

ITEM 1

Points to note in the summary

EFFECTS OF SOCIAL MEDIA

Positive

- Young people interact, access information and communicate easily
- Some programmes help in learning skills
- It can also engage adolescents in learning gaming activities e.g. chess, puzzles
- They can form friendships, share opinions and express themselves in various ways
- Helps in enhancing teaching and learning process
- The media provides entertainment, to make adolescents relax, to deter them from engaging in harmful activities like drug abuse, premarital sex and crime

Negative

- It has affected face to face relationships
- It affects the way adolescents interact with others and may result into poor verbal communication skills
- Reduces time for physical activities which may cause obesity and other health problems
- The attitudes and beliefs of adolescents are influenced by information they access
- Some information on media channels is false
- The media presents model body images that results into unfavorable social comparison with others
- Causes eating disorders
- Causes depression because of unrealistic expectations that are portrayed
- Exposes adolescents to sex
- Portrays negative messages that go against their cultural and religious beliefs
- Some music and films found in the media have toxic content
- May lead to addiction
- It is time wastage
- Causes decline in performance in studies
- Adolescents experience cyber bullying and harassment on social media
- Some get body shamed after they post their pictures online thus committing suicide
- It hugely affects the psychological development of adolescents

Awarding > Title	02
Indented paragraph	01
	03
C 14 and above points	03 marks
13 -10 points	02 marks
05 – 4 points	01 marks
03 – 00 points	00 marks

ITEM 2

a)

- Arrogant; Because he seeks to know the rise of the chapati price with pride
- Pessimistic; His only hope is in the balance of five hundred shillings

b) Nabirye; This is because she does not alert Okecho about the change in prices but arrogantly claims that she has now informed him

c)

- Disappointed
- Pessimistic
- Contemptuous

i)

- Contemptuous
- Disappointed
- Sad

d) He had no right to go there and call her a thief when she was just going about her business therefore of he did not want her chapati; just to give it back and take her lousy money

e)

- They will not be tolerated in a moderate society if they are with hot temper
- They will be rejected by many
- They will fall victim of crime i.e. fighting

f)

- Poverty is dehumanizing
- Pride leads to a fall
- Self-respect is Key

Total – 30 marks

SECTION B

Item 3

- It must be a story
- Written in past simple tense
- The cdt must be involved
- Must have a title

Item 4

- It must be a story
- The cdt must be involved
- Must have a title

END

MARKING GUIDE S.4

208/1 LITERATURE IN ENGLISH

(a) Physical setting

Waiyaki's room

- Develops the mood of anxiety since he is already conflicted
- Develops/shows his restlessness
- Themes are developed e.g. Religion, Disillusionment, superstition, Death
- Develops Waiyaki as Daring/Courageous and selfless

Honia River

- Develops the feeling of Relief
- Releases the tension

Time setting

- Tensed mood

Village

- Develops betrayal

(b)

- Disillusionment
- Superstition
- Modernity versus Tradition
- Death
- Betrayal Any 3X2 = 6 marks

(c)

- Disappointed with what happens around him
- Proud of Waiyaki
- Fearful for Waiyaki
- Sympathetic to Waiyaki Any 3X2 = 06 marks

(d)

(i) Character choice

- To develop the character of Waiyaki as the main character
- To develop the themes of superstition, Betrayal
- To develop the feeling of sympathy, fear Any 2X1 = 02 marks

(ii) Description

- To develop the mood of tension
- To develop the characters of Waiyaka and Nyambura Any 2X1 = 02 marks

(iii) Personification

- To develop the setting e.g. Honia River
- To develop the lesson – Death is the end of life

SECTION B

1. The candidates **must** choose his text if choice and discuss the moral lessons learnt from the actions in the text e.g.
2. The candidate must choose one text of his choice and describe any character, (giving the character traits) e.g.

Selfish, selfless, Daring, Loving and caring, intelligent, hardworking, educated, poor, sacrificial, superstitions, disillusioned, committed

HISTORY AND POLITICAL EDUCATION

UCE GUIDE 2025

A lecturer of Oxford university entered class and introduced a topic on the origin of man, he went ahead to highlight about the scientific theory which convinced the whites about their origin yet students of African origin in the class had different views of the origin of man because of the Legends told to them by their ancestors. This inspired white students to board to Africa for better understanding of these legends. You were among those who were contacted during their research.

Task: Prepare your presentation

Problem Identification limited knowledge on the Traditional views of origin of man

KEY CONCEPTS ORIGIN

Buganda view

Claim that they originated from Kintu. He was the only man on earth and then he married Nambi Gulu's daughter and then set out etc.

African Bushmen

At first people lived underneath the earth with Kaang. People lived peacefully with animals. Kaang created a wondrous tree with branches stretching over the entire world. At the base of the tree, dug a hole that reached all the way. When he finished furnishing the world he led the first man on earth and later woman followed and later Kaang began to help the animals climb out of the hole while others climbed on their own. Kaang gathered all people and animals and instructed them to live peacefully etc.

Banyankole

Believed that Ruhanga who lived in space with his brother Nkya created the world because he was young and restless, Nkya always complained of boredom so Ruhanga decided to create heaven and earth for him, then created the sun etc.

To help Nkya with work, Ruhanga gave him a son called Kantu then later 3 more sons were created all called Kantu

Banyoro

Batembuzi were the founders of Bunyoro and were believed to be semi gods. Their story on origin

Kikuyu

To them humanity originated from the creator Enkai who manifested himself through colours like black (good & happy) red (unhappy). Enakai lived on earth with other people but one time he decided to move to the sky with all the cattle however because there was no grazing class in heaven, he decided to send back the animals by sliding them over branches of wild fig trees, theory to explain why Masai are cattle keepers

Bagisu

Bagisu believe in the first man Mundu and Seera and their two sons Masaba and Kundu. They believe that he was the first man to live on mount Elgon and to them that was origin of man. To them Masaba means mountain

5

- Identifies the problem
- Defines key concepts
- Identifies 5 traditional views about origin of man
- Explains them
- Links it to the origin of man
- Gives a valid conclusion

4

- Identifies the problem
- Identifies 4 traditional views about the origin of man links it to the origin of man
- Explains some 2 views
- May conclude or not

2

- Identifies the problem or not
- Identifies 2 traditional views about the origin of man
- Explains 1 view
- May conclude or not

0

- Irrelevant information given

2

A CEO of a multinational company operating in Uganda resigned and the Directors were tasked to appoint another CEO but the one who was appointed met resistance from the workers because he was a foreigner

To the workers they could not accept another foreigner as their CEO and also the newly appointed CEO also never wanted to loss his position, so he planned to convene a meeting to sensitize them on the would ne relevance of working with him after the meeting some accepted to work with him but others refused

Task presentation: In an essay, prepare a presentation to convince the above workers

Problem identification limited knowledge on the importance of working with foreigners (working with others)

Limited knowledge on the importance of collaboration

Key concepts

Collaboration act of working together either with one or more individuals

Collaboration will lead to increased productivity in the company since there is joint effort and hence which will increase output.

Collaboration will lead to creativity and innovativeness in the company which increases income with the company and so development.

Collaboration ease decision making with individuals with different ideas come together to contribute to decision making which eases execution of duties and so they should work the New CEO

It will promote communication in the company since everyone is will be willing to listen to the others and this will ease decision making so the workers should work with the new CEO

With collaboration there is likely to be strengthening of relationships among workers building trust which leads to mutual understanding

There is likely to be achieving of common goals due to working together agree on what to be done and it is done

Collaboration reduces on the work load, work is shared among different workers from the top

CODE E 1 Item 2

- Identification of the problem
- Defines the key concept
- Links the concept to the scenario – shows linkage

Explains in a coherent and logical man

- At least 6 benefits of collaboration
- Shows application of at least 4 of them

- Concludes logically

5

- Identification of the problem
- Defines the key concept
- Tries to explain logically and in coherent manner any 4-5 benefits of collaboration

Shows application of 2

Concludes logically

2

May identify the problem

Tries to define the key concepts

Tries to Explain logically any 1-2 benefits of collaboration

Shows application of at least one(1) benefit

May conclude or not

0 irrelevant responses

2b)

Limited knowledge about the benefits of applying an indirect system of administration

Indirect rule was the system of administration where the British colonialists used African chiefs to rule on their behalf. This rule was mainly used by the British in Uganda and Kenya. Below are the reasons for supporting the proposal of the company managers;

It is an economically cheap system of administration since it requires less income

It will help the appointed company manager to understand the power in the departments better, know their needs and problems

Indirect rule will help the manager to develop leadership skills for effective governance

The system will help the managers to preserve the institutions' culture, customs, values and norms which people treasure most

It will help to promote motivation to the appointed person which will contribute towards production and company development

It will lead to reduce resentment of the would be displaced managers

The system will help the other managers to space time and save them the hustle of working and stress in the institution

The system of appointing one of the managers will promote easy communication and solving the problem of language barrier

Indirect rule system promotes easy decision making in the institutions

The indirect rule system allows competition among workers as they aim at impressing the manager of the institutions

Items 3

In a certain sub county in Uganda, there was a strong argument on the relationship between the Arms of the government some argued that each arm is independent while others insisted that these arms of government were interdependent on each other

You were called in to give your submission

Task: In an essay prepare a presentation you intend to use

Problem identification: Limited knowledge on the interdependence of the arms of the government

KEY CONCEPT: GOVERNMENT

Below is the interdependence of the arms of government;

Judicial – legislative

- The courts (Judicial branch) interprets laws made by the Parliament (Legislative) ensuring that they are in line with the constitution
- The legislative oversees the Judiciary to ensure that judges are accountable for their actions
- The legislative is involved in the appointment of judges

Executive – Judicial

- Executive is responsible for enforcing court orders and judgement of the judiciary
- Judiciary reviews the actions of the executive to ensure that they are lawful and constitutional
- Executive has a role of appointing the judges

Legislative – executive

- The legislative makes laws which the executive enforces (Police)
- The legislative approves the budget proposed by the executive (ministry of finance and ensure that government spends well the funds allocated to it)

Item 3 CODE O.G

6

- Identifies the problem
- Defines the key concept
- Mentions the arms of government
- Draws 6-7 interdependence of the arms of government
- Explains at least 4 interdependence of these arms
- Concludes logically

5

- Identifies the problem
- Defines the key concept
- Mentions the arms of Government
- Draws 4 – 5 interdependences of the arms of government
- Explains 2 interdependence of these arms of government
- Concludes logically

B

- Identifies the problem
- Defines the key concepts, tries to mention the arms of government
- Explains 1 interdependence of these arms
- May conclude or not

- Draws 1 interdependence

0 – Irrelevant responses

6

5

2

Item 3b)

Problem identified

Limited knowledge of the chairperson of Kayunga about the roles of local government

Key concept

Local government

Local governments are responsible for delivering essential services to people including health care, education and infrastructural development

Local governments should manage and allocate resources at the local level, ensuring that funds are used effectively for the benefit of the country

They formulate and implement development plans tailored to the unique needs and priorities of their areas.

They engage citizens in decision making processes promoting local democracy and ensuring that the community voices are heard

Local governments generate revenue through taxes from their areas such as cities, districts and others

They plan, construct and maintain local infrastructure such as roads

Local governments support social welfare programs including those related to health, education and social assistance

Local governments manage environmental issues such as waste disposal and natural resource conservation

Local governments encourage citizen participation in decision making which is essential in promoting democracy

Effective service delivery local governments ensure effective service delivery and improving the life of residents

Local governments promote conflict resolution hence maintaining social harmony

Decentralization, local governments support the decentralization of power and resources, reducing the burden on the central government and promoting local self-reliance

Local governments stimulate economic growth by investing in infrastructure and promoting local business

These governments are responsible for environmental management and conservation contributing to the sustainable future

ITEM 4

In recent years, East African countries have been dominated with foreign investments for example, multi-national companies, foreign aid etc. As a result, concerns have been raised from natives claiming that East African countries are not independent. This has met strong opposition from the presidents of East Africa claiming that their countries are independent however they were concerned to put up a team of researchers to help them find evidence on foreign domination

Task

In an essay, help the team of researchers to find this evidence and how East African countries can overcome this challenge

Find out the truths that Uganda is not an independent country and suggest possible solutions to get rid of the situations

- Foreign companies in over country
- Foreign aid cover dependence
- Foreign investors acquired large pieces of land leaving locals displaced
- Influence of Western culture
- Dependence/Existence of many multi-national companies
- Currency being determined by foreigners

- Multi party politics
- Presence of NGOs
- Government should promote economic and independence be able to economically run its affairs through supporting small scale industries, increasing domestic production
- Empowerment of local government, increased transparency and accountability, save resources which can be used in other sectors
- Foster critical consciousness by educating citizen about neo-colonialism
- Support grassroot movements, empowering local social movement so as to prevent foreign interference in local organization
- Develop alternative trade models establishing fair trade practices, regional trade agreements to reduce dependence on exploitative global systems thus promoting self-rule
- We should encourage a culture of self-reliance and self-determination in order to prevent foreign powers from interfering in our affairs
- Fostering critical thinking and problem-solving skills in education to resist foreign influence
- Strengthening regional reliance and co-operation with neighboring countries
- Promote small scale industries through tax holidays, reduced taxes
- Promoting local art, music in order to preserve our culture for future generation
- Join Non Aligned movement through which African states have had a stronger view to negotiate for a better and more respectable relationship with the Western nations to escape neo-colonial control of the Western powers e.g. through aid with strings attached
- Adoption of import substitution strategy of industrial development to avoid relying

3 SCORES

- Identifies the problem with minor errors
- May define the key concept may not
- May give some manifestations or not
- Gives 4 solutions
- Explains 2 solutions
- Gives 1-2 applications
- May give a conclusion

1 SCORE

- No problem identification
- No definition of key concept
- No manifestations
- Give 1-2 solutions
- No explanations

- No application
- No conclusion

0 SCORE

- Irrelevant responses

6 SCORES

- Clearly identifies the problem in the scenario
- Clearly defines the key concepts – Neo colonialism
- Identifies the manifestations of Neo colonialism
- Identifies 8 solutions
- Explains 6-7 solutions
- Applies 4 solutions
- Valid conclusion

5 SCORES

- Clearly identifies the problem in the scenario
- Defines the key concept
- May identify the manifestations of Neo-colonialism
- Identifies 6 solutions
- Explains 4-5 solutions
- Applies 3 solutions
- Valid conclusion

MARKING GUIDE

CRE

SECTION A

Item one

a) The following are worship practices among Christians today

Christians worship God through repenting for their wrong doings. According to the scenario, the congregation prayed, confessed their sins and pleaded to God. This enables the Lord to forgive those who come with a broken heart hence Christians leaving a sinless life

Christian worship God through singing and clapping. In the scenario, the musicians started to play a lively tune, the congregation rises to their feet, clapping and singing along. This is a sign of praising the name of the most high hence Christians pleasing the Lord

Christians today worship God through praying. This enables Christians to tell all their wants and needs through prayer. This is indicated in the scenario where the congregation prayed to God

- Through bible reading
- Through journaling (i.e. writing prayers and reflections)
- Through attending church services for intercession
- Through attending Bible studies hence exploring scriptures
- Through communion/Eucharist
- Through offering services to others hence sharing the gospel
- Through mission trips, traveling to serve and share the gospel
- Through rituals that foster spiritual growth and connection with God

b) The following are the African traditional practices

Praying to God through their gods. In the scenario the congregation prayed, confessed their sins and pleaded to God. This was done in traditional Africa through the gods who delivered the prayer requests of people to God and hence the requests were granted by God

Singing songs of their tradition. In the scenario when the musicians started to play a lively tune, the congregation responded by clapping and singing along. This was done on days of worship where the traditional African people praised the gods through songs and clapping which pleased them and empowered them to work more for the people hence granting their wishes

Repenting to the gods. In the scenario, After the singing, they prayed, confessed their sins and pleaded to God. In traditional Africa, if a person did wrong it was the task of the gods to punish the person but if he or she managed to plead to them they could forgive hence enabling a person live a sinless life

Attending to prayers in specific days. In the scenario, Christian worship God through going to church on Sunday. In traditional Africa, they had no specific day for prayers but they prayed on any significant day that enabled them connect with gods and each other hence strengthening the relationship between God and people

- Through ancestral reverence, i.e. honoring ancestors
- Through nature worship – recognizing the sacred in natural elements
- Through offering and sacrifices to maintain balance and harmony
- Divination – using various methods such as divination bones or shells to communicate with God
- Rites of passage – performing ceremonies to mark important life transitions, i.e. birth, marriage etc.
- Healing rituals, i.e. using traditional medicine, spiritual practices etc.

ITEM 2

Kasongo is an elder son in a family of six children living in Kapera village. He does not respect his father and mother, within society he has become a victim of rape, defilement and laziness. A few weeks ago, Kasongo attacked his father, abused him, hit his head with a broken bottle which made his father be rushed to hospital. Kasongo puts a lot of pressure on his father to give him his share of land and he even threatens to kill him if he does not give him his share immediately.

TASKS

a) Explain the Christian values which can help Mr. Kasongo to relate well with his father and mother in the family.

Christianity teaches patience. In the Old Testament, Job expressed a high level of patience when his wealth was taken away despite the ill advice from his friend and his wife. Therefore, if Kasongo exercise patience, this will help the family to live happily hence promoting peace.

Christianity teaches respect for parents. In the New Testament Jesus respected his earthly parents Mary and Joseph before he officially started his public ministry. Therefore, if Kasongo shows respect to his father, it will enable him to live longer on earth.

Christianity teaches love. In the New Testament Jesus summarized the love of the neighbor and God with all one's heart, soul and mind. Therefore, if Kasongo extends love to his parents, this will enable him to live in harmony with him as one family.

Christianity teaches tolerance in society'. In the Old Testament, Hosea tolerated his wife Gomer despite the fact that she was a prostitute. Therefore, if Kasongo tolerates his father and mother this will enhance harmonious living within the family.

b) Explain the challenges which may befall onto Mr. Kasongo if he continues with his character revealed in the scenario above.

Curses may befall Kasongo. Curses happen to children in modern society today in case they continue disobeying their parents. This will occur if Kasongo continues with his character of attacking and disobeying his parents.

Mob justice may befall Kasongo. In society today, many people are subjected to mob justice because of their bad crime rate committed in society. This may occur if Kasongo continues with his character of defilement.

Imprisonment may befall Kasongo. Today if there are various crimes in society such as theft, defilement, life imprisonment may be imposed to them as a penalty to them. Imprisonment may occur if Kasongo continues with his character of defilement.

Ex-communication may befall Kasongo. In the modern society today in case there bad characters committed by individuals, society elders may sit and take a decision of excommunicating an individual in society so that it can act as an example to rest of the society members. This may occur if Kasongo continues with his character of threatening to kill his father.

Item 3

Mr. Ozie is a wealthy individual who acquired his fortune through corruption, exploitation, engaging in dishonest practices, and evading taxes. He however spent his wealth excessively on luxury items, parties, buying expensive items and gambling. His excessive spending led to financial difficulties in the later days of his life causing a significant loss of his wealth.

Task:

a) How should Christians use wealth according to the above scenario?

- Christians should use wealth by giving generously e.g supporting local ministries like the Watoto church. Unlike Mr. Ozie who spent wealth on luxury items and lost his wealth

- Christians should invest in God's kingdom e.g. finding Bible translations and church planting in rural areas unlike Mr. Ozie who used wealth to buy expensive items and lost his wealth.
- Christians should start ethical business-like fair wages e.g. coffee cooperatives unlike Mr. Ozie who spent his wealth on luxury parties and lost his wealth. So Christians should support widows and orphans funding vocational training unlike Mr. Ozie who spent wealth on buying expensive items and lost his wealth.
- Christians should support Christian education by finding Christian schools unlike Mr. Ozie who spent his wealth in gambling and lost his wealth.
- Christians should build and maintain churches by constructing church buildings in rural areas, repair roofs. Unlike in the scenario Mr. Ozie spent his wealth on luxury items and lost his wealth.
- Christians should use wealth to fight injustice and corruption by finding legal aid for the oppressed. Unlike in the scenario where Mr. Ozie spent wealth on gambling and lost his wealth.
- Christians should use wealth to create Christian media and arts by producing gospel music, films. Unlike Mr. Ozie who spent his wealth on gambling and caused a significant loss of his wealth.
- Christians should use wealth to invest in Godly leadership by supporting pastors' retreats and theological training unlike Mr. Ozie who spent wealth on luxury parties that caused a significant loss of his wealth.

b) Explain the Traditional African ways of acquiring wealth that are different from those in the scenario above.

- Farming, staple crops like yams, millet were cultivated for subsistence and trade. The surplus harvests were measured as wealth. This is different from corruption as a way Mr. Ozie used to acquire wealth.
- Livestock, rearing cattle, goats and sheep symbolized wealth. This is different from exploitation that Mr. Ozie used to acquire wealth.
- Trade and barter systems for example regional markets where gold, salt, ivory and spices were exchanged. This is different from evading taxes that Mr. Ozie used to acquire his wealth.
- Inheritance, this is where wealth was passed on from parents to their children especially from the father's side. This is different from corruption used by Ozie to acquire wealth.
- Tribute systems where chiefs/kings collected taxes for example Buganda kingdom land tax (Busulu). This is different from exploitation used by Mr. Ozie to acquire wealth.
- Bride wealth or (dowry) livestock, goods or money strengthened family wealth. This is different from deceitful practices used by Mr. Ozie to acquire wealth.
- Mining for example gold, salt and copper were mined and traded. This is different from exploitation used by Mr. Ozie to acquire wealth.
- Rotating savings, this is where informal groups pooled resources for members' ventures. This

differs from exploitation, a way Mr. Ozie used to acquire wealth.

SECTION B

Item four

(a) The following are the ways how people should spend leisure

Through reading the bible. This contains the word of God and teaches people about life of Messiah and how to pray. This enables people know more about God and hence getting closer to him

People should spend their leisure through singing gospel songs. This can be recorded or composed by an individual in order to thank God or show the yearning the people has for him hence pleasing him and granting what they need

People should spend their leisure by visiting friends and families. This enables them get interact with each other hence strengthening the bond between them

People should spend their leisure by helping those in need. This is through getting from the little you have and share with those who have none hence receiving the blessings of helping others

People should spend their leisure through praying to God and attending mass services. This enables a person to confess for his/her sins and also plead forgiveness hence enabling the person live a sinless life and also pray for what they need

- Through playing games to have fun and challenge yourself
- Through travelling to explore new places, cultures etc.
- Through learning a new skill i.e. language skill or history to challenge yourself
- Volunteering, it's time to give back to the community

(b) The following are the values Traditional African to various forms of leisure

Traditional Africans attached the value of togetherness. This was through bear party celebrations as a form of leisure that brought people together hence enabling them interact with each other

Traditional African attached a value of responsibility. This was through mock hunting as a form of leisure where boys got to know that they had to hunt for food at home hence grooming them responsible and helpful

Traditional Africans attached a value of teamwork. This was through football and netball where the team worked together by sharing the ball hence enabling them win

- They shared experiences, i.e. involving in communal participations, strengthening social bonds etc.
- To pass down history, myths and cultural values i.e. through story telling
- Often used in celebrations, rituals and social gatherings
- Promoting traditional games and sports for social interactions
- Crafts and art, such as wood carving pottery reflected artistic expression

Item 5

The people asked him, what are we to do then? He answered, whoever has 2 shirts must give one to the man who has none, and whoever has food must share it. Some tax collectors came to be baptized and they asked him, teacher what are we to do? Do not collect more than is legal, He told them some soldiers also ask him what about us? What are we to do? Don't collect more than is legal, he told them. Some soldiers also asked him, what about us? What can we do? Do not take money from anyone by force or accuse anyone falsely. Be content with your pay. (Luke 3:10-14 GNB)

Task:

a) How can harmony be promoted in society given the guidance in the text above.

