\frac{1}{2}$  01
- T<sub>1</sub> - Design of the table of results with at least 4 columns 0 $\frac{1}{2}$   
 - values of V entered in the stated order 0 $\frac{1}{2}$
- T<sub>2</sub> - Label of the columns  
 $V(\text{cm}^3)$ ,  $x(\text{cm})$ ,  $(d-x)(\text{cm})$ ,  $(\frac{1}{d-x})(\text{cm}^{-1})$  02  
 @  $\frac{1}{2}$
- T<sub>3</sub> - Recording 6 values of x to 1d.p increasing @ 1mk 06  
 - calculating 6 values of (d-x) to 1dp @  $\frac{1}{2}$  mark 03  
 - calculating 6 values of  $(\frac{1}{d-x})$  to 4dp @  $\frac{1}{2}$  mark 03
- 03  
18

$V(\text{cm}^3)$	$x(\text{cm})$	$(d-x)(\text{cm})$	$(\frac{1}{d-x})(\text{cm}^{-1})$
25	25.3 - 30.1		
50	32.8 - 37.1		
75	36.7 - 40.4		
100	39.1 - 42.4		
125	40.7 - 43.8		
150	41.8 - 44.8		

- G<sub>1</sub> - Title: A graph of V against  $(\frac{1}{d-x})$  01
- G<sub>2</sub> - Drawing axes with arrows 01  
 - Label of axes 01



Q3 - Suitable and convenient scales (the vertical scale must include negative values) @ 1 mark	02
Q4 - Correctly plotting 6 points @ $\frac{1}{2}$ mark	03
Q5 - Best straight line	01
	<u>09</u>

Iv - Intercept, c on the V-axis value - 1 mark	01
---	----

C <sub>2</sub> - Calculation of $M_1$ from $M_1 = -c$ - Substitution - $\frac{1}{2}$ - Arithmetic $\frac{1}{2}$	01
---	----

C <sub>3</sub> - Calculation of $y = \frac{M_0 + M_1}{2}$ - Correct calculation - $\frac{1}{2}$ - Accuracy (29.0 - 31.0) - $\frac{1}{2}$	01
	<u>03</u>

Total 30 marks



On 2 R<sub>1</sub> - Recording the value of  $\theta = (6-8)^\circ$

0 d.p - value 1mk  
unit  $\frac{1}{2}$ mk

1½

R<sub>2</sub> - Recording the value of  $x = (0.6-0.8)$ cm

1 d.p value  $\frac{1}{2}$ mk  
unit  $\frac{1}{2}$ mk

01

T<sub>1</sub> - Design of the table of results with at least 5 columns

0½

- values of  $i$  entered in the stated order

0½

T<sub>2</sub> - Label of the columns

$i(^{\circ})$ ,  $\theta(^{\circ})$ ,  $x(\text{cm})$ ,  $\frac{x}{4}(\text{cm})$ ,  $\sin \theta$   
@  $\frac{1}{2}$ mk.

02½

T<sub>3</sub> - 5 values of  $\theta$  increasing to 0 d.p  
@ 1mk

05

- 5 values of  $x$  increasing to 1 d.p  
@  $\frac{1}{2}$ mk

02½

- 6 values of  $\frac{x}{4}$  correctly calculated to 2 d.p @  $\frac{1}{2}$ mk

03

- 6 values of  $\sin \theta$  correctly calculated to 3 d.p @  $\frac{1}{2}$ mk

03

19½

$i(^{\circ})$	$\theta(^{\circ})$	$x(\text{cm})$	$\frac{x}{4}(\text{cm})$	$\sin \theta$
10	6-8	0.6-0.8		
20	12-15	1.3-1.4		
30	18-21	1.9-2.1		
40	23-28	2.5-2.7		
50	28-34	2.9-3.2		
60	33-39	3.3-3.6		

G<sub>1</sub> - Title: A graph of  $\frac{x}{4}$  against  $\sin \theta$

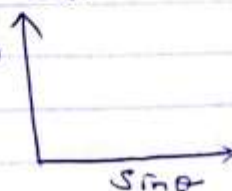
0½

G<sub>2</sub> - Drawing axes with arrows

01

- Label of axes  $\frac{x}{4}(\text{cm})$

01



Q3 - Suitable and convenient scales @ 1mk 01

Q4 - Correctly plotting 6 points @  $\frac{1}{2}$ mk 03

Q5 - Best straight line 01

Q6 - Method of finding the slope 01  
10

C1 - Calculation of the slope,  $\beta$   
- Substitution -  $\frac{1}{2}$   
- Arithmetic -  $\frac{1}{2}$   
- Accuracy (1.4 - 1.6) -  $\frac{1}{2}$  1½

Total 30 marks.

Ans B<sub>1</sub> - Recording the value of  $I = (0.36 - 0.86)A$   
to 2dp - value -  $1\frac{1}{2}$  mk.

unit  $\frac{1}{2}$  mk

02

T<sub>1</sub> - Design of the table of results with  
at least 3-columns

0 $\frac{1}{2}$

- L-values entered in the stated  
order

0 $\frac{1}{2}$

T<sub>2</sub> - Label of the columns

L(cm), I(A),  $\frac{1}{I}(A^{-1})$  @  $\frac{1}{2}$  mk.

1 $\frac{1}{2}$

T<sub>3</sub> - Recording 5 values of I decreasing  
2 d.p @  $1\frac{1}{2}$

7 $\frac{1}{2}$

- 6-values of  $\frac{1}{I}$  correctly calculated  
to 1dp @  $\frac{1}{2}$

03

L(cm)	I(A)	$\frac{1}{I}(A^{-1})$
10.0	0.36 - 0.86	
20.0	0.28 - 0.68	
30.0	0.24 - 0.58	
40.0	0.20 - 0.50	
50.0	0.18 - 0.44	
60.0	0.16 - 0.38	