- The Bible teaches sharing of resources. It states whoever has two shirts must give one to the man who has none and whoever has food must share it. This helps to reduce inequality and promote a sense of Unity in society.
- That text presents practicing honesty and integrity. It is stated do not collect more than is legal, tax collectors being honest in their collections and the soldiers acting with integrity demonstrate the importance of trustworthy and fairness.
- The Bible teaches respect and dignity. It is stated "Do not take money from anyone by force or accuse anyone falsely". This encourages individuals to treat others with kindness and respect regardless of their position or status hence peace.
- The Bible text teaches obedience and listening to authority. It is stated "some tax collectors came to be baptized and they asked him", teacher what are we to do? This brings about peace and harmony by recognizing those in authority.

b) Explain the African traditional approaches to harmonious living that are reflected to those in the Bible text above

- Traditional Africans shared resources. Africans shared almost everything they had ranging from foodstuffs to harvest, wives among the Banyankole of western Uganda hence peace. This is similar to the Bible text which states "whoever has two shirts must give one to the man who has none and whoever has food must share it."

- Africans taught honesty and integrity. Among the Baganda of central Uganda, People were taught from childhood to be honest in whatever they do and say. E.g. speaking the truth was called for and telling lies among young people was punishable. The elders were told to do their work well in order to maintain their integrity his harmonious living. This is similar to the text above which states do not collect more than is legal.
- Africans treated others with respect and dignity. Among the Baganda, the young was supposed to show respect to elders, women were supposed to show respect to their husbands and husbands were supposed to treat their wives with dignity hence peace in society. This is similar to the text which states do not accuse anyone falsely.
- Africans obeyed and listened to authority. Leaders among the Buganda such as the king, chiefs were highly obeyed and at times their authority was unquestionable. This brought about peace and harmony, this is similar to the text which states some tax collectors came to be baptized and they asked him teacher what are we to do?

Item 6

You people hate anyone who challenges in justice and speaks the whole truth in court. You have oppressed the poor and robbed them of their grains. And so you will not leave in the fine stone houses you build all drink wine from the beautiful vineyards you plant. I know how terrible your scenes are and how many crimes you have committed. You persecute people and they take bribes and prevent the poor from getting justice in the courts. And so, keeping quiet in such evil times is the clever thing to do. (Amos 5:10-13 GNB)

Task:

a) How can justice be promoted in society in light of the biblical text above.

- The text above encourages Upholding fairness and the quality. This can be done by ensuring that all individuals especially the poor and vulnerable are treated fairly and justly in court and society. Hence responding to the text you people hate anyone who challenges injustice and speaks the whole truth in court.
- Justice can be promoted through resisting corruption. It can be the rule rejecting bribery, corruption on the promoting transparency and accountability in his situations and decision making processes. This response to the text which states you have oppressed the poor and robbed them over there grains.
- Justice can be promoted by supporting the marginalized. They can be supported advocating for the rights and beginning of the poor, vulnerable and the oppressed and working to address systematic injustices. Response to the text which states you persecute people, take bribes and prevent the poor from getting justice in the court.
- Justice can be promoted by speaking the truth and standing for justice. Courageously speaking

out against injustice and promoting truth even when it is unpopular or challenging. D's response to the Bible text which states you people hate anyone who challenges injustice and he speaks the whole truth in court.

- Justice can also be promoted by holding leaders accountable. Encouraging leaders to act with integrity and justice, holding them accountable for their actions. The text states and so you will not leave in the fine stone houses you build or Drink wine from the beautiful vineyards.

(b) Explain the contemporary approaches to justice that can be used to overcome challenges presented in the Bible text above

- Community based justice. This empowers local communities to take ownership of justice processes, promoting Participatory and inclusive approaches to dispute resolution and social hearing. Hence overcoming unfairness in courts of law which states you have oppressed the poor and robbed them of their grains.
- Human rights frameworks. By Utilizing international human rights standards and frameworks to hold governments and institutions accountable for protecting the rights on the Guinea tea of all individuals he's showing the challenge of lack of accountability.
- Social justice movements. By advocating for systematic equality, fairness and human rights. Hence sowing the challenge which states you have oppressed the poor and robbed them over their grains.
- Restorative/Curative justice can be applied. These focuses on repairing harm, promoting healing and rebuilding relationships between victims, offenders and communities. This brings about peace and harmony in society.
- Providing access to justice initiatives. Through activities that increase access to legal representation, support services and fair treatment for the marginalized and the vulnerable population. These responses to the problem which states you persecute the people take bribes and prevent the poor from getting justice in the courts.

SCORING GUIDES

ITEM 1 BASE CODE

V^S stands for value addition

Therefore

V^S Evaluate value addition in agricultural processing and justified solution with clear justification. Logical reasons

Weighted score

Base Code Vs	Description	6	3
	Solution	5+	1
	Justification	4+	0

ITEM 2

S5 – Stands for soil improvement and soil conservation

S5 – Evaluate soil condition in Agriculture and justified solution with clear justification

S5 | n
| ations

Solution = S

Justification = J

SECTION B

Crops

CROP Establishment CE = CES (Crop establishment solution)
CEJ (Crop just justification)

CROP Management CM = CMS (Solutions)
CMJ (Justification)

CROP Harvesting CH = CHS (Solution)
CHJ (Justification)

Animal Production

ANIMAL Establishment AES (Solution)

ANIMAL Management AMS (Solution)
AMJ (Justification)

ANIMAL Harvesting AHS (Solution)
AHJ (Justification)

527/1 AGRICULTURE EXPECTED RESPONSE AND SCORING GRADE

Item 1

- Improper package, use appropriate package to avoid spoilage of the items
- Contamination with dirt and dust, proper containers as packages to ease handling
- Unsold vegetables preserve the fresh to extend shelf to avoid losses
- No business card. Avail telephone numbers or business card for easy access by customers
- Less income, secure low interest loan from saving group or bank

Grading 6 – 5 = (3 scores) 5 – 4 (scores) 3 -2 (1 score)

Item 2

- Poor drained area, open up more trenches to allow free movement of water for proper germination of seeds
- Poor method of planting; use appropriate method of planting seeds like drill or row method for proper germination of seeds
- Few plant remains; apply more soil cover or organic manure in the soil to improve on the nutrient level
- Soil capping and hard pan, using appropriate tools for tilling land and improve soil structure
- Soil erosion; mulching of seed bed and planting more grass to reduce incident of gully erosion
- Stunted growth, applying required nutrients to improve on the growth and development of the plants
- Few living organisms; application of decomposed materials, mulches on the soil surface to improve on living organisms

Grading 10 – 8 (7½) 7 – 6 (5 scores) 6 – 5 (4 scores)

Item 3

- Dry branches on the stem; Pruning and spraying affected stems for better regrowth
- Powder on leaves; application of fungicides on the leaves to prevent disease affects
- Black spots on the fruit, planting healthy material and applying treatment on the affected plant
- Less yield, practicing agronomic practice, weeding, spraying and fertilizer application to improve on the yield
- Soil erosion; mulch the land and application of organic material to reduce on the run off
- Few plant remains, organic material are applied and organic mulches to improve on soil fertility
- Poor method of harvesting, hand, picking of the ripen fruits or using harvester combiner
- Wrong tools used for harvesting, use appropriate tools to harvest the fruits that cannot spoil the fruits during harvesting
- Immature fruits

- Disease attack (rotting)

Grading 10 – 9 (7½ scores) 8 – 7 (6 scores) 6 -5 (5 scores)

Item 4

- Wrong choice of tools used; appropriate tools like primary tillage for better tilling of the land
- Improper seed bed; Proper clearing of seedbed for proper germination of seeds in the bed
- Late planting – Early planting to allow the plant receive all required nutrients for growth and development
- Poor method of planting – Use appropriate method of planting like row planting that minimise the number of seeds or plant per hole
- Excess plant, thinning to maintain optimum plant population in the field
- Chlorosis, application of nitrogen nutrient on the soil to improve on the appearance of leaves
- Stunted growth; application of required nutrients and spraying plant against any effects occurrences
- Rusting of leaves, application of insecticide on the plants to control the incident of resting of leaves
- Poor storage
- Pest and diseases attack
- Wrong material for drying the produce

Grading 12 – 10 (7½ scores) 9 – 8 (6 scores)

Item 5

- Rare visit at the farm – Regular visiting or inspecting the farm so that to improve on the quality and production at the farm
- Dipping in calf cow, spraying using hand sprayer of acaricides to avoid if suffocating in case of dipping
- Dipping on cloudy day – spray/dip the animal on cool or sunny weather day to avoid washing away of acaricides by cloudy weather
- House calves in one big room; Calves should be put in cubicle to protect them from coldness and other related diseases
- Dry cracked teats; apply milk jelly to cover up or heal the teats and softening the teats
- Milking older cows, milk free and young animal without mastitis first to prevent spread from cow to cow
- One water point, distribute watering point in all corners at the farm for easy access by the animal to protect water safe

- Clean cemented floor; Put concrete floor for easy cleaning and to maintain hygiene at the farm
- Dung on the odder
- Moist damp walls

Grading 11 – 10 (7½ scores) 9 – 7 (6 scores)

Item 6

- Local breeds (broilers) – crossed breeds in order to improve on the growth rate and production of maximum profit
- Wrong material used – Use appropriate material like timber blocks for construction
- Weak items used; Use durable items that can resist the pressure on the load for longtime
- No fence; Fencing farm land to prevent introduction of new disease at the farm
- Old litter in house – Regularly change the litter to avoid accumulation of disease at the farm (poultry unit)
- Poor feeding, proper feed the birds on well-balanced diet or concentrated to improve on production
- Worm infection; Deworm birds or give them clean water to prevent from worms invasion
- Inadequate feeder or drinker; provide more feeders and drinkers; provide more feeders and drinkers to improve on sanitation at the unit
- Pests and diseases
- Low production

Grade 11 – 9 (7½ scores) 8 – 7 (6 scores)

527/2 SAMPLE EXPECTED RESPONSES

Aims

An experiment to find out drainage rate of specimen A and B to guide school farm manager on plot for growing cassava (3 scores)

Hypothesis

Specimen A has high drainage rate than specimen B (2 scores)

Variable

- Independence – specimen A and B
- Dependent – Level of filtrate
- Controlled – Time taken/duration
– Volume of water used (3 scores)

Apparatus

- Measuring cylinder
- Sample of soil (A and B)
- Stop clock, filter funnel, Paper H₂O
- Protective gear, spatula, breaker, Petridish (3 scores)

Procedures

1. Put on protective equipment for safety e.g. gloves
2. Label two measuring cylinder A and B
3. Plug a funnel using a filter paper/cotton wool and place it on the measuring cylinder A
4. Measure the required volume of specimen A(.....)
5. Place it in the funnels of cylinder labeled
6. Measure the required volume of water and add it to the specimen in the funnel on cylinder A while at the same time starting a stop clock
7. Repeat the procedure with specimen B (4 scores)

Data recorded

Specimen	Volume of specimen	Volume of water added	Time taken	Volume of water collected

Data interpretation/Analysis

Specimen A has high drainage rate due to lose of large pores, that allows water pass through and amount of water collected are high, specimen B has low drainage rate due to light and packed particles that hold water not to go through easily and less amount of water collected (4 scores)

Conclusion

Specimen A is good drained (has high drainage rate) than specimen B. good drainage rate in specimen A support plant root development and growth. Germination because of partied size of specimen (3 scores)

Recommendation

Guide farm manager to plant cassava in specimen A because has good drainage rate that improve temperature, allow air into the soil for root development of cassava and specimen B should be mixed with organic matter to increase the amount of macro pores in the soil that allow more water to drain through (4 scores)

ITEM

Specimen C

- Hair in specimen
- Unpleasant smell
- Curd appearance

Causes

- Ungroomed cow
- Poor storage of milk
- Unclean milking can

Solution of justification

- Ungroomed cow. Groom the cow to avoid lose hair in the milk
- Unclean milking can – washing can and leave under sunshine to dry to prevent contamination

Specimen D

- Patches of dissolved leave
- Chlorotic appearences

Causes

- Planting affected planting material

- Unhygienic situation in the field

Solution to justification

- Planting healthy planting material
- Spraying plant with insecticide
- Proper weeding in the field

Codes

H – 3

Cr – 4

JU – 3

Total 10

SCORES BASED AND CODES

A – Aims of experiment therefore aims must be relevant to experiment and should include the specimen, name of the person, or place, and comparing element

HP – Hypothesis, therefore HP must be relevant to experiment and compare the specimen

Variable VR therefore VR must be relevant and contain different factors like independence controlled and dependent

Apparatus (AP) therefore learners must put relevant material or apparatus to use only

Procedure (PR) Therefore procedure should be in order using report speeches only

DATA Recorded (DR). Therefore Data recorded must be in table form and relevant to the Aims of experiment will correct specimen in the table

Conclusion CL. Therefore conclusion phase must reflect hypothesis results on relevancy to Aims of the experiment

DATA INTERPRONA – Therefore in this phase data analyzed are matching and relevance without comes of the experiment

Recommendation (CR) Therefore I advise farm on how to improve both specimen for the betterment of agriculture production

UGANDA CERTIFICATE OF EDUCATION

UCE 2025 (SCORING GUIDE)

PHYSICS 535/1

1. a) It's because of difference in their longitudes, which places them in different time zones. The earth rotates 360° in 24 hours about its axis, every 15° of longitude represents 1 hour difference in time

b) As the moon orbits the earth, the amount of light it reflects from the sun varies, this occurs in phases,

- During the new moon phase, the moon is invisible and it is between the earth and the sun, so the side facing the earth is not illuminated
- During the 1st and 3rd quarter phase, half of the moon's surface is illuminated
- During waxing Gibbous and waning Gibbous more than half of the moon but not fully illuminated
- During the full moon phase, the entire moon is illuminated

Or

- New moon: Moon is between the sun and the earth surface not illuminated, not visible
- Waxing crescent: more of its illuminated surface is visible from earth
- First quarter: half-illuminated. Right half visible from earth
- Waxing gibbous: moon appears full larger as more of its surface is visible
- Full moon: entire surface is illuminated by the sun, its fully visible
- Last quarter: left half is illuminated with the right half in shadow
- Waning crescent: moon appears as a thin crescent in the sky as it approaches the new moon phase

(accept diagrams if well explained)

c) Seasons are caused by earth's axial tilt, which is 23.5° between earth's axis and its orbital plane. As the earth orbits the sun, the tilt causes different parts of the planet to receive varying amounts of direct sunlight throughout the year leading to four seasons i.e. spring, summer, fall and winter

d) She used a mobile phone to talk to her parents, the phone uses radio waves to transmit and receive signals. When a call is made, the phone sends the radio waves to the nearby cell tower which then sends the signals to the nearby geostationary satellite which then forwards the signal to the ground station or another satellite in the destination country then to the receiver's phone

2. a) Glass prisms are better than plane mirrors.

Reasons;

- No multiple images in prisms unlike plane mirrors
 - No silvering is needed in prisms unlike plane mirrors where the silvering wears out leading to faint images
 - There is no loss of energy in prisms due to total internal reflections so brighter images are formed unlike in plane mirrors
- b) The simple instrument is called a prism periscope

light from the object enters the faces of the prism normally and falls on the hypotenuse face at an angle of 45° which is greater than the critical angle for glass. It undergoes successive total internal reflection until it is received by the observer. The observer is able to see over the wall and outside the perimeter fence

c) Regular light bulbs emit white light which is a spectrum of colours of different wavelength while laser emit light of a single colour and wave length. Regular light bulbs produce diffuse illumination while laser produce focused and intense beam of light

d) $y = f\lambda$

$$3 \times 10^8 = f \times 5.32 \times 10^{-11} \text{Hz}$$

$$f = 5.693 \times 10^{18} \text{Hz}$$

The laser isn't because its frequency is $5.693 \times 10^{18} \text{Hz}$ which is greater than the required max frequency of $6 \times 10^{14} \text{Hz}$

3. a)

) $area = 18380 \text{cm}^2 = \frac{18380}{10000} = 1.838 \text{m}^2$

$$Vol = Ah$$

$$V = 1.838 \times 5.5 = 10.109 \text{m}^3$$

The tank is suitable for use as a storage since its capacity of 10.109m^3 is greater than the 10m^3 of water to be stored

i) The tank painted white is more suitable for water storage because white surfaces are bad emitters of radiations water will stay warm for some good time compared to one painted black which is a good emitter of radiation

b) (i)

(ii) At point T, pressure is high but can be controlled using the top. All the water in the tank will be used and it will take some time for refilling to be done

c) She should use hollow plastic stands so as to withstand tensile and compressional forces

Notch effect is also reduced with hollow plastic stands

She should add struts and ties on the stands so as to increase their strength since struts withstand compressional forces and ties withstand tensional forces

4. a) For balance

clockwise moments = anticlockwise moments

$$C.W.M = 450 \times 2 = 900Nm$$

Accept, $45 \times 2 = 90kgm$

$$Anticlockwise\ moments = 550 \times 1.5 = 825Nm$$

Since the $C.W.M \neq A.C.W.M$ the sea-saw did not balance

b) The worker should adjust his position away from the pivot so as to increase his moment of a force to balance that of the two children

c) Sea-saw was hot because of radiation from the sun, being black, it absorbed a lot of heat radiation

d) Sea-saw can be painted white so as to reflect away heat Wrap the sea-saw with insulators

5. a)

) The sailors should magnetize the steel sewing needle *le* using double touch method

This is done by stroking it with two magnets from the centre outwards with unlike poles of two bar magnets at the same time until the dipoles in the needle are aligned to face the same direction making it magnetized.

The needle is then floated with the plastic piece on the water surface in the bowl

The needle aligns itself pointing North in the earth's magnetic field so the sailors can locate the direction

i) Magnetized needle floating can provide direction indicating North though it has limitations like:

It may not be stable or accurate as properly designed compass which damps the oscillation

The needles rotation can be affected by the motion of the boat and other external factors

Local magnetic disturbances can affect the needle's accuracy

b) They should be stored in magnetic keepers

Magnetic keepers are made up of soft iron. The two magnets are placed side by side with opposite poles adjacent between the keepers. Poles opposite to those of the magnet are induced on the keepers. The keepers become magnets because of attraction between opposite poles of the magnet and keepers so the dipoles maintain their positions

6 a) He should install a lightning conductor

When the negativity charged cloud pass over a building with a lightning conductor, it induces positive charges on the spikes of the conductor and repels negative charges to the copper rod where they are given a safe path to the ground. The high charge density around the spikes ionize the air molecules around. The negative charges are attracted to the spikes and

neutralized while the positive charges are repelled towards the clouds to neutralize them hence the house is protected from lightning

b)

- Avoid touching the conductor when it's raining, it can lead to shocks
- Installing a lightning conductor to safe guard the house
- Installing lightning arrestor to protect electrical components
- Avoid standing under trees when it's raining, it can lead to shocks in case of lightning
- Avoid walking barefooted in the house when it's raining/thunderstorms etc.

7(a) The series connection was discouraged because;

- A fault in one appliance affects the entire circuit
- All appliances are at different voltages
- The operation of the appliances is not independent of one another leading to power wastage

(b) *Number of units = No of kWh*

$$\text{cooker} = 2.9 \times \frac{180}{60} \times 7 = 60.9 \text{ kWh}$$

$$\text{Heater} = 2.9 \times \frac{120}{60} \times 7 = 40.6 \text{ kWh}$$

$$\text{Bulbs} = \frac{40}{1000} \times 10 \times 8 \times 7 = 22.4 \text{ kWh}$$

$$\text{Total} = 123.9 \text{ kWh}$$

$$\begin{aligned} \text{cost per weak} &= 123.9 \times 1000 \\ &= 123900 \end{aligned}$$

Therefore the 80,000/= will not be sufficient. The purpose of earthing is to ensure that in case the live wire touches the metal or any of the metallic parts of the circuit or appliances, the stray current is conducted to the ground safe guarding the user

(c)

- Using appliances of low power ratings
- Switching of appliances when not needed
- Using items like a pressure cooker that make cooking quicker

END

PHYSICS PRACTICAL UCE

535/2 MARKING GUIDE

Expected response

Item I

Aim: An experiment to determine the mass of a uniform metre rule

Variables

Independent variable

- Distance l of the 100g mass from end A of the metre rule
- Dependent variable
- Distance L_1 from the knife edge to the point of suspension of the 100g mass
- Distance L_2 from the knife edge to the centre of gravity G

Controlled variables

- Non uniform metre rule
- Wind disturbance
- Blunt knife edge

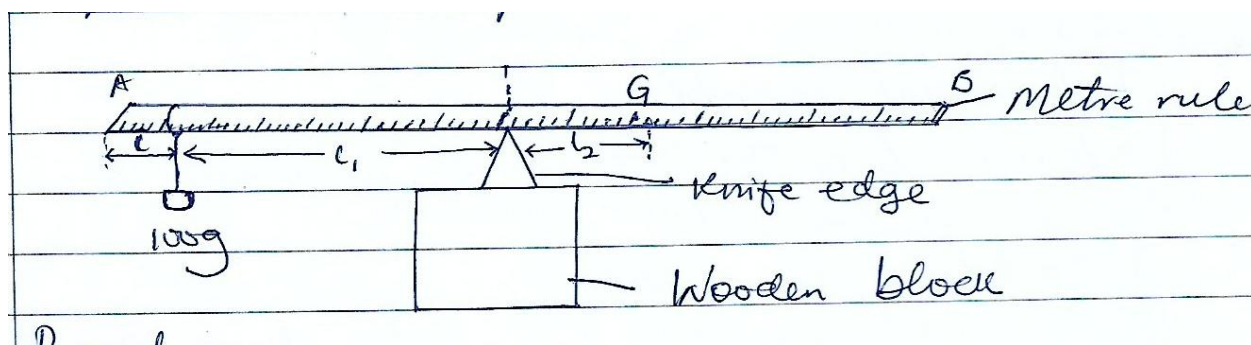
Hypothesis

Mass of the metre rule ranges from 80g to 140g

List of apparatus

- 1 piece of thread 20cm
- 1 metre rule
- 1 wooden block
- 1 knife edge
- 100g mass hanger

Experimental setup



Procedures

- A metre rule is placed on top of the knife edge with its graduated face uppermost and it is balanced horizontally
- The centre of gravity G where it balances from is read and recorded
- A mass of 100g is suspended at a distance $L = 2.0\text{cm}$ mark from end A of the metre rule and it is balanced again
- Distances L_1 and L_2 are read and recorded
- The above procedures are repeated for values of $L = 6.0, 10.0, 18.0\text{cm}$
- Results are tabulated in suitable table
- A graph of L_2 against L_1 is plotted and its slope s is determined
- The mass M of the metre rule is calculated from the expression $M = \frac{100}{s}$

$$G = 50.1\text{cm}$$

Table of results

$L(\text{cm})$	$L_1(\text{cm})$	$L_2(\text{cm})$
2.0	26.3	21.8
6.0	24.1	20.0
10.0	21.9	18.2
14.0	19.7	16.4
18.0	17.6	14.5

Sources of error and precautions

Parallax error when reading distances. By reading the distances from a correct angle (perpendicular)

Reading the wrong scale of the metre rule using/reading the accurate scale

Faded or worn out scales on the ruler using new rulers with clear scales

Zero errors or damaged ends of the metre rules using new rulers with no zero errors

Conclusion and advice

The mass of the sample metre rule is within the acceptable range thus the D.O.S should accept them and sign the delivery note

Item 2

Aim: An experiment to determine the resistance of the filament of the torch bulb

Variables

Independent variables

- Length l

Dependent variables

- Current I
- Potential difference V

Controlled variable

- Emf of the cell
- Temperature of the filament
- Temperature of the connecting wires

Hypothesis

The resistance of the filament of the torch bulb

List of apparatus

2 dry cells 2 pieces of sell tape

1 ammeter (0-1A) 2 crocodile clips

1 voltmeter (0-3V) 1 double cell holder

1 torch bulb

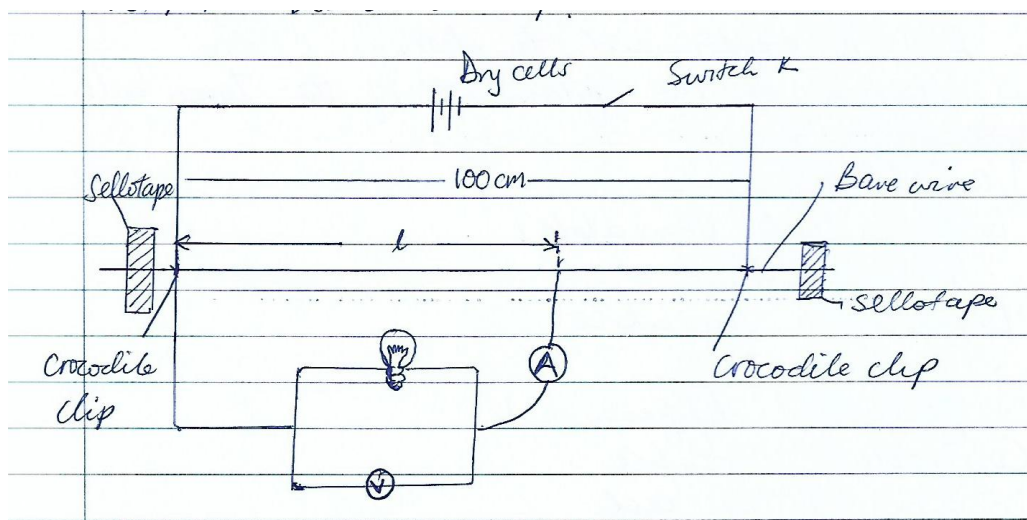
Constantan wire SWG 28

6 connecting wires

1 switch

1 metre ruler

Experimental set up



Procedure

- The bare wire is fixed on the metre rule using the pieces of cello tape
- The circuit is connected as shown above
- Starting with $L = 0.200\text{m}$ switch K is closed
- The voltmeter reading V and ammeter reading I are read and recorded
- Switch K is then opened
- The above procedures are repeated for values of $L = 0.300, 0.400, 0.500$ and 0.600
- Results are tabulated in a suitable table
- A graph of $\frac{1}{I}$ against $\frac{1}{V}$ is plotted and its slope S is calculated
- The resistance r of the torch bulb is obtained from $r = s$

Table of results

$L(\text{cm})$	$I(\text{A})$	$V(\text{V})$	$\frac{1}{I} (\text{A}^{-1})$	$\frac{1}{V} (\text{V}^{-1})$
0.200	0.08	0.10		
0.300	0.10	0.15		
0.400	0.12	0.25		
0.500	0.14	0.35		
0.600	0.16	0.45		

Errors and precautions

Faulty apparatus

Using new and tested apparatus

Reducing emf of the cell

Disconnecting the switch after reading

Parallax error

Reading the values correctly

Loose connections

Making firm connections

Conclusion and advice

The available bulbs meet the required specifications therefore they can be used

No need for buying new ones

PHYSICS PRACTICAL UCE

535/3 MARKING GUIDE

Item I

	DESCRIPTOR	WEIGHT
	Aim & purpose correctly stated	2
	No or wrong purpose	0
	Independent variables	2
	Dependent variables	@1 score 2
	Controlled variables	@1 score 2
	Hypothesis with value of n included	1
	No or wrong hypothesis	0
	Error + precaution related to the exp't	@1 3
	No error or precaution	0
	Procedures of the expt (RACE)	-3
	Diagram clearly related to the expt (workable diagram)	-2
	Each column with units	1
	Correct values in @ column & dps	3
	None of the above	0
	Title and axes with uniform scale	2
	Plotting correctly	3
	Line of best fit + mtd of finding slope	2
	Substitution into the formula + answer with units	2
	Conclusion and advice given related to aim and hypothesis	-2
	No conclusion or advice	-0

Expected response

Aim: An experiment to determine the refractive index of the sample glass

Variables

Independent variables

- Angle of incidence i

Dependent variables

- Angle of refraction r
- $\sin i$
- $\sin r$

Controlled variables

- Intensity of light
- Reflections from the surroundings

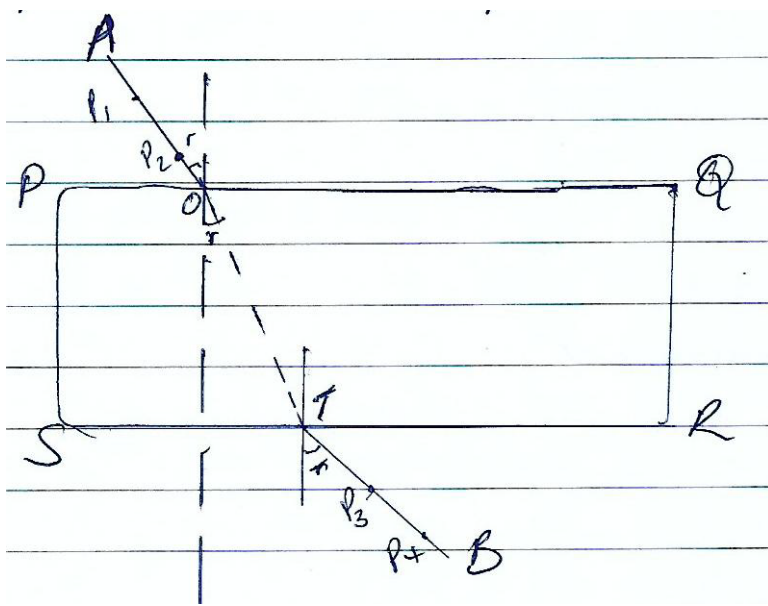
Hypothesis

The refractive index of the required glass should range from 1.40 to 1.70

List of apparatus

- 1 plain sheet of paper
- 1 rectangular glass block
- 4 drawing pins
- 4 optical pins
- 1 mathematical set
- 1 soft drawing board

Experimental set up



Experimental procedures

- A plain sheet of paper is fixed on a soft board using drawing pins
- The glass block is placed in the center of the paper and its outline PQRS is traced
- The glass block is removed and a normal is drawn at point O, a distance 2.0cm from end P
- A line AO is drawn at an angle $i = 10^\circ$ to the normal
- The glass block is replaced on its outline and two optical pins P_1 and P_2 fixed on line AO

- f) By looking through side SR of the glass block two more pins P_3 and P_4 are aligned so that they appear in a straight line with P_1 and P_2
- g) The glass block and pins P_3 and P_4 are removed and a line BT is drawn through the pin marks so that it meets the glass outline at point T
- h) The angle r is measured and recorded
- i) The above procedures are repeated for values of $i = 20^\circ, 30^\circ, 40^\circ, 50^\circ$
- j) Results are tabulated in a suitable table including values of $\sin i$ and $\sin r$
- k) A graph of $\sin i$ against $\sin r$ is plotted and its slope n is determined, hence the refractive index of the material of the glass block

Table of results

$i(^{\circ})$	$r(^{\circ})$	$\sin i$	$\sin r$
10	7		
20	13		
30	19		
40	24		
50	31		

Sources of error and mitigation (precautions)

Scratches and blocken edges of the glass block

p. Using new glass blocks with no scratches and damaged edges

Inaccuracies in drawing lines and measuring angles

p. Using a ruler straight lines and protractor to measure the angles accurately

Misalignment of optical pins and bart pins

p. Use of straight pins and ensure pins are vertically placed and far apart for better accuracy

Conclusion and advice

Since the refractive index of the material of the sample glass is which lies in the range of the required material the contractor can use it.

Item 2

Expected response

Aim: An experiment to determine the resistance of the unknown resistor

Variables

Independent variables

- Distance y

Dependent variables

- Current I
- Voltage/pd V

Controlled variable

- Filament temperature
- Emf of the cell
- Temp of the wires

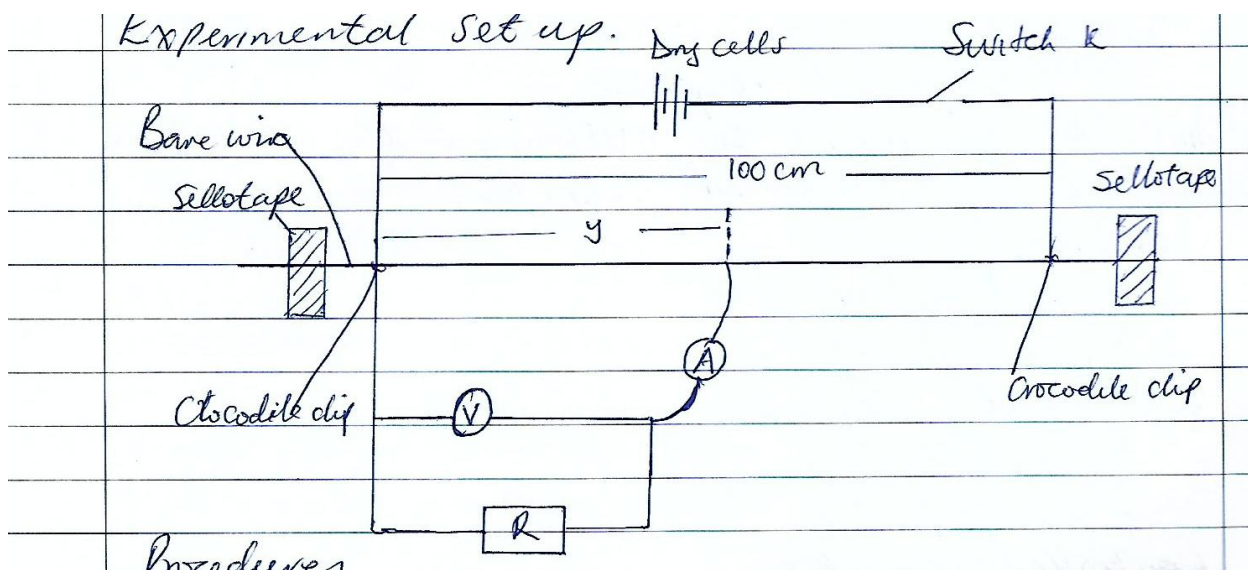
Hypothesis

The resistance of the unknown resistor is 5Ω

List of apparatus

- | | |
|---|---------------------------|
| 2 dry cells | - Constantine wire swg 28 |
| 1 ammeter (0-1A) | - Connecting wires |
| 1 voltmeter (0-3A) | - 2 pieces of cell tape |
| 1 switch | - 2 crocodile clips |
| 1 metre ruler | - A double cell holder |
| 1 resistor with its resistance cancelled labeled R of 5Ω | |

Experimental set up



Procedures

- a) The bare wire is fixed on the metre rule using the pieces of sell tape
- b) The circuit is connected as shown above and starting with the distance $y = 0.200\text{m}$, switch k is closed
- c) The voltmeter reading v and ammeter reading I are read and recorded
- d) The above procedures are repeated for values of $y = 0.300, 0.400, 0.500$ and 0.600m
- e) Results are tabulated in a suitable table
- f) A graph of v against I is plotted and its slope s is determined hence the resistance of the unknown resistor

Table of results

$Y(\text{cm})$	$I(\text{A})$	$V(\text{v})$
0.200	0.08	0.10
0.300	0.10	0.15
0.400	0.12	0.25
0.500	0.14	0.35
0.600	0.16	0.45

Errors and precautions

Loose connections

By making firm connections

Faulty instruments

Using new and tested instruments

Parallax error in reading V & I

Ensuring correct reading

Errors due to heating of the wires

Disconnecting the switch after reading

Conclusion

Since the value of the unknown resistor is approximately 5Ω it is fit to replace the damaged resistor

Q1. Roman sculptures (20mks)

- Sculpture in the round

Materials

- Cement
- Marble (stone carving)

Purpose

- Beauty (Arthetc)
- Memorial purpose
- Cultural purpose
- Religious purpose
- Education

Techniques

- Carving (subtractive method)
- Modeling (additive method)
- Casting in metal etc

Also followed principles and

- Elements of Art
- Movement balance
- Texture
- Variety
- Form

Q2. Contribution of contemporary Art (20mks)

- Commercial purposes
- Job opportunities
- Educational purposes
- Sensitization
- Cultural and moral values
- Income generation
- Decoration purposes
- Tourism industry

- Architectural purposes
- Revenue (government)
- Leisure purposes

Add conclusion also

Q3. Difference between Batik and tie and dye

Batik	Tie and dye
-------	-------------

- | | |
|-----------|--------------|
| - Use wax | -use threads |
|-----------|--------------|

Batik – wax resist method of decorating a fabric

Tie and dye – Bound resist method of decorating a fabric

Patch work- This is where small geometric fabric cut-outs are sewn together to form a larger decorative piece of fabric

Applique – Art of attaching small fabric cut outs of different shapes on a bigger fabric to create a decorative design.

Q4. Materials and tools

- | | |
|-----------------|-----------------|
| - Cloth | - Threads |
| - Dyes | - Cutting tools |
| - Wax | - Containers |
| - Water | - Needle |
| - Staff | - Heat source |
| - Papers | - brushes |
| - Tjanting tool | |
| - Metre ruler | |
| - Hoop | |
| - Pencils | |

Functions of fabric decoration

- Dressing attire
- Employment
- Curtains
- Table mats
- Cushions covers
- Beddings/or baby coverings

End

MATHEMATICS UCE
456/ SCORING/MARKING GUIDE

Item	Solution	Score	Comments:															
1 (a)	converting 31 to base three. <table border="1"> <thead> <tr> <th>Base</th><th>Number</th><th>Remainder</th></tr> </thead> <tbody> <tr> <td>3</td><td>31</td><td>1</td></tr> <tr> <td>3</td><td>10</td><td>1</td></tr> <tr> <td>3</td><td>3</td><td>0</td></tr> <tr> <td></td><td>1</td><td></td></tr> </tbody> </table> 1011 three To access the briefcase, secret code is 1011.	Base	Number	Remainder	3	31	1	3	10	1	3	3	0		1		I₁ M₁ A₁ A₁	- Converting from one base to another. - Correct division - Correct output - Response.
Base	Number	Remainder																
3	31	1																
3	10	1																
3	3	0																
	1																	
b)	Amount discovered = shs 349,000 000 Wife gets $\frac{40}{100} \times 349,000 000$ = sh 139,600 000. Remaining sh 349 000 000 - sh 139 600 000 = sh 209,400,000 Eldest son gets, $\frac{1}{3} \times \text{sh } 209,400 000$ = sh 69,800,000 Balance sh 209,400 000 - sh 69 800 000 = sh 139,600 000 Total ratio, = 2+3+5 = 10 One child gets $\frac{2}{10} \times \text{sh } 139 600 000$ = sh 2792,000	I₁ M₁ A₁ M₁ A₁ M₁ A₁ M₁ A₁ M₁ A₁	Writing in figures Correct multiplication Correct output Subtraction Correct output Correct multiplication Correct output Subtraction output multiplication output.															

Item	Solution	Score	Comments															
1	The other child gets, $\frac{3}{10} \times \text{sh } 139,600,000$ $= \text{sh } 4,188,000$ Lastly, another child gets $\frac{5}{10} \times \text{sh } 139,600,000$ $= \text{sh } 6,980,000$																	
c)	LCM of 12 and 24 <table><tr><td></td><td>12</td><td>24</td></tr><tr><td>2</td><td>6</td><td>12</td></tr><tr><td>2</td><td>3</td><td>6</td></tr><tr><td>2</td><td>3</td><td>3</td></tr><tr><td>3</td><td>1</td><td>1</td></tr></table> $2 \times 2 \times 2 \times 3$ 24 weeks. 1 month = 4 weeks $x = 24 \text{ weeks}$ $\frac{4x}{4} = \frac{24}{4}$ $x = 6 \text{ months.}$ Hence they will meet together again after 6 months that is 2nd November 2025 TOTAL SCORE		12	24	2	6	12	2	3	6	2	3	3	3	1	1	M₁ A₁ M₁ A₁ A₁ 20	Finding LCM. Output Conversion Output Response.
	12	24																
2	6	12																
2	3	6																
2	3	3																
3	1	1																

Item	Response	Score	Comment.						
2 (a)	x = number of trips by pick-up y = number of trips by lorry. Lorry carries 150 crates and pick-up carries 60 crates. $\Rightarrow 60x + 150y \geq 870$ because all crates must be transported. $2x + 5y \geq 29$ — 1 Cost per trip by lorry is 25,000 and that of pick-up is 20,000. $\Rightarrow 20,000x + 25,000y \leq 220,000$ $4x + 5y \leq 44$ — 2 Since the pick-up makes more journey than the lorry $x > y$ — 3 Also since the lorry and pick-up must make at least some trips, $x \geq 0$ $y \geq 0$ Boundary lines for, $2x + 5y = 29$. <table border="1"> <tr> <td>x</td><td>2</td><td>12</td></tr> <tr> <td>y</td><td>5</td><td>1</td></tr> </table> (2,5) and (12,1)	x	2	12	y	5	1	F₁ F₁ F₁	Define variables Build inequalities Form linear equations from correct inequalities
x	2	12							
y	5	1							

for $4x + 5y = 44$ <table border="1"> <tr> <td>x</td><td>1</td><td>11</td></tr> <tr> <td>y</td><td>8</td><td>0</td></tr> </table> (1,8) and (11,0) for $x = y$ <table border="1"> <tr> <td>x</td><td>0</td><td>10</td></tr> <tr> <td>y</td><td>0</td><td>10</td></tr> </table> (0,0), and (10,10).	x	1	11	y	8	0	x	0	10	y	0	10	m₁ m₁ m₁ m₁ m₁ m₁ m₁ m₁	Substitution to get correct coordinates label axes. Consistent scale plotting and join Naming lines with correct equation Shading correct regions
x	1	11												
y	8	0												
x	0	10												
y	0	10												

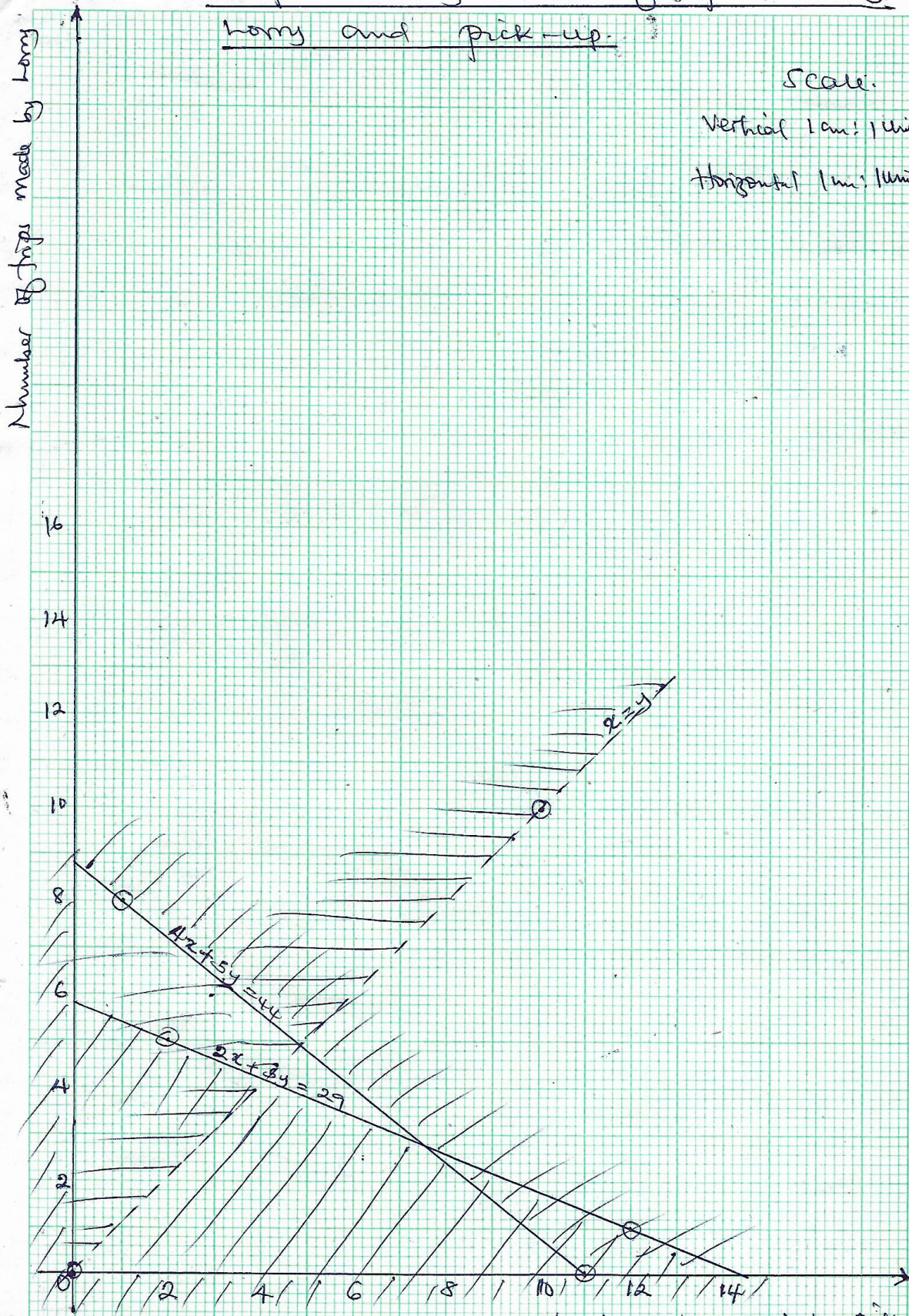
2.

Graph showing number of trips made by lorry and pick-up.

Scale.

Vertical 1 cm: 1 unit

Horizontal 1 cm: 1 unit.



Item	Response	Score	Comments
2	Possible combinations are (5, 4), (6, 4) and (7, 3). Costs involved. $(5, 4) = (5 \times 20,000) + (4 \times 25,000)$ $= \text{sh } 200,000$ $(6, 4) = (6 \times 20,000) + (4 \times 25,000)$ $= \text{sh } 220,000$ $(7, 3) = (7 \times 20,000) + (3 \times 25,000)$ $= \text{sh } 215,000$ So in order to keep the transport as low as possible, 5 trips of pick-up and 4 trips of the long should be made. The amount saved $\text{sh } 220,000 - \text{sh } 200,000$ $= \text{sh } 20,000$.	M₁ M₁ M₁ A₁ M₁ A₁	- show feasible region - reads and write coordinates - Substitute correctly - Response. Subtraction Output
b i)	$fg(x)$ $f(2x+1)$ $fg(x) = 100(2x+1)^2 + 4$ $= 100(4x^2 + 4x + 1) + 4$ $= 400x^2 + 400x + 104$ $fg(x) = 400x^2 + 400x + 104$ The composite function $fg(x) = 400x^2 + 400x + 104$ represents the profit as a function of the number of days since the promotional campaign began.	M₁ A₁	Substitution Output
ii)	$fg(5) = 400 \times 5^2 + 400(5) + 104$ $= (400 \times 25) + (400 \times 5) + 104$ $= 12104$	M₁ A₁	Correct substitution Correct output

The profit 5 days after the campaign starts is sh 12,104.