G<sub>1</sub> - Title: A graph of  $\frac{1}{I}$  against L

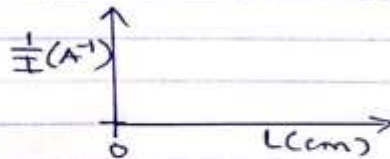
01

G<sub>2</sub> - Drawing axes with arrows

01

- Label of axes with units

01



G<sub>3</sub> - Suitable and convenient scales  
@ 1mk

02

G<sub>4</sub> - Correctly plotting 6 points @  $\frac{1}{2}$  mk

03

G<sub>5</sub> - Best straight line

01

G<sub>6</sub> - method of finding the slope

01

10

$C_1$  - Calculation of the Slope,  $S$

- Substitution -  $\frac{1}{2}$

- Arithmetic -  $\frac{1}{2}$

- Unit ( $A^{-1}cm^{-1}$ ) -  $\frac{1}{2}$

1½

$I_V$  - Intercept,  $C$  on the  $\frac{1}{I}$  axis

- value -  $\frac{1}{2}$

- Unit ( $A^{-1}$ ) -  $\frac{1}{2}$

01

$C_2$  - Calculation of the Constant  $K$  from

$$C = K \cdot l$$

- Substitution -  $\frac{1}{2}$

- Arithmetic -  $\frac{1}{2}$

- Unit (cm) -  $\frac{1}{2}$

1½

$C_3$  -  $K$  - represents the length of the wire

01

05

Total 30 marks



$C_1$  - Calculation of the slope,  $S$

- Substitution  $-\frac{1}{2}$

- Arithmetic  $-\frac{1}{2}$

- Unit ( $A^{-1}cm^{-1}$ )  $-\frac{1}{2}$   $1\frac{1}{2}$

$I_V$  - Intercept  $C$  on the  $\frac{1}{I}$  axis

- value  $-\frac{1}{2}$

- Unit ( $A^{-1}$ )  $-\frac{1}{2}$   $01$

$C_2$  - Calculation of the Constant  $K$  from

$$C = KS$$

- Substitution  $-\frac{1}{2}$

- Arithmetic  $-\frac{1}{2}$

- Unit (cm)  $-\frac{1}{2}$   $1\frac{1}{2}$

$C_3$  -  $K$  - represents the length of the wire

$01$

$05$

Total 30 marks.

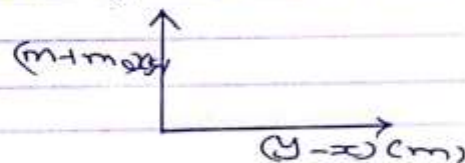
# PHYSICS 535 / 4

## UMTA PHYSICS 535/4 MARKING GUIDE 2022

- Qn.1 R<sub>1</sub> - Recording the length  $x$  of the spring and unit 1 d.p.  
 $x = (2.5 - 9.0) \text{ cm}$  1½
- T<sub>1</sub> - Design of the table of results with at least 4 columns  
 - m-values entered in the stated order 5½
- T<sub>2</sub> - Label of the columns with units m(kg), ~~x~~ y(cm), (m+m<sub>0</sub>)(kg), (y-x)(m) 02
- T<sub>3</sub> - Recording 6 values of y increasing to 1 d.p.  
 - 6 values of (m+m<sub>0</sub>) correctly calculated to 3dp @ ½mk 06  
 - 6 values of (y-x) correctly calculated in metres to 3d.p @ ½ 03

m(kg)	y(cm)	(m+m <sub>0</sub> )(kg)	(y-x)(m)
0.100	71-16.0	0.200	
0.200	8.9-21.0	0.300	
0.300	12.0-26.0	0.400	
0.400	14.4-31.0	0.500	
0.500	16.9-36.0	0.600	
0.600	19.3-41.0	0.700	

- G<sub>1</sub> - Title: A graph of (m+m<sub>0</sub>) against ~~x~~ (y-x) 01
- G<sub>2</sub> - Drawing axes with arrows  
 - Label of the axes with units 01



- G<sub>3</sub> - Suitable and convenient scales @ 1mk. 02
- G<sub>4</sub> - Correctly plotting 6 points @ ½ 03

G<sub>5</sub> - Best straight line

G<sub>6</sub> - method of finding the slope

07

07

10.

C<sub>1</sub> - Calculation of the slope,  $s$

- substitution -  $\frac{1}{2}$

- Arithmetic -  $\frac{1}{2}$

- unit ( $\text{kgm}^{-1}$ ) -  $\frac{1}{2}$

01½

C<sub>2</sub> - Calculation of the constant,  $f$   
of the spring from  $s = \frac{f}{g}$

Where  $g = 10 \text{ N kg}^{-1}$ .

- Substitution -  $\frac{1}{2}$

- Arithmetic -  $\frac{1}{2}$

- unit ( $\text{Nm}^{-1}$ ) -  $\frac{1}{2}$

- Accuracy (30-40) -  $\frac{1}{2}$

02

30



Qn:2 P<sub>1</sub> - Recording the value of  $x$  and unit to 1 d.p

$$x = (14.0 - 16.0) \text{ cm}$$

P<sub>2</sub> - Recording the value of  $d_2$  when  $d_1 = 4.5x$  with or without unit  
 $d_2 = (81.0 - 92.6) \text{ cm}$ .

T<sub>1</sub> - Design of the table of results with at least 5 columns

-  $d_1$ -values entered in the stated order

T<sub>2</sub> - Label of the columns with units  $d_1(\text{cm})$ ,  $d_2(\text{cm})$ ,  $(d_2 - d_1)(\text{cm})$ ,  $d_1(d_2 - d_1)(\text{cm}^2)$   
 @  $\frac{1}{2}$

T<sub>3</sub> - 6 values of  $d_1$  correctly calculated  
 Any two  $\frac{1}{2}$

- Recording 5 more values of  $d_2$  decreasing to 1 d.p @ 1mk

- 6 values of  $(d_2 - d_1)$  correctly calculated to 1 d.p. @  $\frac{1}{2}$

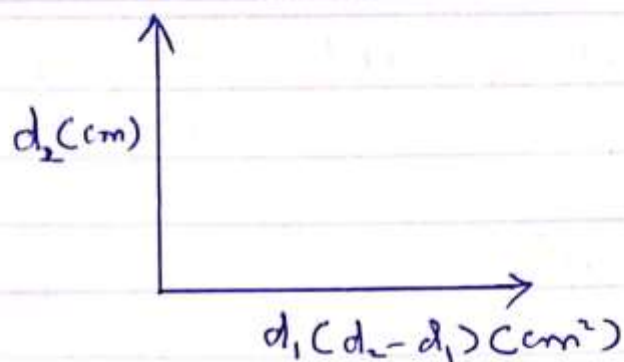
- 6 values of  $d_1(d_2 - d_1)$  correctly calculated to 0 d.p @  $\frac{1}{2}$