TOTAL SCORE 20

Item	Response	Score	Comment
3(a)	Frequency distribution table showing the weight of package of fried chicken.	T1	- Writes title
		A1	- Label columns.
		A1	- Use correct scale
		A1	- Insert data
		A1	- Analysis.
		A1	- Computes c-f
		A1	- Computes class boundaries
		A1	- Determine the median position
		A1	- For $\Sigma f = 50$
		A1	- For $\Sigma fx = 1205$
	where f = frequency x = Mid-point c-f = Cumulative frequency. C.B = class boundary. Mean = $\frac{\Sigma fx}{\Sigma f}$ $= \frac{1205}{50}$ $= 24.1$ The suitable weight of fried chicken is 21-30 according to the mean. b. Number of people who prefer a weight greater than 25g is, $50 - 28$ $= 22$ people.		
		M1	- Substitution in the formula correctly
		A1	- Output
		A1	- Response.
		M1	- Subtraction
		A1	- Output.
			Give

TOTAL SCORE

20

- T1 - Title
- A1 - plotting and joining
- A1 - insert data
- A1 - Estimate median
- A1 - Response to task by concluding

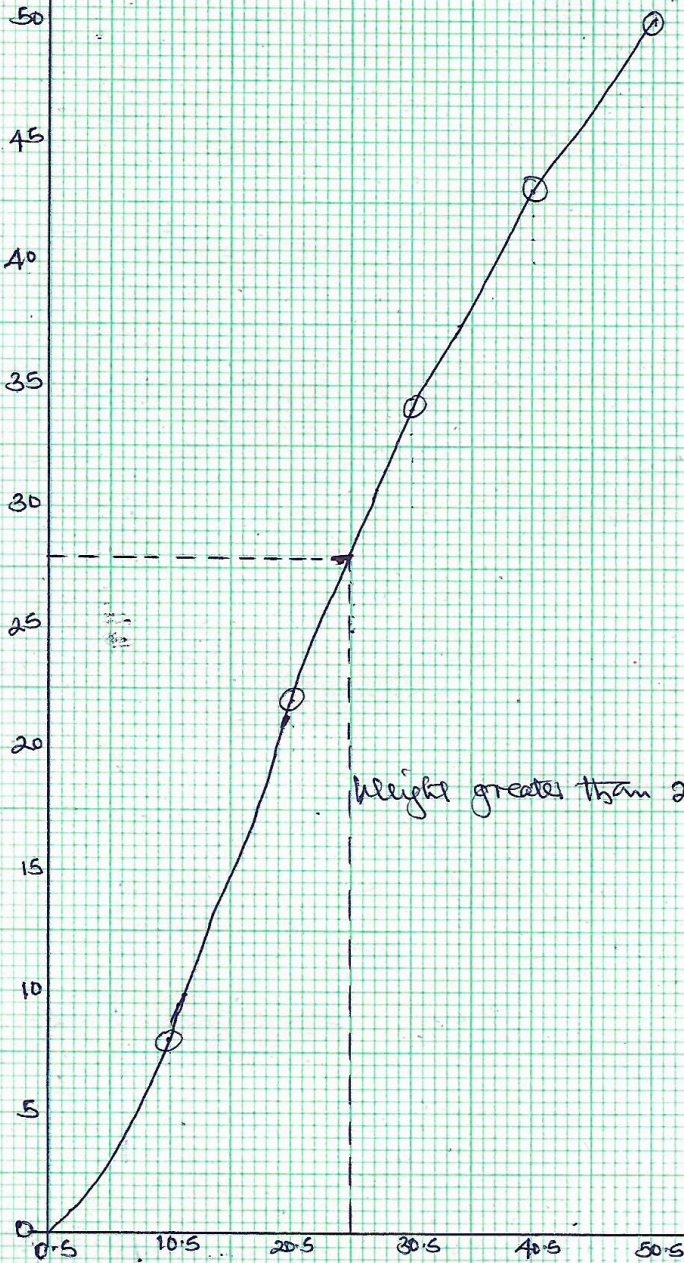
36) An ogive showing the package of fried chicken.

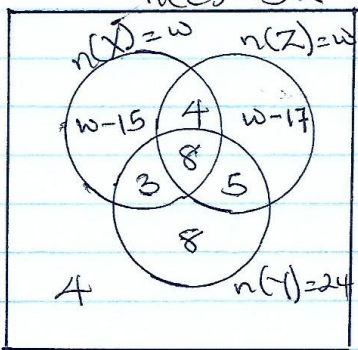
Scale.

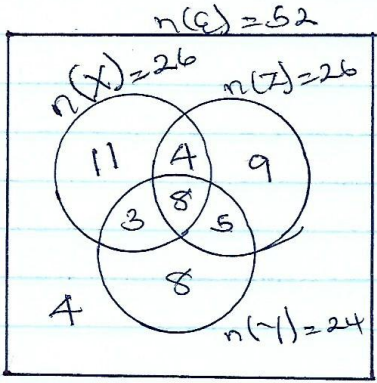
Vertical 2cm: 5 units

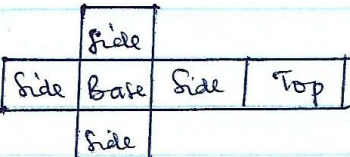
Horizontal 2cm: 10 units

Cumulative frequency.



Item	Response	Score	Comment
4(a)	Let $X = \text{Queen Elizabeth}$ $Y = \text{Kabalga}$ $Z = \text{Kidepo Valley}$ $n(E) = 52$ $n(X \cup Z \cup Y) = 4$ $n(X) = n(Z) = w$ $n(X \cap Z) = 12$ $n(Y) = 24$ $n(Y \cap X) = 11$ $n(Y \cap Z) = 13$ $n(X \cap Z \cap Y) = 8$	T ₁ I ₁ I ₁ I ₁ I ₁	White little For $n(E)$ for $n(X)$ for $n(Z)$ for $n(Y)$
	 Venn diagram showing the number of tourists being interviewed $n(E) = 52$ $n(Y) \text{ only} = 24 - (3 + 8 + 5)$ $= 24 - 16$ $= 8$ $n(X) \text{ only} = w - (4 + 8 + 3)$ $= w - 15$ $n(Z) \text{ only} = w - (4 + 8 + 5)$ $= w - 17$ To find the value of w, $w - 15 + w - 17 + 4 + 8 + 3 + 5 + 8 + 4 = 52$ $2w - 32 + 32 = 52$ $2w = 52$ $\frac{2w}{2} = \frac{52}{2}$ $w = 26$	I ₁	Label all the sets
		A ₁	For 8
		A ₁	Forms algebraic expressions
		A ₁	for $w - 15$
		A ₁	for $w - 17$.
		M ₁	Forms algebraic equations correctly.
		m	Collect like terms
		A ₁	Correct value of w .

Item	Responses	Score	Comments
4		I ₁	Interb data correctly
i)	$n(Z) = 6 + 8 + 5 + 9$ $= 26$ Therefore 26 tourists had ever visited Kidepo Valley.	M ₁ A ₁	For correct addition Correct answer.
ii)	$n(X) = 52 - (8 + 5 + 9 + 4)$ $= 52 - 26$ $= 26$ Hence 26 tourists had not visited Queen Elizabeth National Park.	M ₁ A ₁ A ₁	for subtraction for 26 Conclusion.
b)	Let V = events that tourists belong to the set of tourists who only visited two parks. $V = n(X \cap Z) \text{ only} + n(X \cap Y) \text{ only} + n(Y \cap Z) \text{ only.}$ $= 4 + 3 + 5$ $= 12$ $P(V) = \frac{12}{52}$ If the tourists are randomly selected, then the probability that they belong to V is $\frac{3}{13}$	III M ₁ A ₁	Correct addition Correct probability

Item	Responses	Score	Comments
5 (a) (i)		A ₁ A ₁ A ₁ A ₁ A ₁ A ₁	For side For side For side for side for base for top.
	(ii) $2(LW + LH + WH) = 422.8$ $2(12.4 \times 5.5 + 12.4H + 5.5H) = 422.8$ $136.4 + 35.8H = 422.8$ $\frac{35.8H}{35.8} = \frac{286.4}{35.8}$ $H = 8$ The height of the box is 8cm.	A ₁ A ₁ M ₁ M ₁ A ₁	Substitution Substitution Division for H.
(iii)	Volume = $12.4 \times 5.5 \times 8$ $= 545.6 \text{ cm}^3$ Hence the volume of the box is 545.6 cm^3 .	M ₁ A ₁	Substitution For 545.6
6)	1 box = sh 950 500 boxes = $\text{sh } 950 \times 500$ $= \text{sh } 475,000$ $A = 475,000 \left(1 + \frac{80}{100}\right)^2$ $= \text{shs } 1,539,000$ Decision: Moses shall not achieve his target Reason: Because the money he will get after selling the land is less than his target amount.	M ₁ A ₁ M ₁ M ₁ M ₁ A ₁ A ₁ A ₁	Multiplication for sh 475,000. Substitution Addition Removing brackets. for 1,539,000. Correct decision Correct reason.
	Total score	20	

Item	Responses	Scores	Comments.
6 a (i)	Sketch drawing. 1 cm represents 20m. Distances in Centimetre (cm). $1 \text{ cm} = 20 \text{ m}.$ $x = 150 \text{ m}.$ $\frac{20x}{20} = \frac{150}{20}$ $x = 7.5 \text{ cm}.$	T₁ A₁ A₁ m m m m m m	Little Sketch. Measure BC correctly. Measure lines correctly Show compasses Measure angle Correctly Draw circle correctly Bisect sides correctly
	1 cm = 20m. $x = 200 \text{ m}.$ $\frac{20x}{20} = \frac{200}{20}$ $x = 10 \text{ cm}.$	A₁	Conversion
	BC = 10.9 cm. 1 cm = 20m. $10.9 \text{ cm} = (10.9 \times 20) \text{ m}$ $= 218 \text{ m}$	A₁	conversion
(ii)	BC = 10.9 cm. 1 cm = 20m. $10.9 \text{ cm} = (10.9 \times 20) \text{ m}$ $= 218 \text{ m}$	M₁ M₁ A₁	Correct measurement multiplication for 218m.
(iii)	Bearing of point C from point B is 182°	A₁	read bearing correct.
(iv)	$\angle A = 140^\circ - 65^\circ$ $\angle A = 75^\circ$	M₁ A₁	measure angle correctly. For 75°

Accurate diagram:

[illegible]
$$1 \text{ cm} = 20 \text{ m}$$

$\therefore 218m$

Item	Responses	Scores	Comments.
6	Area of triangle ABC = $\frac{1}{2}bc\sin A$ = $\frac{1}{2} \times 200 \times 150 \times \sin 75^\circ$ = $14,488.89 \text{ m}^2$ Hence the area of triangle ABC is $14,488.89 \text{ m}^2$. Radius of circle = 5.6 cm. Circumference of circle = $2\pi r$ = $2 \times \frac{22}{7} \times 5.6 \text{ cm}$ = 35.2 cm. Convert 35.2 cm to metres $1 \text{ cm} = 20 \text{ m}$. $35.2 \text{ cm} = (35.2 \times 20) \text{ m}$ = 704 m Hence the size of the land available to plant the flower is 704 metres. TOTAL SCORE	M A M A 100% 20	Substitution Correct output Correct substitution Correct output
	END.		

UCE MARKING GUIDE

ITEM I

Task: Response

a) Features that tourists are likely to see, physical features

- Kakondi hill slop
- Lubani hill
- Nalukoma broad valley
- Saddle/col between Kakondi and Lubani hill
- Vegetation like scattered trees along Lubani hill
- Manmade/human features
- Roads i.e. footpath in Nalukoma valley and Bound surface road in Saddle
- Plantation at Sungira
- Settlement along Sungira

CK & AP (5 scores)

(features) (location)

b) Relief Section on graph paper CK = 3 (6 Scores)

AP = 3

c) Leasing a swamp at 3,000,000 per km². Calculations

Full squares = 0

Half squares = 32

$$area = fullsq + \frac{halfsq}{2} = 0 + \frac{32}{2}$$

$$= 0 + 16 = 16 \text{ squares}$$

$$scale \ 1 \ sq, 1 \ box = 1km^2$$

$$\therefore 1bx \ 1km^2 = 16km^2$$

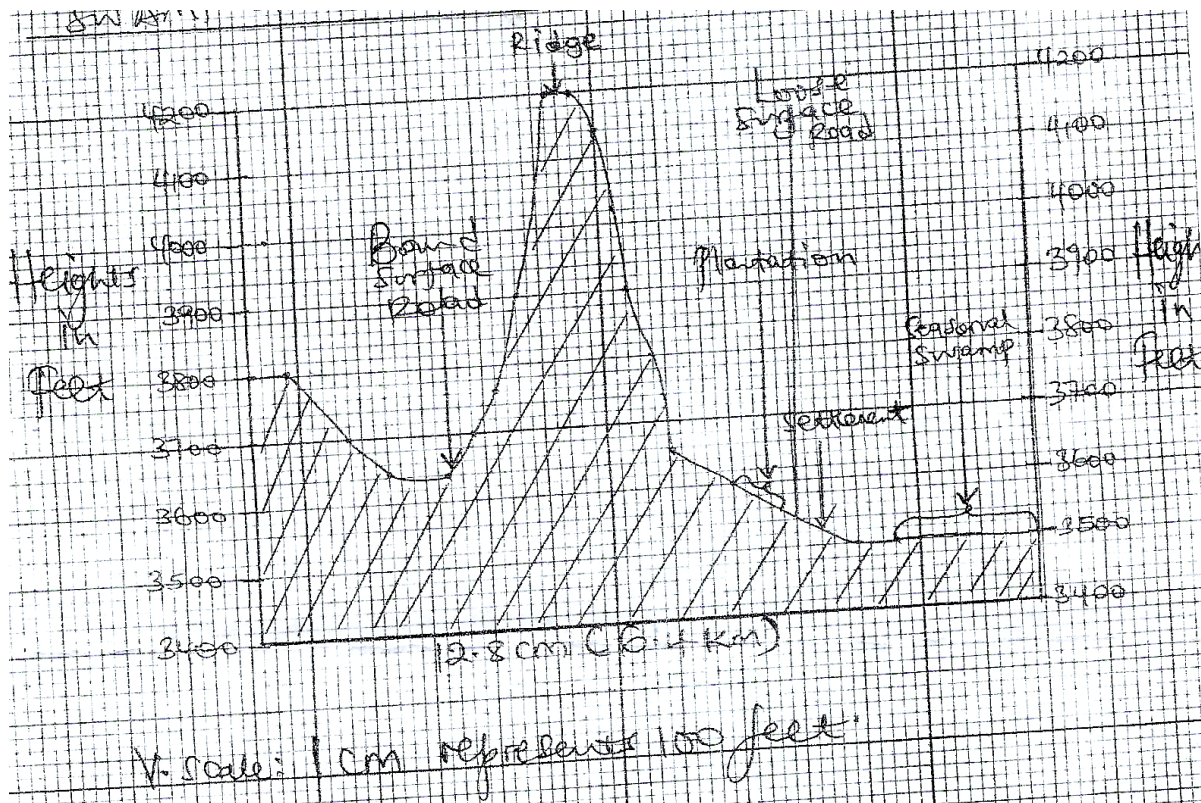
$$3000000 \times 16 = 48,000,000Shs \ (2 \ scores)$$

d) Activities to be carried out in a swamp without affecting climate pattern

1. Eco-Tourism; tourist can visit swamp to observe wildlife, birds and unique plants
2. Scientific research and education; Researcher can study biodiversity, water quality or weather patterns
3. Sustainably harvesting of papyrus and reeds; communities can do swamp spearing harvesting for making mats, baskets and roofing materials
4. Bee keeping (Apiary activities) placing bee hives around swamps can produce honey
5. Finishing by use of traditional methods i.e. hooks
6. Controlled cause transport across swampy areas; it does not pollute or drain the swamp

7. Cultural and spiritual activities; some communities use swamps for ritual or traditional ceremonies
(Any 4CK 4 AP 7 scores)

A CROSS SECTION OF NAKASONGOLA BETWEEN KAKONDI HILL SUMMIT (GR 360450) AND NALUKOMA SEASONAL SWAMP SHOWING PHYSICAL & MAN MADE FEATURES



ITEM 2: Photographic interpretation skills

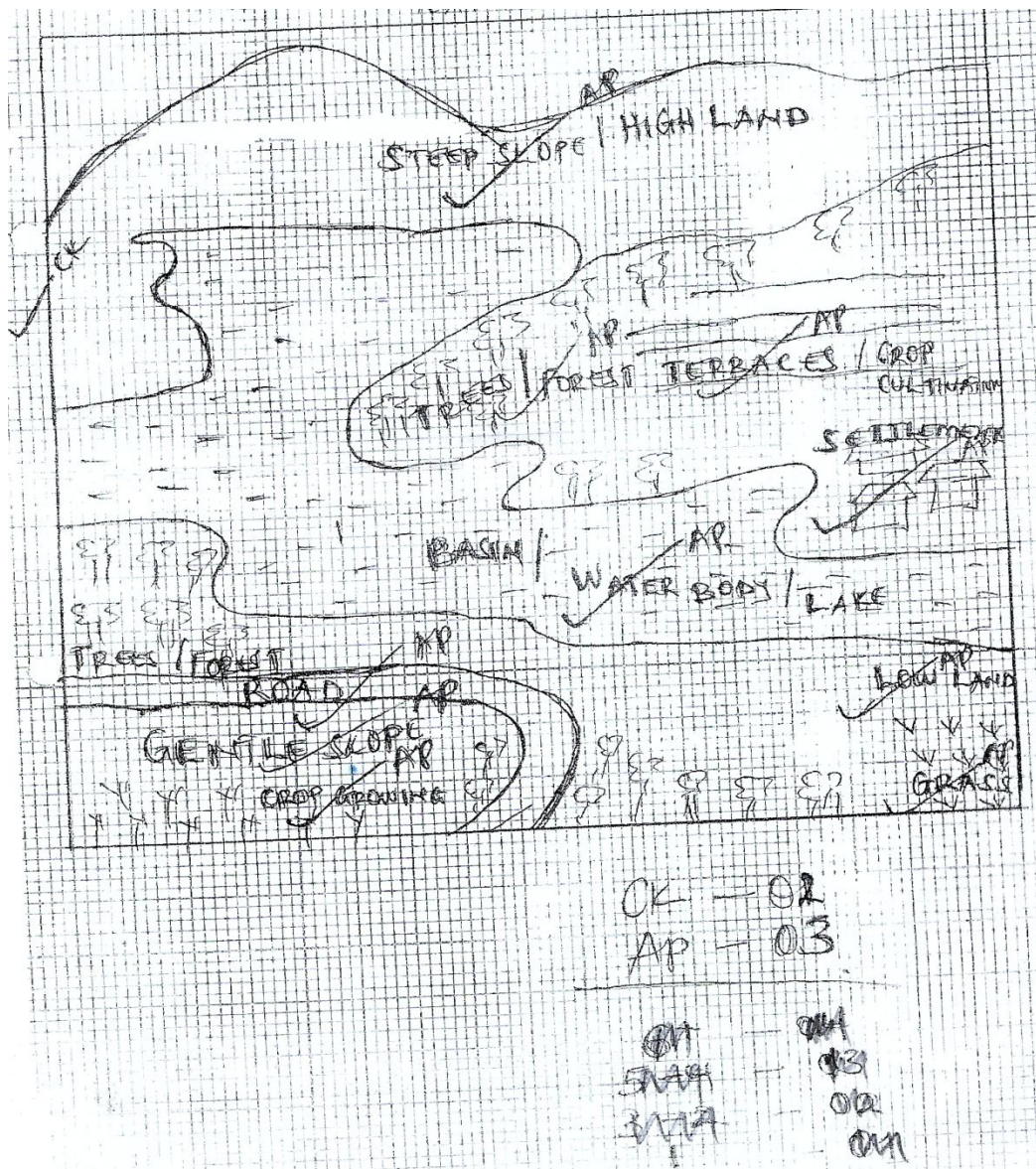
- a) On graph paper attached 2 CK 5 scores
3 AP
- b) Descriptions of the enabling conditions for industrial investment for convincing the investor on suitability of the area
- Availability of extensive land for setting up industry e.g. middle ground
 - Presence of permanent water source e.g. water body. In the middle ground, this could be used for processing
 - Availability of gently sloping landscape, suitable for setting up industrial facilities in the middle ground
 - Presence of a variety of raw materials e.g. forest vegetation in foreground for timber or farmland indicate agriculture products, supporting agro based industries
 - Well-developed transport route in left foreground for transporting finished products
 - Cheap labor force to work in industry of presences of houses in right middle ground
 - Ready market for industrial products e.g. presence of houses in right middle ground (Any 5 CK AP = 5 scores)

d) Recommendations to improve/suitable industrialization to local community and government

- Government should upgrade; roads to all weather roads to support transport of good & workers
- Maintaining of stable power supply to attract energy dependent industries
- Provide clean water supply to support both local community and potential industries
- Develop training centres; set up vocational training centres to build local skills and prepare workforce for industrial jobs
- Maintaining green areas and implement waste management practices to foster sustainable industrialisation
- Strengthening security in the areas to give confidence to investor
- Carrying out extensive advertisement and market research to ensure constant demand for industrial goods
- Educate local people on benefits of industrialisation. This helps to prevent water pollution

CLK, AP = TOTAL

A LANDSCAPE SKETCH OF THE AREA SHOWN ON THE PHOTOGRAPH SHOWING PHYSICAL FEATURES AND MANMADE FEATURE

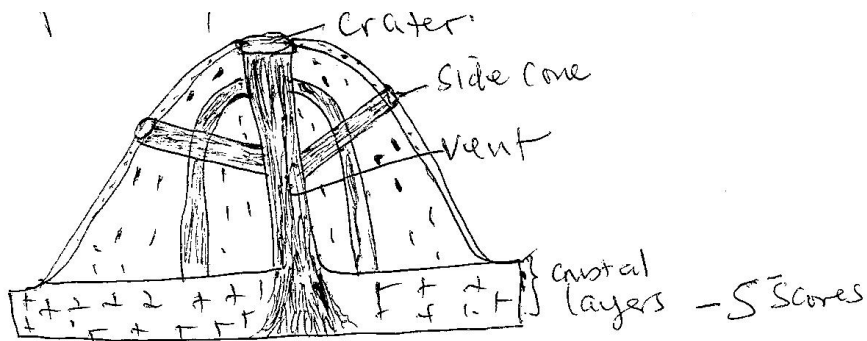


ITEM 3: Responses

a) Volcanicity/volcanicity as a process/score

This is all processes through which molten magma and gases move from the Earth's interior/mantle and either solid and cool within or cools and solidifies on to the surface.

This is due to great heat that dissolves minerals, pushed by pressure and convective currents to rise and reach the surface as hot magmatic substances/Lava o cooling it forms a volcano and other various features such as lava plain, crater etc.



b) Influence of the features to human activities

- Volcanic features provide fertile soils that facilitates the growth of crops hence food
- Form mountains that influence the climate of the area hence growth of crops for food
- Volcanic features are source of minerals e.g. salty on Lake Katwe hence employment and income that improve standards of living
- Volcanic features like hot springs attract tourists who bring in foreign exchange for infrastructure development
- Hot springs and Chryslers have water that contain medicine for cure of skin diseases
- Volcanic mountains like Elgon have fertile soils for growth of forests that are exploited for timber
- They are conservation areas thus environmental protection and protection of the rare species
- Some volcanic mountains act as political boundaries thus security

Negative influence

- Volcanic mountains have a leeward side which is dry thus limiting cultivation
- They keep wild animals that are a threat to human life
- They are subject to landslides e.g. slopes of Elgon leading to destruction of life and property
- Due to steep slopes on there is soil erosion which causes infertility in soil thus famine
- The forests in volcanically affected areas have wild animals that are threat to their life
- Volcanic eruption is destructive to life and property (8 scores)

Solutions

- Planting of trees on steep slopes to overcome landslides and mass washing
- Terracing of steep slopes to overcome soil erosion
- Early washing to people living in areas affected by volcanic eruptions to avoid destruction
- Resettlement in areas free of volcanic eruptions to avoid destruction. (4 scores)

ITEM 4: Responses

a) The geographical processes in weathering

- It is a mechanical break down and chemical decomposition of rock in situ
- It occurs in three types for example physical. Chemical and biological weathering
- Physical weathering is mechanical breakdown for rocks mainly due to temperature changes
- It mainly takes place through exfoliation, block disintegration, salt crystallization etc.
- Chemical weathering is the chemical decomposition of rocks mainly due to the action of rain water and rock minerals. It takes place in processes like hydrolysis, carbonation, oxidation, solution etc.
- Biological weathering is the breakdown of rocks due to action of living organisms like plant roots and soil
- The plant roots physically break apart rocks and plants produce organic acids that contribute to chemical weathering
- Borrowing animals
- Micro-organisms

b) Influence of weathering on Human activities positive

- Crop growing because chemical weathering for a long period of time results into formation of mature soils that are highly productive hence creating employment to local farmers and providing
- Encourages local tourism because of beautiful features formed by weathering e.g. Inselbergs encouraging filming
- Mining and quarrying because of the broken rock materials used in construction of houses for settlement
- Animal rearing since shallow soils formed favor the growth of pastures for cattle and goats hence providing food like meat
- It has promoted education and research by students on processes of weathering
- It has preserved cultures because of features formed like lakes and rock outcrop they are used for ancestral worship

Negative

- Physical weathering hinder crop since it produces partially weathered soils (barren lands) hence into farming activities

- Results into soil erosion since weathering processes loosen the soil making them vulnerable to agents like running water thus hindering crop growing
 - In steeper slopes it leads to landslides since it reduces cohesion between rock particles hence destroying lives and property
 - It hinders transport because it forms rock out crops and hard to remove
 - Hinders construction of settlement
 - Silting of rivers due to increased sediments 5 X 2 scores
- c) The ways local communities can minimize negative effects
- Improving soil quality by using artificial fertilizers to make soil productive
 - Planting trees to ass cohesion to rock particles hence controlling
 - Resettlement of people in other areas with strong rocks
 - Adopting alternative construction materials like steel
 - Planting grass and trees to provide cover to the soil to reduce the impact of rain drops to control erosion 3 X2 = 6 scores

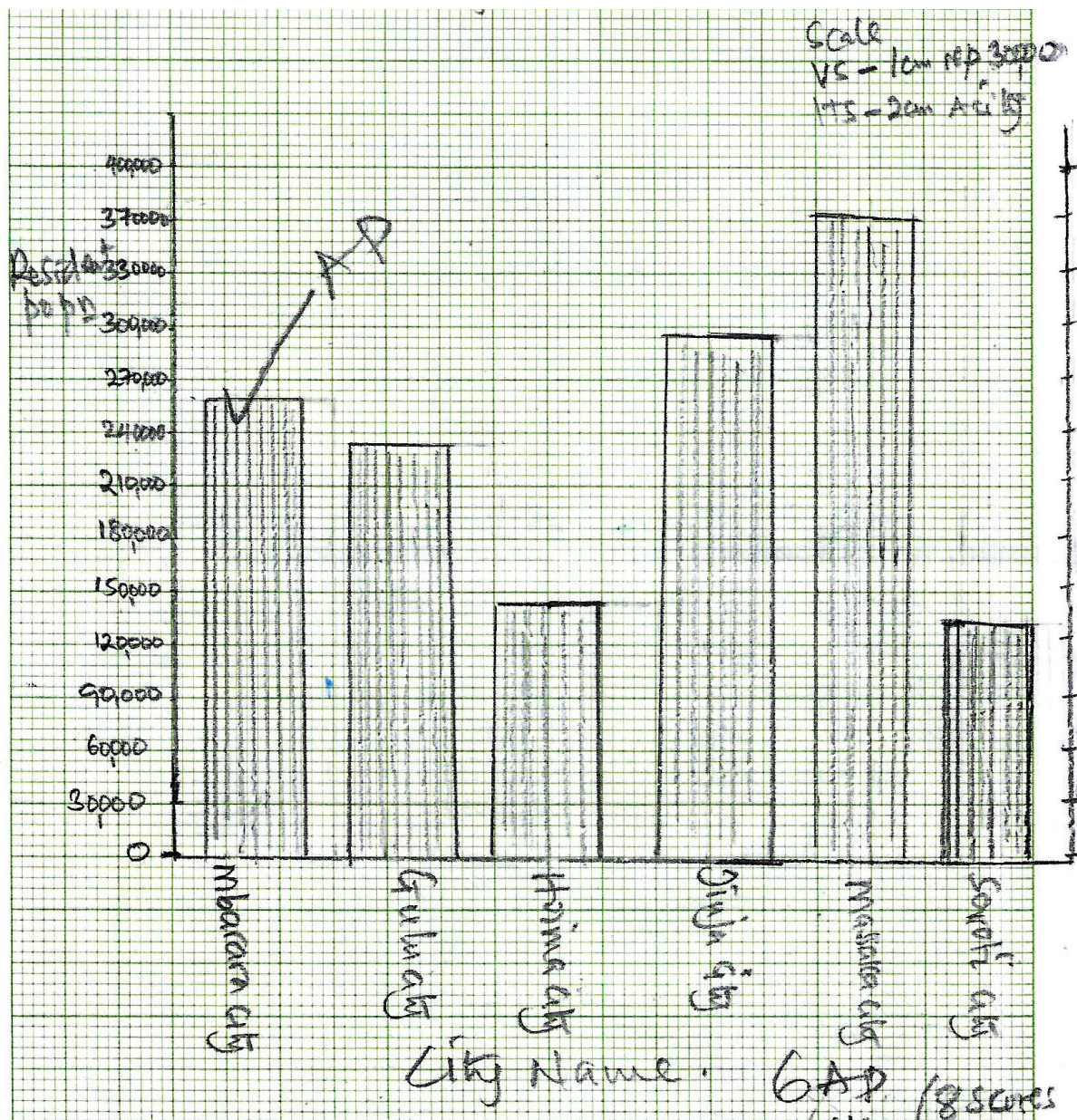
ITEM 5

(b)

- Extending entertainment centres in villages
- Rural electrification for the youth to have it in villages
- Setting up cottage industries to provide jobs to the youth
- Ensure security and political stability in rural areas to allow peace to prevail there
- Construction and improvement in the infrastructure in rural areas
- Extending education institution in rural areas
- Recreation facilities extended to rural areas
- Recreation facilities extended to rural areas
- Giving internet and other communication gadgets for services to rural youth
- Loan schemes in developmental aspects extended to rural youth
- District quarter to the youth so as to access education freely
- Change of land tenure system for the youth to own land 6X2 = 12

(CK CU 1P)

A BAR GRAPH SHOWING RESIDENT POPULATION OF SELECTED CITIES IN UGANDA



ITEM 6: Response

- a) The table below shows import and export between Uganda and East Africa , Asia and North America in 2021

Region	Imports expenses	Export earnings
frica		
merica		

2 scores

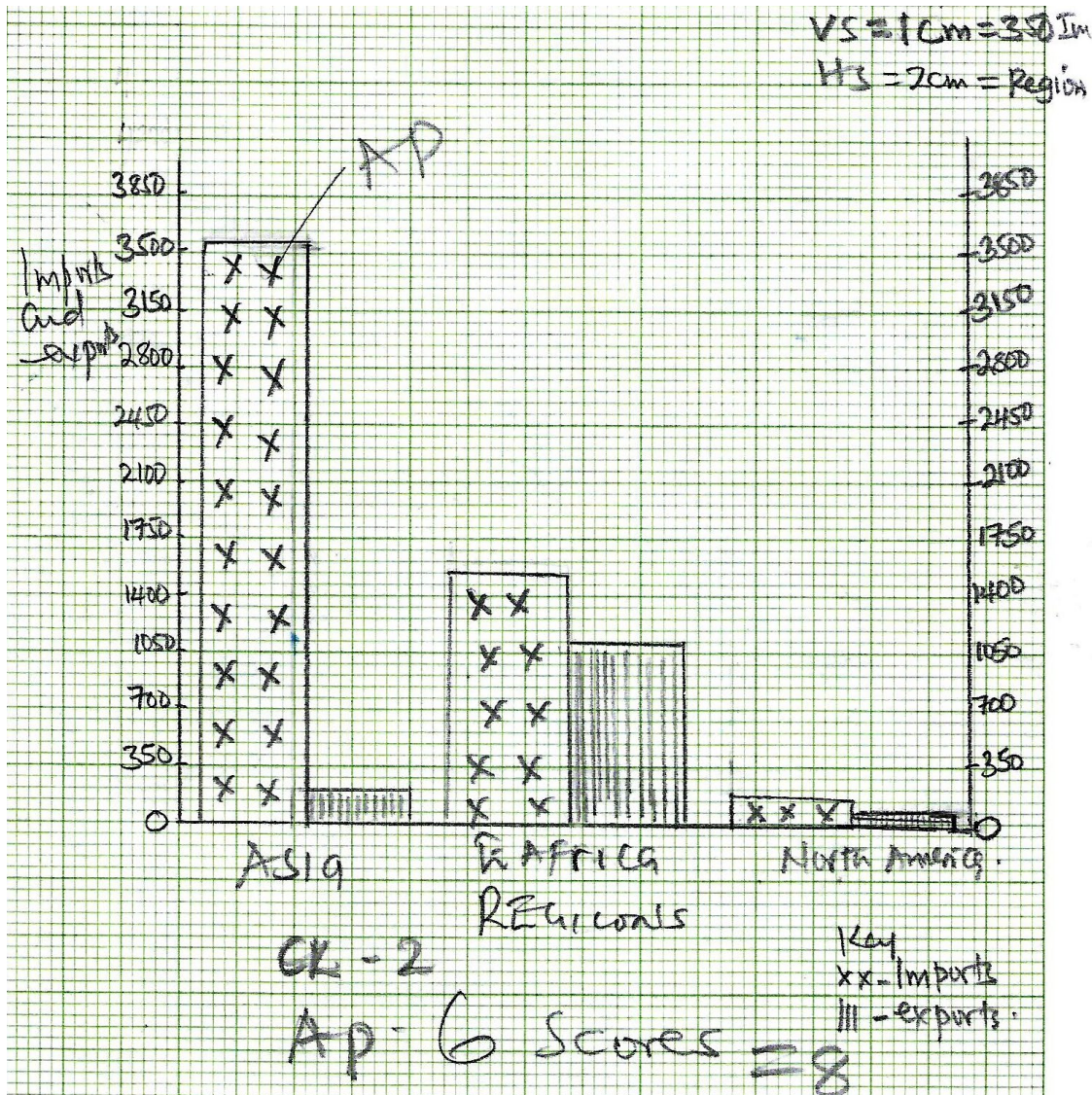
c)

- Uganda's exports are less than its imports in Asia and this is due to competition from other exporting countries
- Uganda has unfavorable balance of trade with Asian countries

- Uganda with East African region. It has more imports than exports thus due to production of similar goods
- Uganda spends more on imports and gains less revenue from the exports
- Uganda imports more from North America because of the quality of their goods
- Uganda exports less to North America due to low quality of the goods
- Both imports and exports to North America are neighbors

Any 5 scores $\times 2 = 1Q$

A GRAPHED BAR SHOWING UGANDA'S IMPORTS AND EXPORTS IN EAST AFRICA, ASIA AND NORTH AMERICAN IN 2021



PHYSICAL EDUCATION
PAPER I GUIDE

Performance evaluation of P2

The items are scored out of 21 scores with

1. Technical skills – 16
2. Tactical skills – 14
3. Personality and sportsmanship – 15
4. Physical fitness – 16

This is based on technical, tactical, personality and physical, fitness aspects. Each category is scored on a scale of 1 to 6, where

- One and two (1 and 2) show performance below the basic competence level
- Three (3) represent fair/basic competence meaning the candidate meets the minimum competence level
- Four (4) represent above average/good/satisfactory meaning the candidates has adequate level of knowledge and skills
- Five (5) for high-level skill/outstanding indicating a high level of understanding in applying acquired skills and knowledge effectively
- Six (6) excellent/exceptional performance, the learner demonstrates extraordinary competency by applying skills creatively and innovatively

GYMNASTICS

ITEM	1	2	3	4	5	6
Technical skills Balances and rolls	Frequently fails to perform balance or poses/roll	Has difficulty in maintain slightly 5 sec (Balance/Roll)	Performs 1 balance and each maintained atleast for 5 sec performs rolls constantly	Performs 2 balances and each holds for at least 5 sec (forward Roll) with ease	Performs 3 balances, with proper positions and movements performs forward and backward Roll with ease	Demonstrates correct balances and each maintained for more than 5 sec performs all Rolls with ease and flexibility
Manipulation of equipment	Learners can't maintain control of equipment with controlling the equipment	Uses the equipment but lacks control, coordination and confidence in movements	Shows some control in handling equipment but struggles with rhythm and precision	Show good technique and flow and confidence with equipment	Advanced control, smooth and precise movements	Confidence, control coordination and precision when handling equipment excels with proper rhythm
Tactical	Lack variety Repetitive movements	Doesn't link movements in meaningful way limited transitions	Strong rhythm with minor lapses in timing well-structured routine with minor gaps	Excellent timing in movements proper flow in movements creating of the highest order		
Personality and sportsmanship	Poorly motivated unenthusiastic Lacks confidence Easily distracted	Shows effort with low presence Occasional distractions Low confidence levels	Generally confident but occasionally distracted	High levels of confidence minor hesitations highly focused	Performs with exceptional confidence Highly concentrated always peer during performance	
Physical fitness	Unable to execute skills properly, poor flexibility	Struggles with endurance lacks strength s	Moderate flexibility	Good strength but struggles with advanced skills		High energy and intensity throughout the routine High flexibility with full range of motion

Total scores – 121

ATHLETICS

ITEM	1	2	3	4	5	6
Technical track and field crouch start	Struggles to perform with lot of errors poor postures, weak acceleration, inefficient arm movement Incorrect grip, stance, and poor execution lacks coordination	Basic grip and stance, but improper throwing technique Basic grip and stance, but improper throwing technique	Moderate technique, some inefficiencies in stude and arm coordination Moderate clearance, occasional errors, slight hesitation. Some correct technique, but inconsistent execution	Good performance with observance to rules Strong technique fluid motion, off	Very good performance with observance to rules	Excellent performance with technical rules Excellent sprinting technique, maximized efficiency, strong acceleration

Tactical	Poor start and pace control, fails to adjust mid-race	Unbalanced pace, inefficient transitions, lacks race plan	Good control, minor mistakes adjusts well to conditions	Excellent spatial awareness, perfect timing, no wasted motion		
Personality skills	Lacks concentration, easily distracted gives up easily	Minimal team interaction lack of trust, struggles to communicate	Good focus, minor distractions regains composure quickly	Strong mental discipline, pushes through adversity highly engaged	Exceptional teamwork, high synergy anticipates teammates movements	
Physical fitness	Fatigues quickly struggles to finish strong	Low strength struggles with explosive movements	Moderate endurance, inconsistent stamina, fades slightly			

Score – 121

GAMES

ITEM	1	2	3	4	5	6
Technical	Unable to perform fundamental skills effectively	Perform basic skills but struggles with execution in game situations	Display effort in skill application but needs improvement in consistency	Displays confidence in most situations and can apply skills effectively in game play	Execute skills under pressure with precision	Demonstrate advanced skills to teammates
Tactical	Struggles to adapt to game situations	Often reacts late or is out of position	Makes good decisions but sometimes hesitates under pressure	Demonstrate deep understanding of team dynamics and game flow		
Personality skills	Poor sportsmanship, lacks teamwork and displays a negative attitude that affects team morale	Frequently needs reminders to stay engaged and supportive	Maintains a positive attitude		Sets an example for others through attitude and actions	
Physical fitness	Weak in challenges and avoids physical tasks	Exhibits inconsistent strength	Maintains energy and speed but may experience fatigue	Good strength and holds own in contests	Explosive speed sharp, precise movements	Maintain consistent strength, speed, levels through the game

Total score 121

AEROBICS

ITEM	1	2	3	4	5	6
skills	Struggles to perform the steps completely	Performs any of these steps with many errors	Some basic movements are performed correctly	Displays some smooth transitions with minor errors	Smooth and controlled movements	Smooth transition from one exercise to another

		and poses				Excellent coordination and precise
Tactical	Seem disorganized and unable to adjust to music	Follow routines well but lacks naturalness	Modifies routines effectively	Innovatively adapts routines to music/environment		
Personality skills	Appear disinterested during instruction	Exhibits little effort and energy during presentation	Exhibits good energy throughout	Actively motivates peers during instruction	High energy and strong expressive performance	
Physical fitness	Shows weak limbs throughout	Limited strength at the start of the session	Struggles with endurance or strength in prolonged sessions	Completes routine but shows signs of strain	Outstanding coordination of arms and the legs	Exceptional coordination of arms and legs Exceptional endurance, strength

Total score 121

WATER SAFETY SKILLS

ITEM	1	2	3	4	5	6
Technical safety skills	Lacks the ability to perform proper stroke techniques, resulting slow and ineffective swimming	Weak stroke technique leading to inefficient movement and unnecessary exertion	Basic stroke understanding but struggles with efficiency	Strong technique with minor errors in body alignment	Very good stroke execution with minor technique errors	Mastery of all the 4 safety techniques including advanced life saving skills executed with efficiency and confidence
Tactical skills	Lacks awareness of water safety risks and makes poor decisions in an emergency	Identifies risks and follows basic safety protocols but hesitates in decision making	Reacts quickly and appropriately in safety situations, including assisting others safety and effectively	Displays expert awareness, makes quick and effective safety decisions and can lead others in emergency responses		
Personality skills	Shows fear, lack confidence, and disregards safety rules, posing a risk to themselves and others	Lack of responsible attitude towards water safety	Sometimes struggles with sportsmanship showing minor negativity or lack of enthusiasm	Displays very good motivation. Confidence and adaptation and encourage others	Exceptional set standards	
Physical fitness	Very slow to react to start signals and turns		Moderately quick reactions, but stills needs improvement		Very good coordination of the arms and the legs with smooth range of motion within joints	Excellent coordination of arms and legs with highest range of motion at the joints

Total score – 121

PHYSICAL EDUCATION

PAPER 2

Item one

a) How the coach's suggestion can help prevent such incidences.

Proper body conditioning

- Mental preparation
- Reducing the risk of injury
- Ready for the sport

Wearing sports gears;

- Can help absorb impact and reduce the risk of body injuries

Inspecting the play area before;

- Ensuring the play area is safe and free from hazards can help prevent accidents and injuries

Ensuring proper health checkup before the match

- Conducting thorough health checks before the match can help identify any underlying medical conditions or potential health risks, allowing for necessary precautions to be taken

Reward learners who give correct responses that are not listed above but they are in line with how each of the coach's suggestions can help prevent injuries. The learner(s) should give responses in line with how the listed suggestions can help prevent injuries.

b) Managing the player:

Initial Response

- Stop play immediately, the referee's decision to stop the game immediately was crucial in ensuring the player's safety.
- Call for medical assistance, the first aid team's prompt response was essential in providing timely medical attention.
- Assess the player's condition. The medical team should assess the player's airway, breathing, and circulation and check for any visible injuries

Assessment and Treatment

- Check for responsiveness (verbal and physical touch)

- Check for signs of injury (signs of head injury, such as confusion, disorientation, or loss of consciousness)
- Provide stabilization and support. If the player is suspected of having a head or neck injury, the medical team should provide stabilization and support to prevent further injury
- If necessary the player should be transported to a medical facility for further evaluation and treatment

The goal keeper had loss of consciousness (fainting) we expect the learner to explain on how best to handle this by using DRABC (Danger, Response, Airway, Breathing and Circulation) and CPRC (Cardiopulmonary Resuscitation). The learner should be able to give His/her response in line with managing fainting.

Item two

Reward learners with various comprehensive plans but much emphasis should be focused on the weakness that were observed by the coach.

Cardiovascular training exercises like running, jogging and high intensity interval training to improve stamina

Strength training focusing on exercise that enhance power (squats, box jumps, burpees)

Goalkeeper Training; Agility drills and diving drills, cone drills and ladder drills to improve agility and reaction time. Practice diving in different directions, focusing on technique and speed.

Defensive strategy, endurance exercises, positioning and marking, communication

Strikers, speed and agility + reaction time

- Sprint training
- Agility ladder drills to enhance foot speed, agility and reaction time
- Nutrition and hydration
- Rest
- Mental toughness training (preparation)
- Team building activities

Reward learners with different plans as tables, charts but much emphasis on the key weakness areas noted by the coach

Item 3: Fostering peace through sports

Key areas

- Violence and sportsmanship; Alterations, disrespect towards official undermine the spirit of sports
- Doping allegations. Tanners' team captain highlights the need for strict anti-doping measures
- Resentment and division, the incident has created animosity between teams, requiring efforts to rebuild trust and promote peace
- Increased risk of injuries, reducing fan base bans to players

Solutions

- Referee support ensure referees receive adequate training, support and protection to maintain their safety and impartiality
- Education and training, provide workshops on sportsmanship, fair play and conflict resolution for players, coaches and officials
- Strict enforcement, implement harsh penalties for doping and violent behaviour to deter future incidents
- Peace building initiatives
- Organize joint training sessions, community outreach programs and friendly matches to foster teamwork and understanding between rival teams
- Promote understanding, sports can bridge divides and foster mutual respect among players and fans
- Build relationships, joint activities and community outreach programs can help build trust and friendship between rival teams
- Empower youth, sports can provide a positive outlet for youth energy, promoting constructive engagement and conflict resolution

Reward learners who give effects of the poor sportsmanship reward learners who bring out sports a tool of fostering peace. The learner should also address the major sportsmanship behaviours in the question item.

Item 4. Advocacy, sports inclusion, sports for all

Possibilities

Inspiring young girls; seeing female footballers on media platforms can inspire young girls to participate in the sport.

Increased visibility, media coverage can raise awareness about girls football, showcasing talented players and teams

Community engagement, social media campaigns can encourage community members to support and participate in girls football initiatives

Role models, media can highlight female football role models, promoting positive representation and empowerment

Challenges

- Limited access to media platforms in rural or underserved areas might hinder the reach of the campaign
- Bias in media representation or coverage might affect the campaign's effectiveness
- Deep-seated cultural or societal attitudes might resist the promotion of girl's football
- Limited resources (financial, human or technical) might limit the scope and impact of the media campaign

Potential solutions

- Collaborate with local media outlets, schools and community organizations to amplify the message
- Partner with social media influencers or female football ambassadors to promote the campaign
- Create content that resonates with target audience, highlighting the benefits and opportunities of girl's football
- Regularly assess the campaign's impact and adjust strategies as needed
- Reward learners with great capacity in sports for all.

END

MARKING GUIDE

SECTION A

ITEM 1

a) Item taker is required to give a tool document to get more news of the children, students and youths

- Survey tool should have the following
- Name and address of the business
- Statement "Market survey guide/questionnaire"
- Background of the business
- Demographic questions e.g. Biodata (Name, sex, age, income, segment)
- Questions on competition e.g. who are the competitors in the area?
- What products are preferred most and why?
- How did you get to know about our products?
- Product satisfaction questions e.g. are you satisfied with our product?
- Are our prices fair? Yes ☐ ☐
- What unique features do our products have?
- Frame etc

Scoring

Any 5 or more attributes04 scores

3 – 403 scores

2 02 scores

101 scores

No attribute00 score

Maximum scores = 04

b) An item taker is required to prepare a marketing plan.

- It should contain
- Name and address of the business
- Plus statement, marketing plan
- Target market
- Products offered
- Pricing, strategy
- Advertising and promotion strategy
- Distribution strategy
- Level of competition/position of competitors

- Projected sales/expected sales
- Terms and conditions of sale
- Projected marketing experiences

Scoring

- Title (Name and add plus identity).....01
- Any other 5 or more attributes04
- Any 5 or more attributes04 scores
- 3 – 403 scores
- 2 02 scores
- 101 scores

Maximum scores = 05 scores

c) Formalize the business

An item taker is required to give the steps involved in formalizing registering a business

- Searching for the business name by URSB
- Reserving the business name
- Paying the registration fees
- Filling with URA for a TIN
- Paying for trade license fees to the bank
- Obtaining the trading license
- Filling with NSSF for registration of NSSF
- Issuing a registration certificate

Scoring

Any 6 or more attributes04 scores

4 - 503 scores

2 - 3..... 02 scores

101 scores

No /wrong points00 score

NB: 1 or more points not explained 01score

NB: - Steps should be given in chronological order

- Steps may vary but I, II, III, VIII must be given
- Explanation must be related to the scenario

Total scores on item = 04 + 05 + 04 = 13 scores

2 (a) Need to assign roles and duties to workers

An item taker is required to give merits/benefits of specialization

Points include;

- Leads to mass production
- Increases quality of products/efficiency
- Saves time
- Saves energy/reduces fatigue
- Facilitates easy training
- Promotes innovations and creativity
- Promotes trade and exchange

To

Scoring

Any 5 or more responses justified.....04 scores

3 – 403 scores

2 02 scores

101 scores

Maximum scores = 04

NB. Coding should be done

- PA - Point justified/explained
- P – Point not justified/explained

Note: 1 or more points not explained01 score

b) Basis to consider on selection of the needed soap machine

An item taker is required to give factors considered when selecting machinery/soap machine.