$d_1(\text{cm})$	$d_1(\text{cm})$	$d_2(\text{cm})$	$(d_2 - d_1)(\text{cm})$	$d_1(d_2 - d_1)(\text{cm}^2)$
4.5x		81.0 - 92.6		
4.0x		74.6 - 85.4		
3.5x		68.0 - 78.4		
3.0x		63.0 - 72.0		
2.5x		58.0 - 66.8		
2.0x		56.0 - 64.0		

G<sub>1</sub> - Title: A graph of  $d_2$  against  $d_1(d_2 - d_1)$

G<sub>2</sub> - Drawing axes with ~~units~~ arrows  
 - Label of axes

Q3 -



Q3 - Suitable and convenient scales

Q4 - Correctly plotting 6 points @  $\frac{1}{2}$

Q5 - Best straight line

Q6 - method of finding the slope

c<sub>1</sub> - calculation of the slope,  $S$

Correct calculation ---  $\frac{1}{2}$   
Unit ( $\text{cm}^{-1}$ ) ---  $\frac{1}{2}$

c<sub>2</sub> - calculation of the constant  $\beta$  from

$$S = \frac{1}{\beta}$$

- correct calculation ---  $\frac{1}{2}$

- Unit ---  $\frac{1}{2}$

- Accuracy (14.0 - 16.0) ---  $\frac{1}{2}$

Total 30 marks.

Q.3 R<sub>1</sub> - Recording the value of the voltmeter reading,  $E = (1.30 - 1.70) \text{ V}$  2 d.p. 01

T<sub>1</sub> - Design of the table of results with at least 5 columns 0½

- L-values entered in the stated order 0½

T<sub>2</sub> - Label of the columns  
L(m), V(V), I(A), (E-V)(V),  $\frac{(E-V)}{I}(\Omega)$  2½

T<sub>3</sub> - Recording 6 values of V decreasing to 2 d.p. @ 1 mV 06

- Recording 6 values of I decreasing to 2 d.p. @ 1 mA 06

- 6 values of (E-V) correctly calculated to 2 d.p. @ any two ½ mV 0½

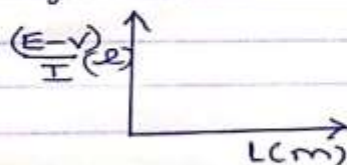
- 6 values of  $\frac{(E-V)}{I}$  correctly calculated to 1 d.p. any I two ½ mA 0½

L(m)	V(V)	I(A)	(E-V)(V)	$\frac{(E-V)}{I}(\Omega)$
0.100	0.60 - 1.25	0.30 - 0.64		
0.200	0.45 - 1.10	0.24 - 0.54		
0.300	0.40 - 0.95	0.20 - 0.48		
0.400	0.35 - 0.85	0.16 - 0.42		
0.500	0.30 - 0.75	0.14 - 0.38		
0.600	0.25 - 0.70	0.12 - 0.36		

G<sub>1</sub> - Title: A graph of  $\frac{(E-V)}{I}$  against L 01

G<sub>2</sub> - Drawing axes with arrows @ ½ 01

- Label of the axes with units @ ½ 01



G<sub>3</sub> - Suitable and convenient scales @ 1 mV. 02



Q<sub>4</sub> - Correctly plotting 6 points @  $\frac{1}{2}$  03

Q<sub>5</sub> - Best straight line 01

Q<sub>6</sub> - method of finding the slope  $\frac{01}{10.}$

C<sub>1</sub> - calculation of the slope,  $\lambda$   
Correct calculation -  $\frac{1}{2}$   
Unit ( $\text{cm}^{-1}$  or  $\text{V}^{-1}\text{m}^{-1}$ ) -  $\frac{1}{2}$  01

30.

# BIOLOGY 553 / 1

UCE BIOLOGY / 1

553/1

LIMITA GUIDE 2022

## SECTION A (30 MARKS)

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

## SECTION B (40 MARKS)

31 (a) See graph.

Rej-Initiating  
31 (b) (i) Gradual increase in growth, between 0.1 to 0.3 ppm;  
Rapid decrease in growth, between 0.3 to 0.6 ppm;  
Very gradual decrease in growth, between 0.6 to 0.9 ppm;  
Rej: Very.

31 (b) (ii)  
Rej-Constant growth  
- Small growth.  
- Gradual increase in growth, between 0.1 to 0.3 ppm;  
- Gradual increase in growth, between 0.3 to 0.6 ppm;  
- Rapid increase in growth, between 0.6 to 0.9 ppm;  
- Maximum growth at 0.8 ppm;  
- Rapid decrease, between 0.8 to 0.9 ppm.

(c) Light; ✓  
Gravity; ✓

(d) Phototropism; ✓  
Geotropism; ✓



# UGANDA NATIONAL EXAMINATIONS BOARD

(To be fastened together with other answers to paper)