- Cost of soap machine
- Efficiency/quality of the soap machine
- Durability of soap machine
- Productivity/out put produced by the soap machine/capacity of the machine
- Ease and maintenance and repair
- Flexibility of the soap machine
- Simplicity and ease of use
- Origin of soap machine

- Guarantee given by the manufacturer of machine
- Purpose of the soap machine
- Skills required to operate soap machine

Coding

- PA - Point justified/explained
- P – Point not justified/explained

Scoring

Any 6 or more points justified.....06 scores

5.....05 scores

4.....04 scores

303 scores

2 02 scores

101 scores

Maximum scores = 06

NB: 1 or more points not justified01score

2c) An item taker is required to give the benefits/merits of diversification

- Minimizes risks in production hence reducing losses
- Increases sales
- Provides employment opportunities
- Gives a business a competitive advantage
- Promotes innovation and creativity
- Enables provision of a variety to customers
- Increase profits of an entrepreneur

Coding

- PA - Point justified/explained
- P – Point not justified/explained

Scoring

Any 4 or more points justified.....04 scores

303 scores

2 02 scores

101 scores

Maximum scores = 04

NB: 1 or more points not justified01score

Total maximum scores for item

= 04+06+04 = 14scores

3 (a) Guiding Mukasa on suitable bank account for his business

An item taker is required to give a suitable bank account and give justifications/reasons for the choice.

- It's a current account
- Justification for the account is;
- Current account is suitable for business men
- Offers bank overdraft facilities to the account holder
- Cheque book is provided
- No minimum balance is required
- Money can be deposited and withdrawn any time

Scoring

- Identification of an account01score
- Justification

Any 3 or more points justified.....03 scores

2 02 scores

101 scores

Maximum scores = 04 scores

b) Uncertainties Mukasa's business is exposed to;

- Theft
- Fire outbreak
- Changing tastes and preferences of customers
- Loss of cash in transit
- Personal accidents
- Motor accidents
- Bad debts
- Death of the business owner
- Stiff competition

Scoring

Any 5 or more points justified.....04 scores

3-403 scores

2 02 scores

101 scores

No point00

Maximum scores = 04 scores

3c) Benefits of keeping good relations with URA

An item taker is required to give benefits/advantages of tax compliance

- It promotes continuity of business activities
- Attracts government support
- Creates good business image
- Government uses revenue for infrastructural development which benefits the business
- Encourages hard work
- Eases access to financial resources like loans

Scoring

Any 4 or more points justified.....4

303 scores

2 02 scores

101 scores

Maximum scores = 04 scores

Total maximum scores for item 3 = 04+04+04 = 12 scores

SECTION B

ITEM 4

Suitable

a) Cash book for the month of March 2025

An item taker is required to prepare a three column cash book

QUALITY ELECTRONIC SOLUTIONS

THREE COLUMN CASH BOOK

FOR THE MONTH OF MARCH 2025

DR						CR					
Date	Details	F	Discount allowed (UGX)	Cash (UGX)	Bank (UGX)	Date	Details	F	Discount received (UGX)	Cash (UGX)	Bank (UGX)
2025						2025					
1 st /3	Bal b/d		1,000,000	1,000,000	15,000,000	6 th /3	Office Rent L2				600,000
3 rd /3	Sales L1				5,000,000	12 th /3	Purchases L4				8,000,000
9 th /3	ABC traders L3	50,000			1,000,000	15 th /3	Salaries L5		1,000,000		
18 th /3	Sales L1			2,500,000		22 nd /3	Mega Elec. L6	30,000			1,200,000
25 th /3	Cash C1				1,500,000	28 th /3	Bank C1		1,500,000		
28 th /3	Bank C2			200,000		31 st /3	Cash				200,000
							Bal c/d			1,200,000	12,500,000
			50,000	3,700,000	22,500,000				30,000	3,700,000	22,500,000
1 st /04/25	Bal b/d			1,200,000	12,500,000						

Scoring

Title = 01 score

Format (F) = 01score

Entries; - 11 or more entries04scores

8-1003 scores

4-7 02 scores

1-301 score

Total01 score

Maximum scores = 07 scores

b) An item taker is required to prepare income statement (Trading)

QUALITY ELECTRONIC SOLUTIONS

INCOME STATEMENT

FOR THE MONTH ENDED 30TH MARCH. 2025

Particulars	UGX	UGX	UGX
Sales			15,000,000
Less Cost of sales			
Opening stock		2,000,000	
Add Purchases		8,000,000	
Goods available for sale		10,000,000	
Less Closing stock		3,000,000	
Cost of goods sold			7,000,000
GROSS PROFIT			8,000,000
Add other Income:			
Discount received			30,000
Gross Income			8,030,000
Less: Operating Expenses			
Rent expenses		600,000	
Salaries		1,000,000	
Utility expenses		200,000	
Discount allowed		50,000	
Total Operating expenses			1,850,000
NET PROFIT			6,180,000

Scoring

Title = 01 score

Format (F) = 01score

Entries; 9 or more entries04scores

7-803 scores

3-6 02 scores

1-201 score

Wrong/No entries.....00 score

Total01 score

Maximum scores = 07 scores

5 (a) Suitable documentary evidence to issue to Bwindi Construction Co Ltd

- An item taker identifies a sales, invoice/invoice for the transaction on June 10th 2025
- Should include these attributes
- Business name and address
- Document identity i.e. invoice
- Serial number/document number
- Date

- Receiver's address
- Purpose of document/details of transaction (in a tabulated form)
- Terms and conditions
- Total amount and in words
- Signatures
- Frame

Scoring

Title = 01 score

Other attributes

6 or more attributes05scores

4-504 scores

3 03 scores

2.....02 scores

101 score

Frame01

Maximum scores = 07 scores

b) An item taker is required to prepare a statement of financial position (Balance sheet) as at 30th June 2025

MEGA HARD WARE SUPPLIES

STATEMENT OF FINANCIAL POSITION

AS AT 30TH JUNE 2025

Particulars	UGX	UGX	UGX
FIXED ASSETS			
Land and Buildings			120,000,000
Delivery Vehicles			35,000,000
Total Fixed assets			155,000,000
CURRENT ASSETS			
Inventory	15,000,000		
Debtors	12,500,000		
Cash at bank	8,000,000		
Total Current Assets	35,500,000		
Less Current Liabilities			
Creditors	7,000,000		
Bank overdraft	2,500,000		
	9,500,000		
Working Capital			26,000,000
Capital employed			181,000,000
FINANCED BY			
Capital	161,000,000		
Long term liabilities	20,000,000		
			181,000,000

NB: Any other correct format of preparing/presenting balance sheet is accepted

Scoring

Title (T)= 01 score

Format (F) = 01score

Entries; 10 or more entries04scores

7-903 scores

4-6 02 scores

1-301 score

Wrong/No entries.....00 score

Total01 score

Correct totals should be given 01 score

Maximum scores = 07 scores

Total maximum scores for item

= 07+07 = 14 scores

Total maximum scores in a paper

= 13+14+12+14 = 53

Conversion = $\frac{x}{53} \times 100$

ICT PAPER ONE

SECTION A

Answer the item in this section

Item 1

Your Auntie, Ms. Vanita is employed in a certain company as a secretary. She has been managing her documents and data manually throughout her experience to record company minutes, prepare annual budgets, and recording bio data for new employees. This is very tiresome for her and time wasting. The company is proposing to computerize its operations which put her job at risk. She is worried with this kind of proposal by the company and she has come to you for assistance.

Task

- (a) Help your Auntie by making a write up showing how she can use ICTs to overcome her worries, adapt to the company's proposal and also guide her on how to maintain the ICT tools purchased by the school.

Expected responses;

1. word processing software such as Ms word for recording company minutes
2. spread sheet software for preparing annual budgets
3. database software for recording employee bio data
4. desktop computer for electronically keeping the annual budgets, keep employee records and storing employee records
5. biometric devices such as fingerprint scanners for taking new employee bio data
6. printer for printing company documents
7. scanner used to scan company documents
8. light pen for appending digital signatures
9. etc

SECTION B

This section has **two** Parts; **I** and **II**.

PART I

*Answer **one** item from this part.*

Item 2

In 2015, TXB high school bought some new ICT tools, these tools were efficient and productive by then. Learners in the school were also happy with tools and they loved so much to be in the computer lab, they used the computers for long hours. Of recent, the tools begun to misbehave, taking long to start, occupying space and everything about them is just annoying. PC Company has promised to provide new equipment to enable the school boost its ICT usage. Unfortunately, the school administration is still having issues to do with how to handle the current misbehaving tools. The school administration is really stuck and the head teacher has requested you to help them out.

Task

Make a write up containing information inform of advice to the school administration

Expected responses;

Consequences for using the computer for long hours;

- eye strain and vision problems-
- mental health concerns
- sleep disturbances
- neck pain
- muscular pain
- back pain
- obesity

Management measures

- work in an ergonomic environment
- take regular breaks
- regular physical exercise
- avoid full light exposure from the screens
- practice good sleep hygiene
- practice good sitting posture
- regular eye care exams and wear spectacles that regulate screen light
- etc

Causes of system failure/ computer viruses;

downloading software from untrusted sources
opening suspicious emails and attachments
using infected USB drives
visiting malicious websites
outdated antivirus software

Management measures;

downloading from trusted sources
avoid suspicious emails
scan USB drives before using them
avoid visiting malicious websites
update your antivirus software to the latest version

The space occupied by the computers can be regained by disposing off. in the process of disposing off electronic waste, there are key stakeholders involved and these include;

older	
Government	-Enforce and strengthen regulations related to e-waste management. -Implement extended producer responsibilities (EPR) policies.

	-Support and promote certified e-waste recycling companies.
Manufacturers and producers	-Design products with recyclability and ease of disassembly in mind. -Implement take back programs for end of life products.
Refurbishing company	they collect the e waste for refurbishing
Consumers	-Support donation and re-use programs by giving away still functioning electronic devices. -Participate in take-back programs and drop off old electronic devices at designated recycling centers.
Non-Government Organizations (NGOs)	-Raise awareness about e-waste issues and promote responsible disposal practices. -Facilitate donations and re-use programs.
Educational institutions	-Incorporate e-waste awareness and responsible disposal practices into educational curricula. -Participate in or organize e-waste collection events.

there are measures TXB high school can put in place to manage the electronic products that occupy space and these include;

- Electronic waste recycling: Establish and promote e-waste recycling facilities to safely dismantle and process electronic devices.
- Take back programs: Implement take back programs where manufacturers or retailers take back electronic devices for proper disposal.
- Extended Producer Responsibility (EPR): Enforce EPR policies that make manufactures/producers responsible for disposal of their products.
- Donations: Promote the donation of still functioning devices to charities, schools or community organizations.
- Data security measures: Implement secure data wiping/ destruction protocols before recycling electronic devices to ensure protection of sensitive information.
- Government regulations and policies: Enforce and strengthen regulations related to e-waste management to ensure compliance by manufacturers, retailers and consumers.
- Innovation InDesign: Encourage manufacturers to design products with modular components making it easier to upgrade or repair.
- Promote the use of eco-friendly materials in electronic devices manufacturing.
- Local collection events: Organize periodic e-waste collection events on communities to encourage responsible disposal and recycling.
- International collaboration: Facilitate international cooperation to address the global nature of e-waste, sharing best practices and promoting responsible e-waste management on a global scale.

→ etc

Item 3

A computer training Centre in your locality has been in operation for a while. It has helped a number of youths to acquire digital skills. Of recent the managing director decided to upgrade and replace the non-operating technology with new technology. In addition, the training center has a lot of work, that compels the trainers and trainees to work for long hours, as a consequence, most of them have complained of discomfort and unpleasant health issues

Task,

- a) Advise the training Centre on how to manage the non- operating technology and sensitize them on the possible solutions to the discomfort and unpleasant health issues.

Expected responses;

The managing director should involve different stakeholders in managing the non-operating technology from the training Centre and these include;

Stakeholder	Role
Government	-Enforce and strengthen regulations related to e-waste management. -Implement extended producer responsibilities (EPR) policies. -Support and promote certified e-waste recycling companies.
Manufacturers and producers	-Design products with recyclability and ease of disassembly in mind. -Implement take back programs for end of life products.
Refurbishing company	they collect the e waste for refurbishing
Consumers	-Support donation and re-use programs by giving away still functioning electronic devices. -Participate in take-back programs and drop off old electronic devices at designated recycling centers.
Non-Government Organizations (NGOs)	-Raise awareness about e-waste issues and promote responsible disposal practices. -Facilitate donations and re-use programs.
Educational institutions	-Incorporate e-waste awareness and responsible disposal practices into educational curricula. -Participate in or organize e-waste collection events.

There are measures the computer training center can put in place to manage the electronic products that occupy space and these include;

- Electronic waste recycling: Establish and promote e-waste recycling facilities to safely dismantle and process electronic devices.
- Take back programs: Implement take back programs where manufacturers or retailers take back electronic devices for proper disposal.
- Extended Producer Responsibility (EPR): Enforce EPR policies that make manufactures/producers responsible for disposal of their products.
- Donations: Promote the donation of still functioning devices to charities, schools or community organizations.
- Data security measures: Implement secure data wiping/ destruction protocols before recycling electronic devices to ensure protection of sensitive information.
- Government regulations and policies: Enforce and strengthen regulations related to e-waste management to ensure compliance by manufacturers, retailers and consumers.
- Innovation InDesign: Encourage manufacturers to design products with modular components making it easier to upgrade or repair.
- Promote the use of eco-friendly materials in electronic devices manufacturing.
- Local collection events: Organize periodic e-waste collection events on communities to encourage responsible disposal and recycling.
- International collaboration: Facilitate international cooperation to address the global nature of e-waste, sharing best practices and promoting responsible e-waste management on a global scale.
- etc

Expected responses;

The unpleasant health issues and the discomfort are possibly caused by working for long hours which consequently lead to;

- eye strain and vision problems-
- mental health concerns
- sleep disturbances
- neck pain
- muscular pain
- back pain
- obesity

Management measures;

- work in an ergonomic environment
- take regular breaks
- regular physical exercise
- avoid full light exposure from the screens
- practice good sleep hygiene
- practice good sitting posture
- regular eye care exams and wear spectacles that regulate screen light
- etc

Causes of system failure/ computer viruses;

- i. downloading software from untrusted sources
- ii. opening suspicious emails and attachments
- iii. using infected USB drives
- x. visiting malicious websites
- . outdated antivirus software

Management measures;

- i. downloading from trusted sources
- ii. avoid suspicious emails
- iii. scan USB drives before using them
- x. avoid visiting malicious websites
- . update your antivirus software to the latest version

Part II

Answer one item from this part.

Item 4,

A learner centered ICT seminar has been organized at QK High School. Diana, the current presenter of your school stored a file on her laptop but she doesn't recall exactly where she saved the file. Other learners in the audience have started shouting at her. She is really getting stuck. Additionally Mr. Alfred, the ICT seminar coordinator requested her to guide the members on how to keep a file on any ICT tool available. You have been requested to help your colleague Diana accordingly.

Task

Prepare a presentation containing possible solutions to Diana's challenges so as to reestablish the reputation of your school

Diana having saved the file and she cannot find it now relates to file access on a computer or a laptop

Score any learner who writes any procedure for accessing a file on a laptop

Also score a correct procedure for storing files using a storage media such as a flash disk, memory cards or a compact disk

Item 5

Your brother, Jamir graduated from Kyambogo University and has written and delivered a number of applications for consideration for employment but he has not been invited anywhere. BFK Company Limited has just announced in the newspapers that they have 40 slots for employment opportunities. Applicants should fill an on online application form available at the

company's website; (<https://www.bfk.co.ug>) and but they don't accept hand written applications which Jamir uses. He is really confused and he has come to you for help.

Task

) Guide Jamir on how to apply electronically so as he can get this opportunity.

Score learners with the correct procedure for applying online

END



SCORESHEET FOR UCE INFORMATION AND COMMUNICATION TECHNOLOGY (840/2)

NAME..... INDEX NO.

ITEM 1: Element of Construct One

Manipulates data using different applications (i.e. Word processor, Spreadsheets, Presentation, DBMS)

Code	Descriptor/Competence	Weight	Score
PN₁ (1)	Selects sufficient No. of application programs with relevant content (Word processor, Spreadsheets, Presentation, DBMS) >=2 Applications	2	
	Enters data		
	Edits data (Grammar, Spelling, Evidence of Copy and paste)		
	Formats data (changes text appearance; Modifies paragraph layout; inserts shapes/images/; appropriately formats shapes/images in text), formatting worksheet.)		
	Performs Basic Calculations (Sum, Product, average, count, max, min, mean, small, large)		
	Performs Advanced Calculations (IF, SUMIF, RANK, COUNTIF, AVERAGEIF, calculated forms, correct query criteria and calculations, customized field properties, filtering and sorting)		
	Imports/ Exports Data		
	performs possible data interpretations		
	produces individual letters		
	Uses Document Referencing (page No, footer/header, Titles/Subtitles, Captions, Footnotes, Endnotes, Labelling Graphs, presentation animations, transitions, hyperlinks, set up slideshow, naming databases objects, renaming worksheets)		
MP₁ (2)	(a – h) OR more More than sufficient	6	
MP₁ (1)	(a – e) Sufficient	5	
PD₁ (2)	Generates Two appropriate products in both forms of output from (i) possible data interpretations (ii) individual letters to the prospective manufacturer	2	
	Generates inappropriate product (any 1 of the above) + any form of output	1	

TOTAL		10	

Item 2: Element of Construct Two

Uses publishing software to design, produce and publish publications and websites

	Descriptor/Competence	Weight	Score
	Selects appropriate application program with relevant content (Web designing software/publication software) DTP Appropriate Application	3	
	Selects a particular page layout		
	Adds a name of the Event/ theme/purpose of the website		
	Adds appropriate language and content (contacts, physical address of the workshop)		
	Uses appropriate pictures, logo and other design tools		
	Uses font variations (font size, style/face, color		
	Organizes content on the pages (layout and paper balance)		
	Uses appropriate page dimensions (should match the given publication)		
	Adds contrasting background		
	adds an active form		
	(a – h) More than sufficient	5	
	(a - f) Sufficient	4	
	Any 3 of (a-d) and designs any other applications. Less than sufficient	3	
	Generates any product in both softcopy and hardcopy- at least four web pages with an active form.	4	
	Generates any product in either softcopy or hardcopy that communicates about the prom party	3	
TOTAL		12	

SUMMARY OF THE ACRONYMS IN THE SCORING GRID;

ITEM 1

1. PN_1 - planning level 1 for item 1
2. $MP_1(2)$ - data manipulation for item 1 at more than sufficient skills
3. $MP_1(1)$ - data manipulation for item 1 at sufficient skills
4. $PD_1(2)$ - two tangible product for item 1
5. $PD_1(1)$ - any tangible product for item 1

ITEM 2

6. PN_2 - planning level 1 for item 2
7. $MP_2(3)$ - data manipulation for item 2 at more than sufficient skills
8. $MP_2(2)$ - data manipulation for item 2 at sufficient skills
9. $MP_2(1)$ - data manipulation for item 2 at less than sufficient skills
10. $PD_2(2)$ - soft and hard copies product for item 2
11. $PD_1(1)$ - any tangible product for item 2

SCORING GUIDE LUGANDA 335/1 2025

EKITUNDU A

1.(a) Bino wammanga biweebwa obugoba.

(i) Endabika y'ekiwandiiko (Format / style)

Scoring code FS1 = 5 3 1 0

- Omutwe
- Ennyanjula.
- Okukozesa ebiba.
- Okufundikira.
- Awadde byonna obugoba 5
- Awaddeko bisatu obugoba 3.
- Awaddeko kimu ku bibiri (1-2) akagoba 1.
- Talina ky'aleese / Alemereddwa afuna 0.

(ii) Omulamwa (Content / Relevance) scoring code CR1 = 5

CR1 = 5 2 1 0

- Atonde omutwe.
- Emboozi agiwe ennyanjula erimu okulaga nti anyumiza mukwano gwe (qualifier).
- Ekinyusi kubeemu:-
 - * Okutonda embeera eyalimu okwesunga ekintu era nga kyenkana otuuse ku buwanguzi bwakyo.
- Aggyeyo bulungi ekifaananyi ky'embeera eyaviirako okumulemesa okutuuka ku buwanguzi atuuke n'okusalawo okwekweka.
- Alage ekifo.
- Alage ekiseera.
- Alage ebyaddirira.
- Afundikire emboozi ye.
- Ali ku mulamwa?
- Tagutuze?
- Asengese bulungi.
 - * Atuze omulamwa afune obugoba 2.
- Emboozi tagiwadde musingi gumala.
- Kata alemererwe okwanjula / okufundikira.
 - * Agezezzaako naye taggyeeyo bulungi mulamwa afune akagoba kamu.
 - * Alemereddwa afune - 0.
- Amaze gawandiika.
- Tebitegeerekeka.
- Talina ky'awandiise.

(iii) Olulimi (Convention on language) scoring code.

CL1 = 6 4 0

Empandiika entongole.

- Alina ensobi 0 -10 score 6
 - Ebisoko 5⁺
- }
-
- Ensobi 11 – 20 Score 4
 - Ebisoko 5⁺
- }
-
- Ensobi 21⁺ Score 0
 - Talina bisoko
- }

FS1	CR ₁	CL ₁	total score
5	5	16	

(b) Bino binaaweebwa obugoba.

(i) Endabika y'ekiwandiiko (format / style)

Scoring code FS1 = 5 3 1 0

- Omutwe
- Ennyanjula.
- Okukozesa ebiba
- Okufundikira.
- Awadde byonna obugoba 5
- Awaddeko ebisatu (3) obugoba 3
- Awadde kimu ku bibiri 1 – 2 1
- Talina ky'aleese, Tafuna 0

(ii) Omulamwa (content / Relevance) scoring code

Scoring code CR1 = 5 2 1 0

- Omuyizi atonde omutwe.
- Emboozi agiwe ennyanjula.
- Ekinyusi kubeemu.
- Okutonda embeera eyali mu katale.
- Alage ekifo.
- Alage ekiseera.
- Alage eyafa.
- Biki ebyaddirira.
- Afundikire emboozi.

Annyonnyole embeera nevaayo bulungi

Afune = 5

Alina by'aleseeyo afune = 2
 Aleeseeko kimu afune = 1
 Alemereddwa afune = 0

(iii) Olulimi (Convention on language)

Scoring code CL1 = 6 4 0

Epandiika entongole }

- Alina ensobi 0 – 10 score = 6
 Ebisoko 5⁺

- Alina ensobi 11 – 20 score = 4
 Ebisoko 5⁺

Ensobi 21+ score = 0
 Talina bisoko }

FS1	CR ₁	CL ₁	al score
5	5	6	16

EKITUNDU B

2. Okukyusa.

ABASOMESA OKWONGERA OKUBANGULWA

Enkola ya gavumenti ekwata ku kubangulwa kw'abasomesa eyatongozebwa mu mwezi gw'okuna / Kafuumuulampawu mu mwaka gwa nkumibbiri mu kkumi na Mwenda era kyetaagisa buli musomesa okuba n'eddiguli era kino kizingiramu n'abasomesa ba nnasale. Olwekyo amatatendekero g'abasomesa ba ppulayimale amakumi abiri mu asatu mu ggwanga gaggaddwa, kyokka ne wasigalawo amalala amakumi abiri mu asatu.

Enkola er inti buli musomesa w'eddaala eryokusatu ajja kweyongera ku ddaala eryokutaano ate n'oluvannyuma lw'emyaka kkumi okuva enkola eno lw'etongozeddwa buli musomesa anaaba afunye ddiguli.

Mu kiseera kino gavumenti ewaddeyo sikaala eri abasomesa abagenda okweyongerayo ku madaala agawaggulu abawerera ddala kanaana mu kyenda mu mukaaga. Abasomesa okuva

mu masomero ga gavumenti n'ag'obwannannyini bonna bajja kuganyulwa. Abanaaganyulwa mu nkola eyo bajja kutendekebwa mu Yunivasite y'e Kyambobo n'amatendekero amalala ataano okwetooloola eggwanga.

Obugoba bugabibwe buti;

(i) Obubaka (message) scoring code

$MS_2 = 6 \quad 3 \quad 1 \quad 0$

Omuyizi asukkulumye afuna

= 6

- Akyusa obubaka bwonna mu bimuweereddwa ebiri mu biba byonna.
- Nga takyusizza makulu (meaning) oba nga tayongeddeemu bibye era nga talina ky'aleseeyo.
- Asengese bulungi.

Omulungi afuna busatu

= 3.