UACE

Candidate's Name

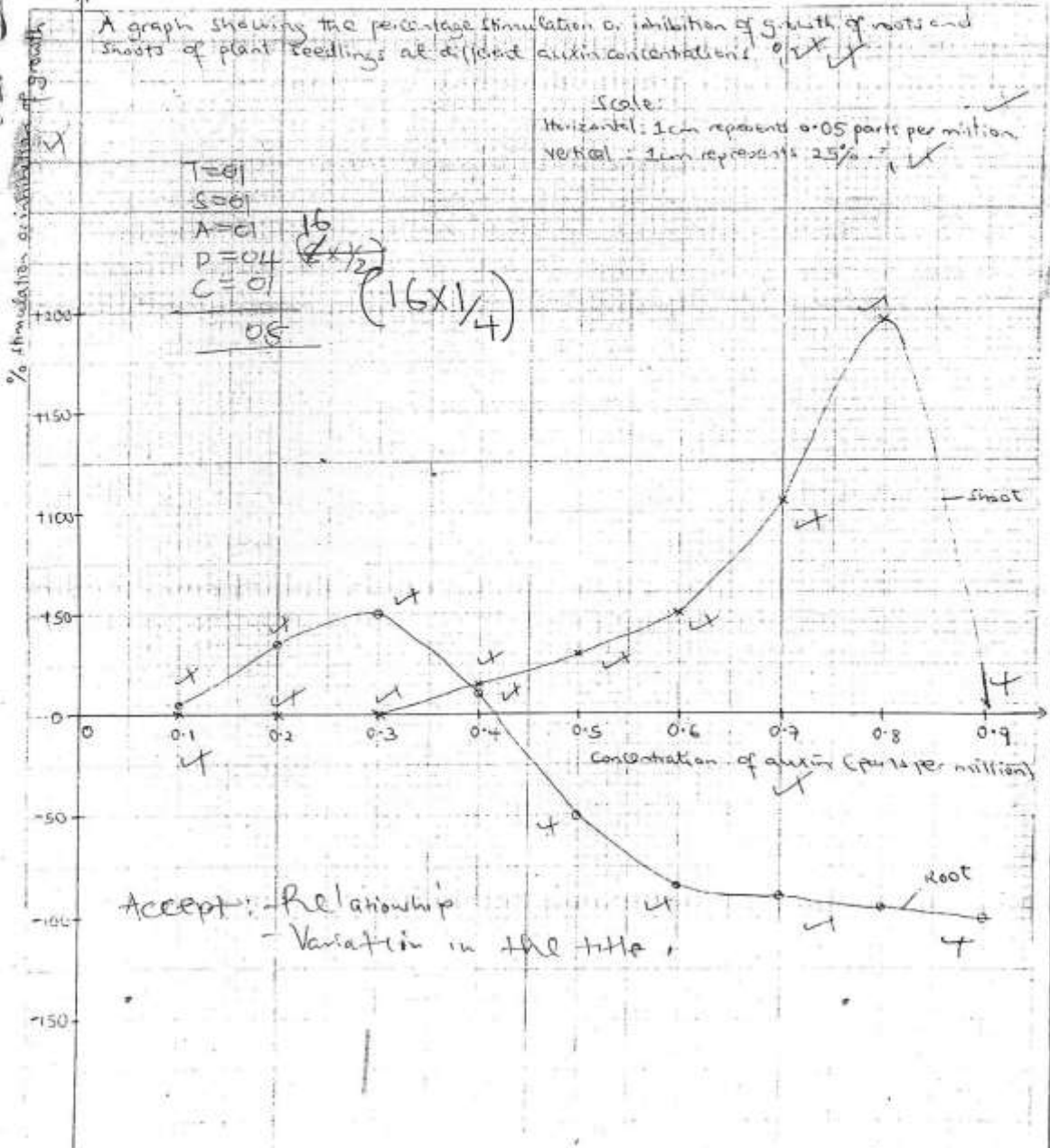
Random No.

Signature

Personal Number

Subject Name

Paper code



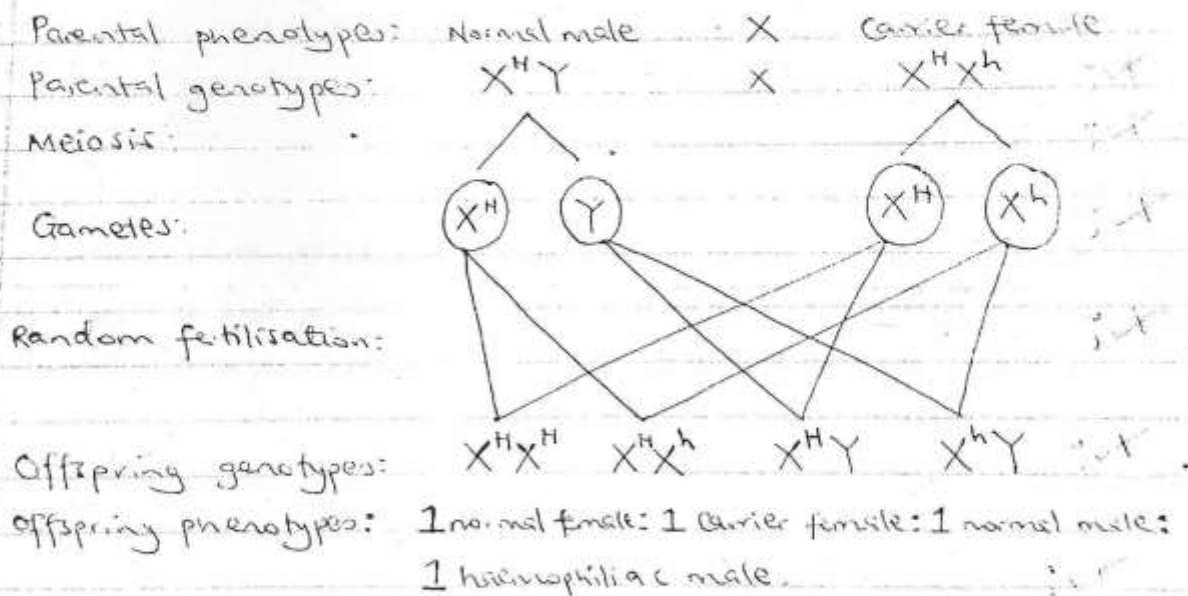
32. (a)

Sex-linked traits are traits which are controlled by genes located on sex chromosomes; while sex-limited traits are those which occur more frequently in one sex and not in the other.

02

(b)

Let:  $H$  represent allele for normal blood clotting;  
 $h$  represent allele for haemophilia;  
 $XX$  represent the female genotype;  
 $XY$  represent the male genotype.



(c) The allele for haemophilia is recessive and is carried on the X chromosome. A male has one X chromosome and therefore requires only one recessive allele to be haemophilic, while a female has two X chromosomes and therefore requires two recessive alleles to be haemophilic, which is less likely to occur.

33.

(a)

An enzyme is an organic molecule protein in nature which speeds up a chemical reaction in the body, but remains unchanged at the end of the reaction.

(b)(i)

Saliva moistens and binds chewed food, enabling to be formed into a bolus, and lubricates the bolus, for easy swallowing.

Saliva contains enzyme salivary amylase, which hydrolyses/breaks down starch to maltose.

(ii)

Bile contains bile salts, which emulsify fats, (break down fats into tiny oil droplets) thereby increasing the surface area for the action of the enzyme pancreatic lipase, in the duodenum.

Bile contains alkaline salts, which neutralise the acidic chyme, from the stomach and thus providing a suitable pH for the action of pancreatic enzymes, in the duodenum.

(c)

An enzyme has an active site, with a specific shape into which only the substrate with a complementary shape can fit.

34.