- Akyusa n'aggayo amakulu ag'ebiba ebimu wabula nga tayongeddeemu bibye.
 - Akyusizza ebiba bibiri.
 - Omuyizi gwe tugamba nti kalekaleko afuna akagoba kamu (1).
 - Akyusizza n'aggayo obubaka bwonna mu kiba kimu kyokka wabula ng'agoberedde emitendera gy'okukyusa.
- * Atafuna kabonero y'oyo alemereeddwa okuggyayo obubaka bwonna kyenkana nga talina ky'akoze afune 0.

(ii) Olulimi (vocabulary) scoring code

$VR_2 = 6.$

Scores

= 6 3 0

Asukkulumye afuna

= 6

Aleseeyo ebigambo ebimu afuna

3

Talina kigambo n'ekimu kikulu ky'akyusizza afune

= 0.

MS ₂	VR ²	Final score
6	6	12

Bikomye

EKITUNDU A

1.(a) Buno bwe bukodyo bw'oyinza okweyambisa okulima ennyaanya;

- Okuba n'ettaka w'olima.
- Okutereka ensimbi osobole okugula ebikozesebwa.
- Okufuna abakuyambako okulima.
- Okuteekateeka obulungi ennimiro.
- Okukozesa ebigimusa omuli obukuta.
- Okulabirira ennimiro obulungi.

$$ID1 = 6$$

$$\text{Aleese ensonga } 4 - 6 = 6$$

$$\text{Aleese ensonga } 0 - 3 = 0$$

(b) Mitanda buno bwe buzibu obukwolekedde mu mulimu gw'okulima;

- Ennyaanya ezimu zivunda.
- Abasizi abamu basiga ebinnya ebikalu.
- Abapakira obukuta bateekamu butono.
- Ebigimusa ebimu batunda biyiseeko nga bifu.
- Obubbi obuba mu nnimiro.

$$EC1 = 5$$

$$\text{Aleese ensonga } 3 - 5 = 5$$

$$\text{Aleese ensonga } 1 - 2 = 1$$

$$\text{Talina ky'aleese} = 0$$

(c) Bavubuka bannange tuyinza okutuuka ku buwanguzi nga tukola bino;

- Okuba abakozi.
- Twerumye nga tulina kye tuluubirira.
- Okwetegekera obulungi bye tugenda okukola.
- Okuba n'emikwano egiyinza okutuyamba.
- Okunoonya obukodyo obwenjawulo obuyimirizaawo bye tukola.

$$AP_1 \text{ Aleese ensonga } 5 - 6 = 6$$

$$\text{Aleese ensonga } 3 - 4 = 5$$

$$\text{Aleese ensonga } 1 - 2 = 1$$

$$\text{Aleese ensonga } 0 = 0$$

(d) Bassebo ne bannyabo nzize mbabuulire ebirungi ebiri mu kulima.

- Omanyikibwa n'oyitibwa omulimi kayingo.
- Ofuna emikwano mu bantu b'okozesa.
- Ogaggawala.

- Okulima kwongera obuyiia bwo.
- Abantu bakuteekamu obwesige.
- Ofuna ettaka eriwera.
- Ofuna ky'olya ggwe n'abantu bo.

$$GA_1 \quad Aleese ensonga \quad 5 - 6 = 6$$

$$Aleese ensonga \quad 3 - 4 = 4$$

$$Aleese ensonga \quad 0 - 2 = 0$$

D_1	C_1	P_1	A_1	Total score
6	5	6	6	23

EKITUNDU B

2. Omuyizi afunze mu bigambo nga 100.

- Bavubuka bannange ebyewuunyisa biri mu nsi.
- Ekyewuunyisa kyagwa ku kyalo kyaffe Kankamba mu Buddu.
- Nabyesero yali azaalibwa ku kyalo kyaffe naye nga mulungi nnyo.
- Abasajja n'abavubuka ababuli ngeri baamwegombanga okumuwasa ng'abanyooma.
- Ngayizi ye musajja eyawas Nabyesero.
- Ngayizi yali mugagga naye nga si mulungi nnyo.
- Olwa ssente ze Yalina emikolo gyonna yagikola.
- Mu mwezi gumu Nabyesero yawa bba amateeka okumugoba ku bakazi abalala.
- Olw'okuba Ngayizi yalina emirimu mingi olumu yakeerewanga okudda awaka omukazi n'amuvuma.
- Abasajja tebaagala kubacunga, Ngayizi yeetamwa ewaka n'atandika okusula ku mulimu.
- Yaganzaayo Bbeereddene eyamwerabiza ne mukaziwe.
- Nabyesero yeesasuza naye n'aganzaayo omupakasi.
- Aboolugambo baalutuusa ku Ngayizi.
- Nabyesero yalumba Bbeereddene naye ne bamukubirayo bubi nnyo.
- Bbeereddene yalangira Nabyesero obucaafu.
- Olw'ensonyi yasibamu ebyanguwa nadda gye bamuzaala.

$$Aleese obubaka \quad 10^+ = 2$$

$$Aleese \quad 5 - 9 = 1$$

$$Obubaka obukka wansi w'obutaano = 0$$

EKITUNDU C

EBYOBUWANGWA

3. Omuyizi awe mukwano gwe emigaso gy'ekibo.

- Bikozezebwa mu kasiba emmere.
- Ebirabo ebigenda ku buko babitwalira mu bibbo.
- Ekibbo kye bassaamu emmwanyi ze bagabula abako.
- Kyeyambisibwa mu kutta omukago.
- Kkozezebwa mu kwalula abaana.
- Kiriko emizizo ow'olubuto taluka kibbo.
- Kivaako amannya e.g. Nabibbo, Sserubbo
- Kuliko ebisoko – Okuba mu bibbo.
- Babikozesa okuwewa ebirime ebyensigo ng'ebijanjaalo.
- Bikozezebwa mu nsinza y'Abaganda okussaamu ebigali.
- Bassaamu emmere ng'akalo
- Etc.

Scoring code CT_3

Maximum score 4

Aleese ensonga ezitaweze 3

Alage nti abuulira mukwano gwe.

4. Ssenga munnange okulaama kikulu nnyo olw'ensonga zino wammanga;

* Omuyizi aleete obukulu bw'okulaama.

- Okumanya abaana b'omugenzi bonna.
- Okumanya eby'obugagga by'omugenzi byonna gye biri.
- Kiyamba okumanya abantu omugenzi b'abanja.
- Kiyamba okumanya abantu ababanja omugenzi / amabanja g'omugenzi.
- Kiyamba okumanya engeri omuntu gy'ayagala ebintu bikwatibwemu ng'avudde mu bulamu bw'ensi.
- Kiyamba okulaga engeri omuntu gy'ayagala ebintu bigabanyizibwe.
- Kiyamba okulaga omusika.
- Kiyambako okulaga obuvunaanyizibwa obwenjawulo obuweereddwa abantu.
- Kiraga engeri omuntu gy'ayagala aziikibwe ng'avudde mu nsi.
- Kiraga ebintu byonna omugenzi by'atayagala bikolebwe mu kufa kwe.
- Kiyamba okulaga abakuza b'abaana.
- Kulaga bannamwandu omusajja bw'aba y'alaama, amannya gaabwe ne gye babeera n'abaana be baazaala.
- Kiyamba okumalawo enkaayana ezitera okubaawo ng'omuntu talaamyee.
- Etc.

Scoring code CT_4

Maximum score 4

Aleese ensongga ezitaweze 3

Alage nti ayogera ne ssengaawe.

Bikomye

Draft scoring guide

Item 1

Basis of assessment	Assessment criteria/responses
(a) Category	✓ food additives which is a preservative. ✓ food additives which is an antioxidant. ✓ food additives which is a flavour/flavour enhancer ✓ food additives which is a colouring agent/dye. ✓ food additives which is a sweetener. ✓ food additives which is a stabiliser/thickening agent. Any one correctly identified category
(b) Functions of products	<i>one function of a specified specific food additive</i> ✓ Food enhancers; make food taste better. ✓ Stabilisers/thickening agents; improve on the texture and blending of food. (stabilizers; make the oil and water in food to mix well together properly) (thickeners; thicken the liquid and to prevent the food from liquefying) ✓ Dyes/colouring agents - enhance appearance or add colour and make the food appealing. ✓ Sweeteners - increase the sweetness/improves the taste of food. ✓ Antioxidants - prevent the oxidation of fats and oils in the foods by the air/prevent foods from going rancid. ✓ Preservatives; retard/prevent the growth of microorganisms (bacteria, mould or fungus) Any one correct function of a correctly identified type of product. Reject...statements like <u>products</u> make food taste well/stay longer etc.

(d)
Danger/side
effects of
product to
life/env'n't
and
mitigation
(Advice on
use)

any one

- ✓ Excess sodium chloride used as a flavour enhancer/preservative in body can cause
 - (i) **high blood sugar** ^{✓D} since it increases fluid volume in the body and extra pressure is put on the walls of the blood vessels. ^{✓E}
 - (ii) ^{mitigated by using recommended amounts ✓} frequent thirst since the body needs more water to dilute the excess sodium and maintain proper fluid balance.
 - (iii) frequent urination since it over stimulates the kidneys and a lot of urine is produced in the body which must be removed.
- ✓ Excess vinegar (which is used to add to add flavour/preserve food/alter its texture) can cause:
 - (i) enamel erosion/gut ulcers due to its high acidity.
 - (ii) vomiting since it is acidic and can irritate/burn/damage the stomach and esophagus linings. This leads to digestive discomfort and hence, vomiting.
- ✓ Synthetic antioxidants like BHA can cause cancer. This is because it can cause uncontrolled cell damage/death and increased uncontrolled cell divisions in the body.
- ✓ Synthetic preservative like sodium benzoate can cause cancer. This is because it reacts with ascorbic acid/vitamin-C in food in acidic conditions in the body to form carcinogenic benzene.

Any **one** correct danger/side effect of a correctly identified type of product.

Reject...statements like **products** cause cancer/allergic reactions etc.

(d)
Evaluation
based on
similarities
and
differences.
(advice on
use)

✓ Both artificial and natural sweeteners make food taste sweet however, natural sweeteners are better since they have less side effects/less toxic and thus, are safer compared to the synthetic food sweetener which have more side effects/are more toxic. ✓ D

How to Score:

Item 1

(a) + (b) $C + F = 06$
 $C + \text{no } F = 04$
 $F \text{ alone} = 00$

F must be for
any one named
product

(E) D—danger
 E—reason for danger/why danger
 M—mitigation

$D + E + M = 06$ any one for specific
 named product

$D + M \} = 06$
 $E + M \} = 06$

$D + E \} = 04$
 $E \}$

$D = 02$

D S—similarity D—difference
 $S + D = 06$; opinion must be complete
 who with choice made
 $S/D \text{ alone} = 00$

Item 2

Basis of assessment	Assessment criteria/responses
(a) Category + reason $C_i + C_r = 04$ $C_r = 04$ $C_i = 03$	• Wood is a natural material since it is God made/exist in nature/its existence is not influenced by man. ✓ C_i ✓ C_r • Iron bars are artificial/synthetic materials since they are man-made.
(b) Suitability (Properties of materials) (b) + (c) Any one material chosen: $3-4P + 1U = 05$ $1-2P + 1U = 03$ $1-4P + \text{No use} = 00$	Iron bars • are very strong/have a high tensile strength and thus, can be used to reinforce concrete/make structural beams. ✓ P • are malleable thus, can be hammered and used to make bridge components like girders and beams. ✓ P • Ductile and thus, can be used to make beams/girders/deck slabs since it can deform under stress without easily breaking. ✓ P • High melting point ✓ P • Tough/hard • Durable if well maintained and thus, can be used to make beams. • Good weldability which allows two or more parts/joints to be put together. • Good workability enables it to be formed in various shapes and come up with bridges of various designs

	Wood • Strong/high tensile strength • Light weight when dry • Sound absorption/absorbs sound/sound proof (reduces noise pollution) • Poor electrical conductor when dry/poor conductor of heat • Tough/hard • Durable/long lasting if well maintained • High/good workability • Renewable • Resistant to chemical attacks. $\checkmark u$
(c) Use of material (Advice on use)	✓ Wood can be used in furniture/as fuel/paper production ✓ Iron bars can be used to make fences/furniture (e.g. chairs/tables/beds)
(d) Impacts of materials on the environment + Mitigation (Advice on use) $D_i + D_m = 0.3$ $D_i \neq 0.1$	✓ Iron readily rusts. The rust contaminates both the soil and water stream. $\checkmark D_i$ The rust is also harmful to plants, animals and humans. This can be mitigated by recycling/re-using it the excess/remains. $\checkmark D_m$ ✓ Wood is obtained from cutting down of trees. This leads to accumulation of carbon dioxide and other greenhouse gases and hence, global warming/climate change results. It also leads to loss of habitat for other living organisms (animals and birds). Its affects water cycle (evaporation levels are disrupted and drying up of moisture in the air hence decrease precipitation) and less rainfall/drought results. This can be mitigated by planting trees that grow and mature so fast.

Basis of assessment	Assessment criteria/responses
Process of ammonium nitrate production	1. The nitrogen is first converted into ammonia in the Haber process as follows: • Nitrogen obtained by the fractional distillation of liquid air and hydrogen obtained from water gas are dried, <u>mixed</u> in the ratio of 1:3 respectively, <u>purified</u> and <u>compressed</u>. • The compressed mixture is passed into a large metallic tank (converter) containing finely divided iron catalyst kept at 450°C and pressure of 200 atmospheres. Nitrogen reacts with hydrogen to form ammonia. 2. The mixture of gases from the converter is <u>cooled</u> by refrigeration. This converts ammonia formed into liquid, leaving others as gases. The other gases are re-used to form more ammonia while the liquid ammonia is then converted into nitric acid as follows: • Some liquid ammonia is mixed with excess air (oxygen). The mixture is <u>purified</u>, <u>compressed</u> and passed over <u>platinum</u> kept at about $800-900^{\circ}\text{C}$ and 8-9 pressures in a <u>catalytic chamber</u>. Ammonia reacts with air to form nitrogen monoxide and steam. • The mixture of gases formed is <u>cooled</u> and nitrogen monoxide is reacted with more air (oxygen) to form nitrogen dioxide in a <u>converter</u>. • Nitrogen dioxide formed is dissolved/absorbed in hot water in the presence of more air/oxygen in the absorption tower to form nitric acid.

3. The nitric acid formed is then reacted with unused/excess/unchanged liquid ammonia to form ammonium nitrate solution which is evaporated to dryness to form solid ammonium nitrate.
4. The solid ammonium nitrate is packed for further use.

$$CP = 6Rms + V + \overset{\text{any one}}{4-5PP} + \overset{\text{any one}}{4-5PC} + Pr + cd + ch$$

(atleast 5Rm) (06 scores)

$$1RM + \text{any } \underline{3} \text{ of } (V/PP/PC/Pr/cd) = 05$$

$$1RM + \text{none of } \rightarrow = 04$$

$$1RM + \text{Any } \underline{\text{one}} \text{ of } \rightarrow = 04$$

CP $\equiv$ Complete production process

RM $\equiv$ Raw materials

V $\equiv$ vessel

PP $\equiv$ Physical process

PC $\equiv$ chemical process

Pr $\equiv$ Purification of either Raw material or product

cd $\equiv$ conversion to desired product

ch $\equiv$ coherency steps

Negative/side effects of ammonium nitrate production process

- Inhalation of acid fumes in the atmosphere/air. The acid fumes are very corrosive and can lead to damage of body cells and hence, death. This can be mitigated by putting on gas masks and other protective gears whenever you are near the plant/constant monitoring of the machines used to minimize leakages of the acidic fumes.
- Damage of life and properties due to the explosive nature of ammonium nitrate. This can be mitigated by safe storage of the product in a cool and dry place.
- Air pollution by acidic gases (such as nitrogen dioxide) which can escape from the plant and from the burning of fossil fuels from the generators, motor vehicles and other machines. The acidic gases react with the moisture or rain water to form an acid/acid rain that destroys iron roofs and houses, crumbles rocks and lowers pH of the soil or water affecting aquatic micro-organisms/life. This can be mitigated by regular maintenance of the pipes/gas outlets/machines and installing carbon air filters in the exhaust pipes.
- Water pollution from the industrial wastes and the fertiliser which make the water unsafe for use by the living organisms.

$$D_i + D_e + D_m = S_3 = 06$$

$$D_i + D_m = S_3 = 06$$

$$D_e + D_m = S_3 = 06$$

$$D_i + D_e = S_2 = 04$$

$$D_e = S_2 = 04$$

$$D_i = S_1 = 02$$

$$D_m = 00$$

Side effects identified → what does it lead to ~

Social benefits	• The plant creates job opportunities/employment opportunities to the citizens who will earn income (money) to improve on their standards of living. • Government gets revenue through taxation, which it uses to construct hospitals. This ensures that the population has access to cheaper and quality/better medical services and hence, a healthy community.
-----------------	--

$$\begin{array}{lcl}
 S_b + S_e + S_i & = B_3 & \\
 S_b + S_i & = B_3 & \\
 S_e + S_i & = B_3 & \\
 \hline
 S_b + S_e & = B_2 & \\
 S_e & = B_2 & \\
 \hline
 S_b & = B_1 & \\
 S_i & = 0 &
 \end{array}
 \left. \begin{array}{l} \\ \\ \\ \\ \end{array} \right\} = 06 \text{ scores}$$

$$\left. \begin{array}{l} \\ \end{array} \right\} = 04 \text{ scores}$$

$$\left. \begin{array}{l} \end{array} \right\} = 02 \text{ scores}$$

Item 4

Paper code

Personal Number

- The haematite^{✓PM} is first roasted in air to drive off any water in form of Vapour and other volatile impurities^{✓Pr}.
- The roasted product is mixed^{✓PP} with coke^{✓PM} and limestone^{✓PM}, powdered^{✓PP} and dropped into the furnace^{✓PM} from the top.
- Hot air^{✓PM} is blown into the furnace from the bottom via tuyeres.
- The hot air burns coke to carbon dioxide^{✓PC} which is then reduced by hot unburnt coke to form carbon monoxide^{✓PC}.
- The carbon monoxide formed reduces the iron(III) oxide to molten iron^{✓PC} which falls to the bottom of the furnace.
- Hot coke also reduces iron(III) oxide to molten iron which falls to the bottom of the furnace^{✓CH}.
- At high temperatures, limestone decomposes to form calcium oxide and carbon dioxide^{✓PC}^{✓CP}.
- The calcium oxide formed combines with sand/silica and alumina present as impurities in the ore to form molten slag of calcium silicate and calcium aluminates^{✓Pr}.
- Both iron and slag are tapped off differently and allowed to cool^{✓PP}.
- Cast iron formed on cooling is pressed into desired shapes and stored for further use^{✓CD}.

$$\textcircled{1} CP = 3RM_s + V + \underbrace{PP}_{\textcircled{2}} + \underbrace{PC}_{\textcircled{3}} + Pr + Cd + Ch = \textcircled{06}$$

Negative side effects of the process environment	• Air pollution by the waste gases/fumes which contain carbon monoxide. Carbon monoxide causes headaches, dizziness, confusion and in severe cases unconsciousness and death may result. This can be mitigated by fitting catalytic convertors in the exhaust gas outlets. • The plant releases a lot of carbon dioxide into the atmosphere which can cause global warming. This can be mitigated by planting trees in the surroundings to absorb the excess carbon dioxide released. • Land degradation due to open cast mining where big ditches are created that may act as breeding places for vectors during rainy seasons and this causes diseases like malaria that increases the medical expenses. This can be mitigated by refilling pits.
Social benefits	• Government collects revenue from taxes hence, better service delivery to the citizens such as development of infrastructure e.g. hospitals which leads to access to better and cheaper medical services and thus, a healthy community. • Government gets revenue through taxation, which it uses to construct schools. This ensures that the school going population accesses cheaper and quality/better education and hence, a well-informed community.

Item 5

Basis of assessment	Assessment criteria/responses
Category and Reason	Coal is a non-renewable fuel; since it cannot be replaced easily (in man's life time) once exhausted/used up through natural processes. ✓^{Be}
Composition of coal	✓ Coal contains carbon, hydrogen, nitrogen, sulphur and oxygen. ✓ ^{Co} ✓ ^{Co} ✓ ^{Co}
Impact of human activities and mitigation	- Burning coal in excess air produces carbon dioxide; if it accumulates in the atmosphere, causes global warming. This can be mitigated by using alternative energy sources like solar or wind/planting trees in the surroundings that grow and mature so fast to absorb excess carbon dioxide. ✓^{Be} ✓^{Be} ✓^{Dr} - Burning coal releases nitrogen dioxide and sulphur dioxide which react with moisture in the air/rain water to form acids/acid rain. The acids or acid rain lead(s) to crumbling of buildings, bridges, lowering of soil pH/low crop production/soil productivity etc. This can be mitigated by fitting carbon air filters/scrubbers/flue-gas desulphurization systems in exhaust pipes to neutralize the acidic sulphur dioxide or using alternative energy sources like solar/wind. ✓^{Be}
Benefit/ Importance of coal (benefit and explained)	- Coal can be processed into activated carbon which is used in water purification systems or air purifiers due to its absorption power. ✓^{Be} ✓^{Be} - Some types of coal can be processed into carbon fibres which are used in aerospace, sports equipment and other industries due to their strength and lightweight properties.

$$\begin{aligned}C + R + 3C_0 &= 06 \text{ scores} \\C + R + 1C_0 &= 05 \text{ scores} \\C + 1C_0 &= 05 \text{ scores}\end{aligned}$$

$$\begin{aligned}D_i + D_e + D_m &= 04 \\D_i + D_m &= 04 \\D_e + D_m &= 04 \\D_i + D_e &= 02 \\D_i/D_e &= 01\end{aligned}$$

$$\begin{aligned}B_i + B_e &= 05 \text{ scores} \\B_i/B_e &= 03 \text{ scores}\end{aligned}$$

Item 6

Category and Reason	Vegetation is a renewable resource since it can be replaced easily (in man's life time) once exhausted/used up. Or water is a renewable resource since it can be replaced easily (in man's life time) once exhausted/used up. Or Rocks are non-renewable natural resources; because they cannot be replenished/replaced by natural processes in man's life time once exploited/used up.
Composition of the natural resources	✓ Water; compound of hydrogen and oxygen. ✓ Vegetation has trees and grass that are made of mainly elements like carbon, hydrogen and oxygen. ✓ Rocks; minerals like calcium carbonate, aluminium, iron etc
Negative impact of human activities and mitigation	• Reclaiming a swampy area for settlement and other activities involves cutting down trees and other vegetation. This results into accumulation of carbon dioxide in the atmosphere and hence, global temperature rises and rainfall formation reduces. This can be mitigated by gazetting swampy areas/setting up strict laws to protect the swamps/educating the community about the importance of swamps. • Also reclaiming swampy areas disrupts water cycle and hence, less or no rainfall is received. This can be mitigated by gazetting swampy areas/setting up strict laws to protect the swamps/educating the community about the importance of swamps. • Also reclaiming swampy areas interferes with the natural flow of water. Thus, during rainy seasons, floods result which can cause massive destruction of life and property. This can be mitigated by gazetting swampy areas/setting up strict laws to

	protect the swamps/educating the community about the importance of swamps. - Stone quarrying using explosives produces a lot of dust particles which pollute air and reduces its quality. This leads to allergic reactions like coughing and asthma. This can be mitigated by sprinkling water on the rock surfaces to suppress the dust. - Stone quarrying using explosives causes noise pollution which results into hearing loss/sleep disruption/deafness. This can be mitigated by sounding sirens to alert people to take safety or relocate.
Benefit/ Importance of natural resources to everyday life (mentioned benefit and explained)	- Water bodies help in rain formation; liquid water is converted into water vapour using energy from the sun which rises to the sky and later cooled into clouds; -which then returns as rainfall. - Water bodies provide water for irrigation; this helps to cool crops and makes them to grow healthy and hence, boost food production. - Water bodies provide water for drinking; this helps to cool our bodies and dissolve the food we eat, and get rid of the wastes through urination. - Forests/trees provide us with oxygen; during photosynthesis oxygen is released and can be used during respiration. - Forests/trees reduce greenhouse effect; since they use carbon dioxide during photosynthesis and oxygen which can be used during respiration is released. - Rocks are used for decoration of buildings and statues since they are hard, strong, durable/long lasting and colourful.

End

Item 1.