(a)

The wall of the left ventricle is thicker than that of the right ventricle, because the right ventricle pumps blood to the lungs which are close to the heart, and therefore a lower pressure of blood is required, in order not to damage the lung capillaries, while the left ventricle pumps blood to the rest of the body parts, some of which are far from the heart, and therefore a higher pressure of blood is required, in order for blood to reach those parts in sufficient amount and in time.

(b)

(i)

The heart rate would increase, because of low oxygen concentration / partial pressure at high altitude.

(ii)

The heart rate would increase, due to secretion of adrenaline from the adrenal gland into the bloodstream.

(c)

- Biconcave shaped to increase surface area to volume ratio allowing rapid diffusion of respiratory gases.
- Are thin, reducing distance for diffusion of respiratory gases.
- Lack a nucleus when mature to provide more room for accommodation of haemoglobin.
- Lack mitochondria to provide more room for Hb, and to prevent usage of oxygen <sup>in respiration</sup> as it is being transported.
- Have a flexible shape enabling them to squeeze through narrow blood capillaries.

35

(9)(i)

Sperm

Sperm cell	Ovum
- Motile ✓ Mobile	Non-motile ✓ Immobile
- Has a tail/flagellum	Tail is absent ✓
- Does not contain food store	Contains food store ✓
* Produced continuously	Produced once per month in cycles ✓
- Is smaller	Is larger ✓
- Has an acrosome	Acrosome is absent ✓
- Produced in testes	Produced in ovaries ✓

of max first 2

(12)(b)

- Numerous mitochondria in the middle piece, to produce energy needed for the beating movement of the tail allowing the sperm to swim; ✓
- Has a flagellum/tail, for propelling the sperm forward; ✓ and help <sup>for</sup> in penetration of the ovum when it meets; ✓
- Has the acrosome which contains hydrolytic enzymes; ✓ which digest a path through the zona pellucida during fertilisation; ✓

03 max

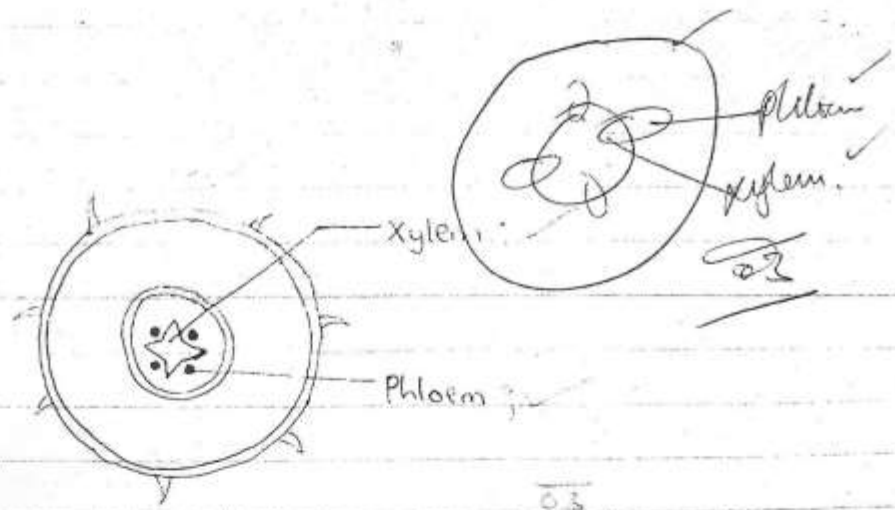
(13)

Sexual reproduction involves production of fewer offspring; ✓ as compared to asexual reproduction, resulting in a low rate of population growth; ✓ preventing overcrowding; ✓ and hence reducing competition for resources; ✓ and the spread of diseases; ✓

Sexual reproduction brings about genetic variation; ✓ unlike asexual reproduction among the offspring such that they become adapted to the changing environmental conditions; ✓ and hence increasing their chances of survival; ✓

37.

(4/5/1) 36



(b)

Phloem ; transports manufactured food from the leaves to all other plant parts ; ✓

Xylem ; transports water and mineral salts from the roots to the other parts of the plant ; ✓

(c)

Leaf tendrils ; provide support for climbing plants ; ✓

Leaf spines ; For defence against <sup>herbivores/grazers (browsers)</sup> ~~predation~~ / ~~erucids~~ ; ✓

Stass leaves ; Protect the axillary bud from mechanical injury and drying out ; ✓

Insectivorous leaves ; Capture and digest insects and hence allowing the plant to obtain certain nutrients ; ✓

Phytophylum leaves ; for reproduction ; ✓

- Thorns ; for water conservation ✓

- Buds or natches ; for vegetative reproduction ✓

- Thick / Condensed ; to store water ; and food ✓

10

## Adaptations

- Broad with a flat surface: providing a large surface area for absorption of sunlight and carbon dioxide.
- Thin lamina to allow diffusion of  $\text{CO}_2$  across a short distance to reach palisade cells.
- Numerous stomata; increase the rate of exchange of  $\text{O}_2$  and  $\text{CO}_2$ .
- Numerous chloroplasts; to increase surface area for absorption of sunlight.
- Leaves are arranged in a mosaic way; which enables each to get exposed to sunlight.

Transparent cuticle on upper epidermis; to allow penetration of sunlight.

Leaves possess petiole; which exposes the lamina to sunlight.

The waxy cuticle; prevent photosynthesizing tissues from being desiccated.

Network of Veins (Vascular tissues): Xylem and phloem. Xylem transports water and mineral salts, phloem transports food (starch) up to the stem.

More stomata on the lower surface than the upper surface to reduce the rate of transpiration.

- Numerous air spaces in the spongy mesophyll for diffusion of respiratory gases.



## UCE MOCK EXAMINATIONS 2022

## BIOLOGY PRACTICAL 553/3

## Paper 2

Time: 2 Hours

## INSTRUCTIONS:

Answer all questions.

Use sharp pencils for your drawings.

1. You are provided with specimens **Q** which is a plant organ. Using a cork borer, produce **six** cylinders measuring 2 cm long from specimen **Q**. Label **six** test tubes 1, 2, 3, 4, 5, and 6. Add 6 cm<sup>3</sup> of hydrogen peroxide to test tube 1, 2, 3, 4 and 5, then 6cm<sup>3</sup> of distilled water to test tube 6. Tie a string around one cylinder and suspend it in boiling water for **five** minutes and then cool it by placing it in cold water. Cut one of the pieces into eight pieces.
- (a) Carry out the following tests; record your observations and deductions in the table below.

(12 marks)

Tests	Observations	Deductions
(i). To test tube 1 add a flesh cylinder.	Many gas bubbles/fast effervescence; moderate froth	Fast decomposition/breakdown of Hydrogen peroxide;
(ii). To test tube 2 add a cylinder cut into 8 pieces	Very many gas bubbles/very fast effervescence;	Very fast decomposition of Hydrogen peroxide;
(iii). To test tube 3 add the boiled cylinder	No gas bubbles/effervescence; no froth	No decomposition of hydrogen peroxide; no reaction
(iv). To test tube 4 add 1 cm <sup>3</sup> of dilute Hydrochloric acid and mix thoroughly. Add a flesh cylinder.	Very few gas bubbles/Very slow effervescence;	Very slow decomposition of Hydrogen peroxide;
(v). To test tube 5, add 1 cm <sup>3</sup> of dilute Sodium hydroxide and mix thoroughly. Add a flesh	Few gas bubbles/slow effervescence;	Slow decomposition of Hydrogen peroxide;



cylinder.	✓	✓
(vi). To test tube 6, add a flesh cylinder.	No gas / no bubbles bubbles/effervescence;	No decomposition of <sup>water</sup> <del>Hydrogen peroxide</del> ; die NO reaction

(b) Explain

(i) Your results in test tubes 6 <sup>water</sup> ✓ (02 marks)

(ii) No decomposition of ~~Hydrogen peroxide~~; because water is not a substrate to the active ingredient in Q; <sup>1</sup> Catalase enzyme

(iii) the differences in results for Test tubes 1 and 2 (04 marks)

Faster decomposition of Hydrogen peroxide in test tube 2 than 1; because

Cutting into smaller pieces exposed more molecules of active substance to  $H_2O_2$ /substrate; <sup>owtte</sup> / increases the SA. for the active substance

4 and 5

Faster decomposition of  $H_2O_2$  in test tube 5 than 4; because active ingredient in Q works better in slightly alkaline medium than acid; <sup>slightly higher pH than lower pH</sup>

(c) State three conclusions of the investigations from your results

(02 mar) <sup>Reaction increases with increase in SA</sup> ✓ <sup>any 2</sup>  
 → Active ingredient in A and B is denatured/destroyed by high temperatures/boiling;

→ Active substance works slowly in acidic medium; <sup>works faster/better in alkaline medium / higher pH</sup>

→ Water is not a suitable ~~substrate~~ <sup>the active ingredient</sup> for <sup>20</sup>

2. You are provided with specimens W, X, Y and Z which belong to the same phylum. Observe the specimens and answer the questions that follow.

(a) Give two reasons why they belong to a named phylum and class (06 marks)

Phylum- Arthropoda; *Rej. Anthropoda / Arthropods!*

Reasons- Exoskeleton; Jointed <sup>Appendages</sup> limbs; Segmented body; *Rej. any other appendages only. Acc limbs/legs.*

Class- Insecta; *Rej. any wrong spellings.*

Reasons- Three main body parts; 3 pairs of legs; 3 thoracic segments;

*Any two reasons @ 1 mark*

(b). Describe how the mouth parts and legs enable animal W to survive successfully in its habitat

(i) Mouth parts

(03 marks)

- *Hard /serrated mandibles; for biting/ chewing; cutting*
- *Hairy maxillae; for sensitivity to taste;*
- *Segmented maxillae; for flexibility/ directing food into the mouth;*

*Mark structure description and function*

(ii) Legs

- *Segmented legs; for flexibility during movement;*
- *Long legs; for swift /fast movement;*
- *Spines on the legs; for defense/s / protection.*
- *Arolium; for movement on smooth surfaces;*
- *Claws; for clinging on rough objects;*

*Ignore; help, assist*

*Any two @ 1 1/2*

*(3 mks)*

*Any two @ 1 1/2*

*cockroach - mark bee - Housefly*

(c). Using mouth parts and wings construct a dichotomous key for specimens W, X, Y and Z

(03 marks)

1(a) Specimen with wings.....to 2;

(b) Specimen without wings.....Z;

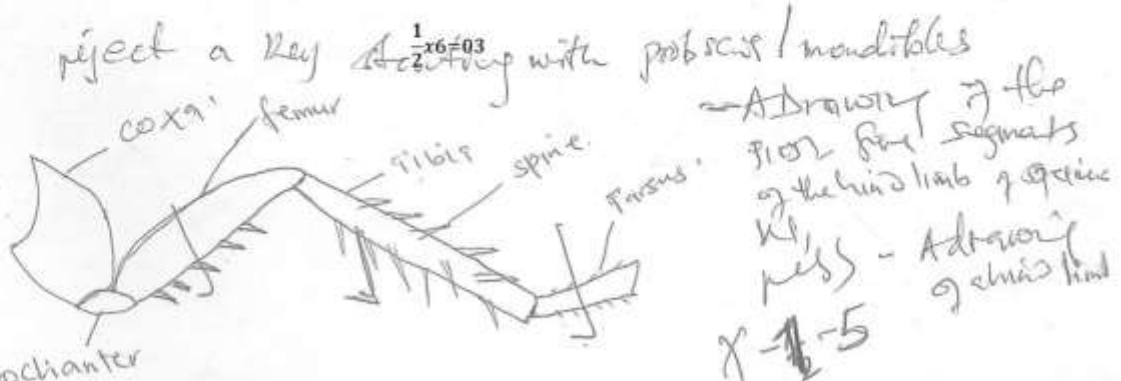
2 (a) Specimen with 2 wings.....Y;

(b) Specimen with 4 wings.....to 3; ✓

3 (a) Specimen with blunt mandibles.....X;

(b) Specimen with serrated mandibles.....W; ✓ 03

T-1/2  
A-02  
L-1/2  
M-1/2  
A-1/2  
N-1/2  
5/2



(d). Cut off the hind limb of specimen W. Using a hand lens where necessary observe the hind limb carefully, then draw the first five segments from the point of attachment to the body.

- coxa  
trochanter  
femur  
tibia  
tarsus



coxa, trochanter, femur, tibia, tarsus

(05 marks)

20/2

3. You are provided with specimens R, S and T.

(a) Carefully observe the specimens, using a hand lens where necessary. Describe the main features of petals, sepals, stamens and pistil of the specimens and record in the table below.

(08 marks)

Part of specimen	R (cassia)	S (tobacco)
Petals	5; free/separate/polypetalous; Brightly coloured; veined; broad; smooth petals	5; fused/gamopetalous; brightly coloured; have nectar guides; fused; Acc. perianth
Sepals	Free/polysepalous/separate; Brightly coloured; five smooth	5; free/gamiosepalous; fused; dull coloured; pointed; heavy, smooth

5 fused petals  
φ 2  
green colour

		tips; <i>self</i> Ace: perianth
Stamens	10/3 short and 7 long; Brightly coloured; Short filaments; Bilobed anthers; <del>long</del> Curved filaments	5; filaments of varying length; bilobed anthers;
Pistil	One; Curved ovary; pointed stigma; Short style; superior ovary;	One; round stigma; superior ovary; long style

- (b) How is specimen T suited for its agent of pollination? (04 marks)

- petals are broad to be easily seen / landing size*
- Has brightly coloured petals; to attract insect pollinators;
  - Has ~~pollen~~ <sup>nectar</sup> guides; to lead insects to nectarines;
  - Has nectarines; which produce nectar that attract insects;
  - Scented; to attract insects;
  - sticky polliniferous; for attachment on bodies of pollinators
- Any 2x2

- (c) (i) State the type of pollination of specimen R basing on its structure. Give a reason for your answer. (02 marks)

Type of pollination - Cross pollination; ✓

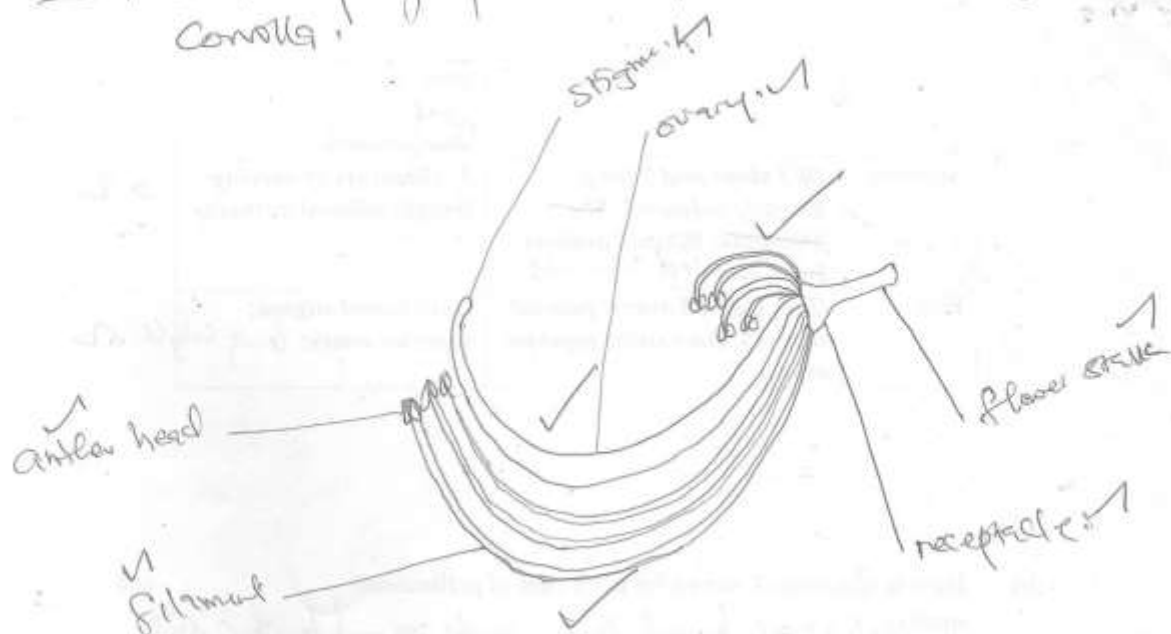
Reason - Stigma above anthers / Anthers below stigma; ✓

- brightly coloured petals to attract pollinators
- being large / broad / open petals to attract pollinators

- (ii) Remove the calyx and corolla from specimen R, draw and label the remaining part.

(06 marks)

- A drawing of Specimen R, without Calyx and Corolla.



- a drawing of the remaining parts of Specimen R, without Calyx and Corolla.

Ref - A drawing of Specimen R  
- a drawing of the remaining parts of Specimen R.

1-21  
A-2  
✓ 1 an 2  
M-1/2  
A-1/2  
N-1/2  
-----  
05 1/2

X 1/2 3

19 1/2

**UCE MARKING GUIDE**  
**BIOLOGY 553/2**  
**JOINT MOCK EXAMINATION**

1(a) **Table 1**

Observation	Deduction
(i) Colourless solution turns to a brown solution	Starch absent      02 ½
(ii) Colourless solution turns to a blue solution and remains a blue solution .occ and remains	Reducing sugars absent    02 ½
(iii) Colourless solution remains a colourless solution and turns to a blue solution to a great solution to a yellow precipitate /to an orange to a yellow precipitate /to an orange precipitate/to a brown precipitate	Non reducing sugars present    04 ½

b(i) **Table 2**

TT	Final length	Difference in length
1	2.9cm	-0.1      02 marks
2	3.1cm	+0.1      02 marks

*Reject final length without units*

*Experiment error  $\pm 0.1$  occ 2.7-2.9 for*

Test tube 1 and 3.1-3.3 for test tube 2

(ii) TT 1 feels smooth and soft

TT 2 feels rough and hard

(iii) TT1 solution was hypertonic to cell sap. Water molecules moved from cylinder into the solution in the test tube by osmosis which led to a decrease in length of the cylinders and softening the cylinder (02 ½)

TT2 solution was hypotonic to cell sap water molecules moved from test tube into the cylinder by osmosis leading to an increase in length and hardening of the cylinder (02 ½)

(20 ½ marks)

2-(i)

Specimen	Prescription of pericarp	Number of seeds
K	Thin,membraneous Smooth epicarp Fleshy Thick mesocarp Succulent endocarp	Many seeds 01 ½
L	Thin smooth epicarp Thick ,fleshy mesocarp Thin, hard endocarp acc juicy	One seed 01 ½

M	Dry pericarp  Sticky,hairy,rough epicarp/pericarp  Transverse lines of weakness	Many seeds  01 ½  Acc more than 2 seeds
N-	Dry, rough epicarp /pericarp	Single seed 01 ½

(ii)(a)Specimen with many  
seeds.....go to 2

(b)Specimen with on  
seed.....go to 3

2(a) Specimen with lines of  
weakness.....specimen M

(b)Specimen without lines of  
weakness.....Specimen K

3(a) Specimen with succulent  
pericarp.....specimen L

(b) Specimen with dry  
pericarp.....Specimen N

(03 marks)

Other alternative Keys can begin with



- Lines of weakness
- Succulent V<sup>s</sup> dry pericarp
- Rough/smooth epicarp

Reject a key where characteristics are not described in the tab

(b) N has parachute of hairs hairs and it is light which allows it to be easily blown by wind and it floats in air (02 marks)

M – has sticky hairs which attach on bodies / hair / coats of passing animals and carried away and latter scratched off / picked, and dropped / thrown away

Reject answers without stat or feature

(C) *Drawing of longitudinal section of specimen L*

**A 0 ½**

**N ½**

**06 ½**

*Drawing marks*

*-well drawn epicarp thin layered*

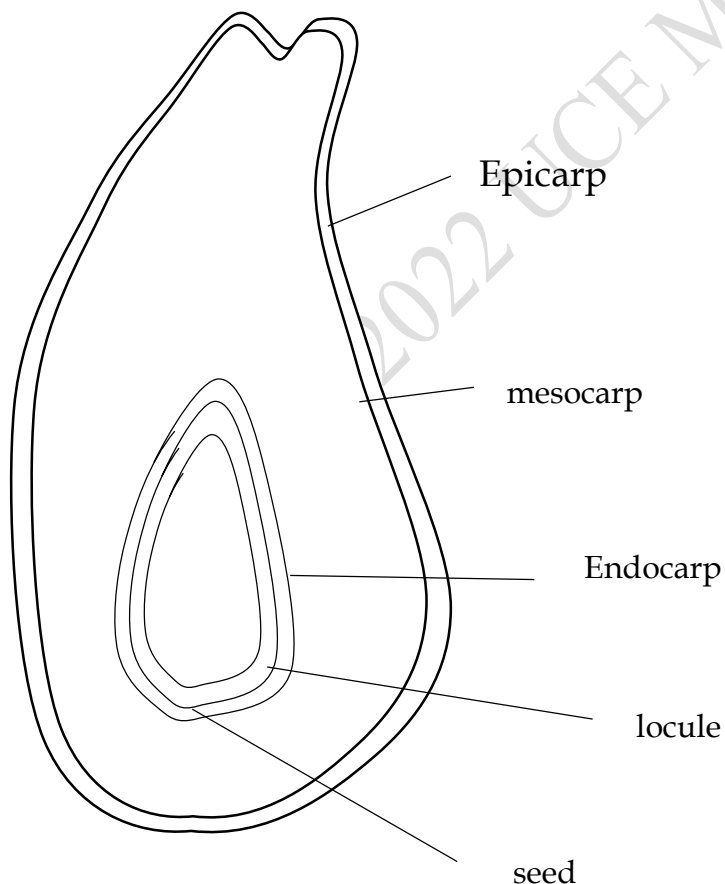
*-well drawn thick mesocarp*

*-well drawn thin endocarp*

*-well drawn seed*

*Any 2*

**(19 ½ )**



### **3-Identify**

X Incisor tooth

Reject teeth and wrong spelling of name

**Reason**-Has chisel shaped crown/wedge shaped crown

Reject one root as reason

02

Y-Molar tooth

**Reason**-Has three roots

-Has four roots

Reject 3 or 4 roots for reason

02

**Function of**

X-for cutting

**Suitability**

-has a sharp top surface used for cutting

-Has a wedge shaped crown for easy cutting

Y-Grinding/crushing food / chewing food

**Suitability**

-Has cusps and ridges for crushing food

-Has a broad crown which increases surface area for crushing food

- 3 roots for firm attachment in the jaw

C

X	Y
-Has one root	Has 3 roots
-Has a chisel/wedge shaped crown	Acc 4 roots
-Has a single cusp / blade	Has a broad ridged crown
-Has no ridge	Has many cusifs
	Has many ridges

03

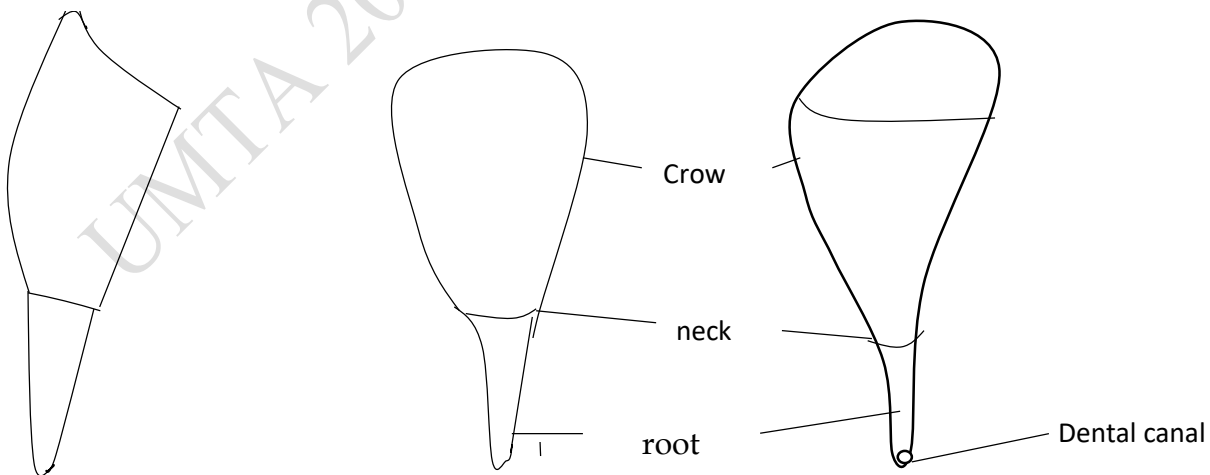
(d) Plant materials/vegetation/grass

Reason-Has ridges and cusps

-Has exposed dentine

02

(e) *Drawing of specimen X*



Side view

Dorsal view

vertical view

T 01

O 02

L 01 ½

M 01

A 0 ½

W 01

TT 07

20 marks

Drawing points

-well drawn crown of different views

-Well drawn root tapering shape

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