(a) Aim:

Must be complete statements logically linked to the problem in the scenario

To investigate the effect of (varying) volumes/concentration of BA1 on the time taken (rate of) for the reaction between X and solution BA1

2A = 05 1A = 04

Hypothesis:

Increasing the volume/concentration of BA1 increases the rate of the reaction between BA1 and X (to form magnesium sulphate)

2H = 06
1H = 05

Or Increasing the volume/concentration of BA1 decreases the time taken for the reaction between BA1 and X to form magnesium sulphate.

Or The higher the volume/concentration of BA1, the faster (the shorter the time for) the reaction between BA1 and X to form magnesium sulphate.

Variables of the experiment.

Controlled variable:

Total volume of the solution, temperature, length of ribbon. (any one)

Dependent variable:

Time taken for X to completely dissolve in BA1

Or rate of the reaction between X and BA1

Independent variable:

Volume of BA1/water

Or concentration of BA1

3V = 06
2V = 05
1V = 04

Procedure

- (i) Using a measuring cylinder, 30.0 cm³ of solution BA1 was transferred into a clean conical flask/glass beaker. *reject plastic beaker*
- (ii) Using a ruler, 1.0 cm of magnesium ribbon was broken.
- (iii) The ribbon was then added into the beaker/flask having BA1 and at the same time, stop clock started.
- (iv) The contents in the beaker/flask was shaken occasionally.
- (v) The time taken for the metal X to completely dissolve was noted and recorded from the stop clock.
- (vi) Steps 1 to 4 were repeated using volumes of BA1 and water indicated in the table below:

Volume of BA1 (cm ³)	30.0	25.0	20.0	15.0	10.0
Volume of water (cm ³)	0.0	5.0	10.0	15.0	20.0

can be in statement form

- (vii) The results of the experiment were entered in the table of results.

$$\begin{aligned} P_m &\geq 03 \\ \bullet P_m + P_r + P_c &= 05 \\ \bullet P_m + P_r &= 04 \\ \bullet P_m &= 01 \end{aligned}$$

Risks and mitigation

- ✓ Skin burns by corrosive acid/solution BA1 causing wounds; mitigated by wearing PPEs such as gloves and lab coats.
- ✓ Cuts and injuries from broken glass apparatus; mitigated by wearing PPE like gloves, closed shoes,.....
- ✓ Irritating/shocking fumes during the reaction between BA1 and X. This can be mitigated by wearing nose masks.
- ✓ Breakage of the glass ware; handling the glass wares with care.

$$\begin{aligned} R+M &= 03 \\ R/M &= 00 \end{aligned}$$

reject: poisonous fumes / toxic fumes

(b) The completed table takes the following form:

Table of results

Length of magnesium ribbon used = 1.0 cm

Total volume of solution used = 30.0 cm³

Room temperature = 27.0°C (ignore)

} must be at least two of the variable

Volume of BA1 (cm ³)	30.0	25.0	20.0	15.0	10.0
Volume of water (cm ³)	0.0	5.0	10.0	15.0	20.0
Time taken (s)	22.0	30.0	58.0	143.0	236.0

✓ D

✓ D_r

2D ✓ = 05 scores

- organised/neat table
- correct variable (both)
- correct units (both)
- Data sets (≥ 3)

1D ✓ = 04 scores; if all the above conditions are not fulfilled

2D_r = 05 scores

- correct dips according to the apparatus used
- accuracy of data/range (check centre results)
- trend; Increasing time as vol. of BA1 decreases.

1D_r = 04 scores; if the conditions above are not all fulfilled.

(c) Treatment of the data obtained:

Table of results

Volume of BA1 (cm ³)	30.0	25.0	20.0	15.0	10.0
Volume of water (cm ³)	0.0	5.0	10.0	15.0	20.0
Time taken (s)	22.0	30.0	58.0	143.0	236.0
1/t (s ⁻¹)	0.045	0.033	0.017	0.007	0.004

Im
(3 dps)

Graph inserted

By plotting a graph of rate of reaction against volume of the BA1 used; a straight line with a positive gradient is obtained. This indicates that the rate of the reaction is directly proportional to the volume of BA1/This shows that the higher the volume of BA1, the faster the rate of reaction (the shorter the time taken for the reaction). *between X and BA1.*

✓ Ia

Or

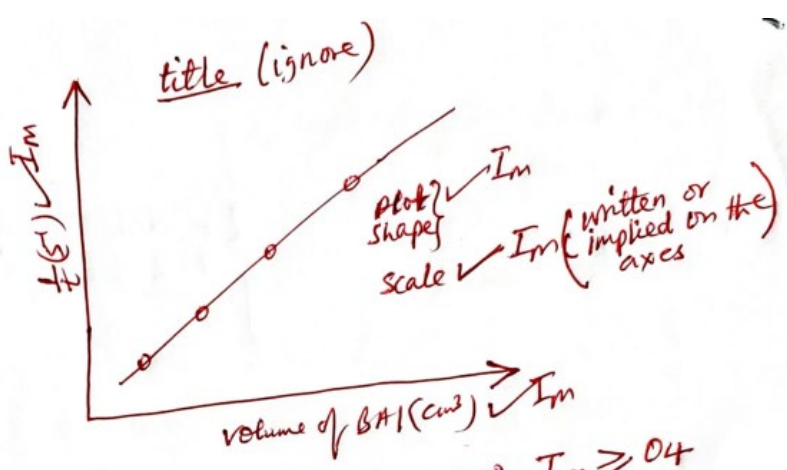
By plotting a graph of rate of reaction against volume of the BA1 used; a straight line with a positive gradient is obtained. This shows that as the volume of BA1 increases, the rate of the reaction between X and BA1 also increases and vice versa.

(d) Conclusion and recommendations/advice

The higher the volume/concentration of solution BA1, the faster the rate of (the shorter the time for) the reaction between BA1 and X to form magnesium sulphate. ✓ C

Thus, I recommend that solution BA1 of higher concentration should be used in order to produce magnesium sulphate faster/in a shorter time so that the product is supplied timely to the club. ✓ R/A

C + R(A) = 06 scores
C no R(A) = 05 scores



$I_m + I_a = 0.6 \text{ scores}$; $I_m \geq 0.4$
 $I_m \text{ alone} = 0.5 \text{ scores}$

allow: plot of time against volume of BA1

UCE KISWAHILI 336/1

INSHA NA UFUPISHO

SEHEMU A Utuzaji wa Insha (Uzito ni alama =18)

Swali	Kipengele cha umilisi jumlishi;	Vigezo vya tathmini	Viwango vya mafanikio & Misingi ya ukadiriaji		
			ufafanuzi	Vigezo vya tathmini & Utuzaji:	
Swali .1	Kutunga mawazo yanayotiririka kimantiki katika Kiswahili sanifu	Mtahiniwa aandike insha ya kiuamilifu; Kumbukumbu	UJUMBE Kuhusiana na kumbukumbu za mkutano wa kutatua changamoto ya uharifu kijijini; Mpangilio; Mada: isikose suala, jamii, Tarehe na saa za mkutano mahudhurio Ajenda ya mkutano Majadiliano/ Suluhisho / mapendekezo Hitimisho. Ujumbe; Kuweka vikosi vya usalama Kuimarisha ulinzi Kuripoti uharifu Kukamata waharifu na kuwapeleka mahakamani Kuunda umoja Kuweka mikutano Kutochukulia sharia mikononi Kulinda haki za binadamu.	Umbo: 06 Kichwa / anwani Utangulizi Kiini /mwili Hitimisho Ujumbe: 06 Hoja 5 na zaidi Hoja 3-4 Hoja 1-2 Bila hoja/ujumbe usiofaa Lugha: 06 Tahajia Makosa zaidi ya 10 Makosa kati ya 7-9 Makosa kati ya 4-6 Makosa chini ya 3 Msamiati Msamiati ufao zaidi ya 10 Msamiati kati ya 7-9 Msamiati kati ya 4-6 Msamiati chini ya 3 Nyakati/ njeo Makosa zaidi ya 10 Makosa kati ya 7 - 9 Makosa kati ya 4 -6 Makosa chini ya 3 Sintaksia Makosa zaidi ya 10 Makosa kati ya 7 -9 Makosa kati ya 4 -6 Makosa chini ya 3	01 01 01 01 03 02 01 00 00 01 02 03 03 02 01 00
Swali	Kutunga mawazo yanayotiririka	Mtahiniwa aandike insha ya kiuamilifu kuwasilishia ujumbe Hotuba	Azingatie Ujumbe unaohusiana na jinsi ya kudumisha ‘Usafi wa	Uakifishaji Makosa zaidi mara 10 Makosa chini ya 9	00 00

.2	kimantiki katika Kiswahili sanifu		mwili’; - Kunawa mikono kwa kutumia maji na sabuni - Kupiga mswaki meno - Kuoga mwili kila siku - Kujipangusa uchafu chooni kwa kutumia shashi wala si vidole. - Kujipaka mafuta ya mwilini - Kutumia kinga kama glovu. N.k.. UJUMBE kuhusu jinsi ya kudumisha usafi wa mazingira kwa ajili ya kudhibiti magonjwa; - Kufagia na kupiga deki madarasa na ofisi - Kuvaa sare au nguo safi - Kusafisha vyoo - Kufunika choo - Kulinda vyanzo vya maji - N.k...		01 02 03 00 01 02 03 00 01
Swali 3	Kufahamu na kufasili matini kwa Kiswahili.	Ufupisho wa ujumbe mwafaka.	Azingatie Ujumbe unaohusiana na ‘Faida za kilimo’ - Ni chanzo cha chakula. - Kupatia watu pesa. - Kilimo kinawapa watu ajira / kazi - Kilimo ni chanzo cha umaarufu	Ujumbe = 10 Ujumbe kamili ukiwa na hoja asilimia 90% Ujumbe kamili ukiwa na hoja asilimia 60% Ujumbe ulioorodheshwa tu au kamili ukiwa na hoja asilimia 30% Ujumbe chini ya asilimia thelathini, ujumbe ulio tofauti kabisa au usiokuweko;	

			Ni chanzo cha mapato Ukuaji wa miundombinu		
--	--	--	---	--	--

Insha (Uzito =18)

Ufupisho (Uzito =10)

Jumla ni alama =28

SCORING GUIDE

BUGANDA MOCK EXAMS 2025

UCE KISWAHILI 336/2

UFAHAMU & FASIHI

SEHEMU A: Utuzaji wa Ufahamu (Uzito ni alama =20)

Swali	Kipengele cha umilisi jumlish	Vigezo vya tathmini	Misingi ya ukadiriaji		
			Ufafanuzi juu ya maitikio	Viwango na Utuzaji;	
Swali 1	Kusoma, kufahamu na kufasili matini y kiswahili	Ufahamu	<i>Aelezee jinsi uhai wa binadamu unavyotegemea kilimo;</i> Binadamu hupata chakula na hawezi kuishi bila ya kula chaku	Utambuzi: Hoja moja sahihi Jibu lisilo sahihi	0200
			<i>Aelezee maitikio yake;</i> Kilimo kilivyo Utii wa mgongo; Kilimo kinazalisha chakula Kilimo ni itegauchumi Kilimo kinawapa watu pesa	Maelezo • Hoja mbili zilizoelezwa Hoja moja iliyoelezwa Hoja isiyo sahihi	040200

			o Faida za kilimo: Kupata chakula Kupata ajira Kupata pesa. n.k.	• Matumizi: Hoja mbili sahihi zenye maelezo na mifano Hoja moja sahihi yenye maelezo au mfano Hoja sahihi iliyotajwa tu Hoja isiyo sahihi / bila hoja	04 02
			ushauri kwa vijana wanaodharau kazi ya kilimo; Kulimo ni uhai/ maisha Kilimo kinatupa chakula Ni chanzo cha mapato ya nchi Ni ajira kwa watu	Ushauri: Hoja mbili sahihi zenye maelezo na mifano Hoja moja sahihi yenye maelezo au mfano Hoja sahihi iliyotajwa tu Hoja isiyo sahihi / bila hoja	01 00 .
			d) Maoni kuhusu jinsi kilimo kinavyoingiliana na ufugaji katika kuendeleza jamii; - kilimo huzalisha chakula kwa wanyama na wanyama hutoa samadi ambayo hutumika kama mbolea mashambani. -Mkulima anapouza mazao ya wanyama wake anapata pesa za kununulia pembejeo za kutumia shambani. -	Maoni: Hoja mbili sahihi zenye maelezo na mifano Hoja moja sahihi yenye maelezo au mfano Hoja ilielezwa bila mfano Hoja isiyo sahihi / bila hoja	04 02 01 00 06 04 02

					00
Swali 2	Kuchambua na kuhakiki kazi za kifasihi	Fasihi (Tamthilia)	Atoe maitikio sahihi. Atambue migogoro dondoo: • Mgogoro wa kifamilia • Mgogoro juu ya kitanda • Mgogoro juu ya Nyakake kulowesha kitanda • Mgogoro juu ya kuuza njugu. n.k....-	Angalau hoja mbili zizingatiwe; Kutambua 01 Mifano 01 Hoja mbili zenye mifano Hoja moja yenye mfano Hoja isiyo sahihi	03 02 00
			Wasifu Mhusika Tinka;- - Ni mama mzazi - Ni mwenye malezi bora - Ni mwenye upendo - Ni mwenye heshima. - Ni mwenye hekima, n.k..	Angalau hoja mbili zizingatiwe; Kutambua 01 Mifano 01 Hoja mbili zenye mifano Hoja moja yenye mfano Hoja isiyo sahihi	03 02 00
			c) Maudhui katika dondoo: - Maudhui ya migogoro - Maudhui ya melezi - Maudhui ya biashara - Maudhui ya elimu - Maudhui ya kazi	Angalau hoja mbili zizingatiwe; Kutambua 01 Mifano 01 Hoja mbili zenye mifano Hoja moja yenye mfano Hoja isiyo sahihi	

			Mbinu za lugha dondooni; Methali –<i>Ahadi ni deni</i> Takriri – Ngoja ngoja Mdokezo Mbalagha. n.k.	Angalau hoja mbili zizingatiwe; Kutambua 01 Kueleza 01 Mifano 01 Hoja mbili zenye mifano Hoja moja yenye mfano Hoja isiyo sahihi	
			Hisia katika dondoo Hisia za hasira Hisia za furaha. Hisia za huruma	Angalau hoja mbili zizingatiwe; Kutambua 01 Mifano 01 Hoja mbili zenye mifano Hoja moja yenye mfano Hoja isiyo sahihi	

Ufahamu (Uzito =20)

Fasihi (Uzito =20)

Jumla ni alama =40

Item 1

In Makindye poultry farm, their nutritionist wants to improve on the quality of poultry feeds by adding saliva from the mouth of humans to improve on the digestion process of broilers such that they grow very fast and be sold as early as four weeks' time. The substance in saliva is affected by PH and works better at body temperature of about 35-40°C.

You are provided with food extract Q; the animal feed and you are required to extract saliva from your mouth after rinsing the mouth and demonstrate its effect on animal feed Q

Task

Carry out scientific investigations on food extract Q and demonstrate the effect of active substance on the animal feed labeled Q

Your design and investigation should include the following;

- (a) (i) Aim, hypothesis, variables and apparatus/requirements

AIM: An experiment to investigate the food nutrients present in food extract Q in order to demonstrate the effect of active substance in saliva on the animal feed labelled A. ✓ $A_2 = 0.5$

HYPOTHESIS: Solution Q contains starch and proteins. ✓ $A_2 = 0.6$
 $H_1 = 0.5$ when only starch is mentioned

VARIABLES

Controlled variables: Volume of test solutions ✓ V_3

Volume of reagents

Cleanliness of test tube

Dependent variable: Colour changes ✓ V_3

Independent variable: Test solution A ✓ V_3

$V_3 = 0.6$ For 3 categorised variable

$V_2 = 0.5$ when any two categorised variables are given.

$V_1 = 0.4$ when variables given are not categorised.

$V_1 = 0.4$ when one categorised variable is given.

3 cl
6 cl
8 cm } $C_3 = C_3$
 $\checkmark$ ch

$D(2) = D = 03$
 $DC(1) = D = 02$
 $\checkmark$ ch

2 cl
4 cl
5 cm } $C_3 = C_3$
 $\checkmark$ ch

1 cl
2 cl
3 cm } $C_3 = C_3$
 $\checkmark$ ch

TEST	OBSERVATIONS	DEDUCTIONS
To 1 cm ³ of test solution in a test tube measured using a measuring cylinder added 3 drops of iodine solution	Turbid solution turned blue-black $\checkmark$ $D(2)$	Starch present $\checkmark$ $AR(4)$
To 1 cm ³ of test solution measured using a measuring cylinder in a test tube, 1 cm ³ of Benedict's solution was added and boiled for 1 minute	Turbid solution turned to pale blue solution and pale blue solution persisted $\checkmark$ $D(2)$	Reducing sugars absent $\checkmark$ $AR(4)$
To 1 cm ³ of test solution measured using measuring cylinder added 1 cm ³ of dilute NaOH followed by 4 drops of copper (II) sulphate using a dropper	Turbid solution turned to a blue precipitate $\checkmark$ $D(2)$	Proteins absent $\checkmark$ $AR(4)$
To 1 cm ³ of DCPIP in a test tube measured using a measuring cylinder, test solution was added dropwise $\checkmark$ C_3	The deep blue solution of DCPIP persisted $\checkmark$ $D(2)$	Vitamin C absent $\checkmark$ $AR(4)$

Food extract Q contained starch. I extracted 1 cm³ of saliva in a test tube followed by 1 cm³ of food extract Q and 1 cm³ of dilute Sodium hydroxide solution mixed well and put in a water bath maintained at 35-40°C for 30 minutes. After 30 minutes, I divided the extract into two portions and tested for starch and reducing sugar as shown below.

To 1 cm ³ of test solution in a test tube measured using a measuring cylinder, added 1 cm ³ of Benedict's solution and boiled for 1 minute	Turbid solution turned to pale blue solution to green solution to yellow precipitate $\checkmark$ $D(2)$	Reducing sugars present $\checkmark$ $AR(4)$
To 1 cm ³ of test solution measured using a measuring cylinder added 3 drops of iodine solution $\checkmark$ C_3	Turbid solution turned to blue solution $\checkmark$ $D(2)$	Starch present $\checkmark$ $AR(4)$

$AR(4)$ FOR CORRECT DEDUCTIONS AND USE

$AR(4) = AR = 06$ for any two correct deductions and any two correct importance.

$AR(3) = AR = 05$ for any two correct deductions and 1 correct importance.

ANALYSIS

Active substance in saliva hydrolysed starch to reducing sugars
 Reducing sugars are easily hydrolysed to glucose which provides energy

APC1 = 03

for any two
 or more
 correct
 deductions
 with no use

Item 2

AR(2) = AR = 03 for any one correct
 correct deduction and one correct
 importance.

Atim a maize grower in Busiika village has been weeding his maize garden regularly, however he noticed that there are some common plants that keep on appearing in his garden just a few weeks after weeding. He also observed that the neighbour's dog usually moves from the nearby bush and pass through his garden.

You are provided with specimens R and S which are plant structures obtained from plants that keep on growing in Atim's garden.

Task

(a) (i) Using observable features, identify the plant parts R and S

Specimen R is cypsel because it has persistent calyx

Specimen S is schizocarp because it has laments (comparts) each containing one seed.

I(2) = 03 for any one correct identity
 and correct reason for the above
 identity.

I(1) = 01 for any one correct identity with
 wrong reason.

(ii) Explain to Atim how the plants kept on appearing in his garden

Specimen R has hooks on persistent calyx which attach onto the fur / hairs of a
 moving animal and removed, thrown away to another place.

OR

Specimen S has sticky hairs which attach onto the fur (cloth of moving animal
 and removed, thrown away to another place.

SG(2) = 03 for any two SG(2)

SG(1) = 01 for any one SG(2)

(b) Draw and label specimen R

Drawing of specimen R

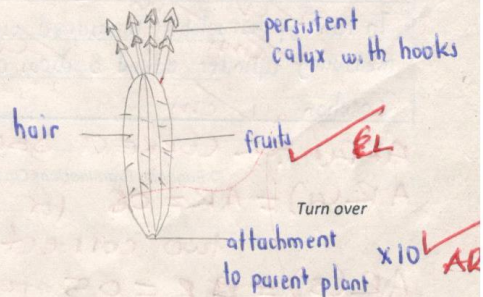
Attributed	
Title	01
Content	01
Accuracy - A	01
Neatness - N	01
Magnification M	01
Space usage	06

continuity of
 pencil work

END

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4



Turn over

x10

MARKING GUIDE UCE

Item 1.

In order to produce healthy babies, the expectant mothers in Masaka town were advised to feed on green vegetables. Due to the long dry spell, Okello a trader of vegetables decided to get them from Ntugamo which is a distant village from Masaka and decided to maintain them fresh for at least four days. So he bought two jerrycans of water from two different sources labeled A and B to soak the vegetables. He soaked half them in solution A and the remaining half in solution B. After 3 hours half of the vegetables had wilted while the other half was still fresh. You are provided with specimen M which has similar tissues as those in vegetables. A and B are water samples from jerrycans Okello used in soaking the vegetables.

Task

(a) Carry out scientific investigation to explain the effect of the two water solutions A and B on the plant structure of specimen M

Your design and investigation should include the following

(a) (i) Aim, hypothesis, variables and apparatus/requirements

AIM: An experiment to investigate the effect of the two water solutions A and B in order to explain the effect of the two water solutions on the plant structure of specimen M. A2=05

HYPOTHESIS: One of the solutions A or B which is more concentrated than the cell sap of vegetables made them to wilt. A1=03 when a reason is not stated
 OR: One of the water is more concentrated than the other plant tissue of specimen M. A2=06

VARIABLES

Dependent variables: Change in mass of the cylinder ✓ V3
 Change in length of the potato cylinder ✓
 Nature and texture of the potato cylinder ✓ Any one correct

Independent variables: Water solutions A and B ✓ V3

Controlled variables: Volume of the water solution ✓ V3
 Length of potato cylinder
 Time for the experiment

3V3 = V=06 for any 3 categorised variables

2V3 = V2=05 for any 2 categorised variables

1V3 = V1=04 for all stated in categorised variables or any one listed categorised variable

(ii) Procedure and results of your experiment

- Using a cork borer, I extracted two cylinders from specimen M which were trimmed to the same length of 4.0 cm measured using a ruler.
- 10.0 cm³ of solutions A and B were measured using a measuring cylinder and transferred into two test tubes labelled A and B respectively.
- Carefully the cylinders from specimen M were immersed into each of the solutions and set up was left to stand for 30 minutes measured using a stop watch.
- After 30 minutes the nature and texture of the cylinders extracted from specimen M were observed and recorded in the table below:

Water solutions	Initial length	Final length	Texture
A	10.0 ✓	9.7 ✓	Soft, smooth and flabby ✓
B	10.0 ✓	10.5 ✓	Hard, stiff and rough ✓

Explanation

In water sample A, the cylinders extracted from specimen M lost water by osmosis since water sample A was more concentrated than their cell sap and became soft and flabby.

Cylinders placed in water sample B, became hard and stiff because water sample B was less concentrated than the cell sap of the cylinders extracted from specimen M therefore the cylinders absorbed more water by osmosis.

Recommendation

I therefore recommend Okello to soak his vegetables in water sample B to maintain his vegetables fresh.

Item 2.

During December holiday, Mickyla left her metallic box in the school store. on coming back for term 1. she found her books eaten by some organism she didn't know. But on thorough checking, she obtained two specimens. E and F but didn't know which of them spoiled her books

Task

a) (i) Identify the taxa with reasons to which both organisms

Kingdom Animalia because they possess mouth parts for heterotrophic nutrition

Phylum Arthropoda because they possess segmented body, jointed appendages and exo skeleton.

Class Insecta because they possess three main body parts, three pairs of legs and three thoracic segments and a pair of antennae.

$$2I_2 = I_1 = 03$$
$$I_2 = I_1 = 01$$

(ii). Using described observable features on the organism. describe how the organism was able to destroy the books

The organism has sharp, hard, curved mandibles which were able to tear the books.

It is dorso-ventrally flattened that enables it pass through narrow crannies of the case to enter and feed on books.

$$2S(2) = S(2) = 03$$

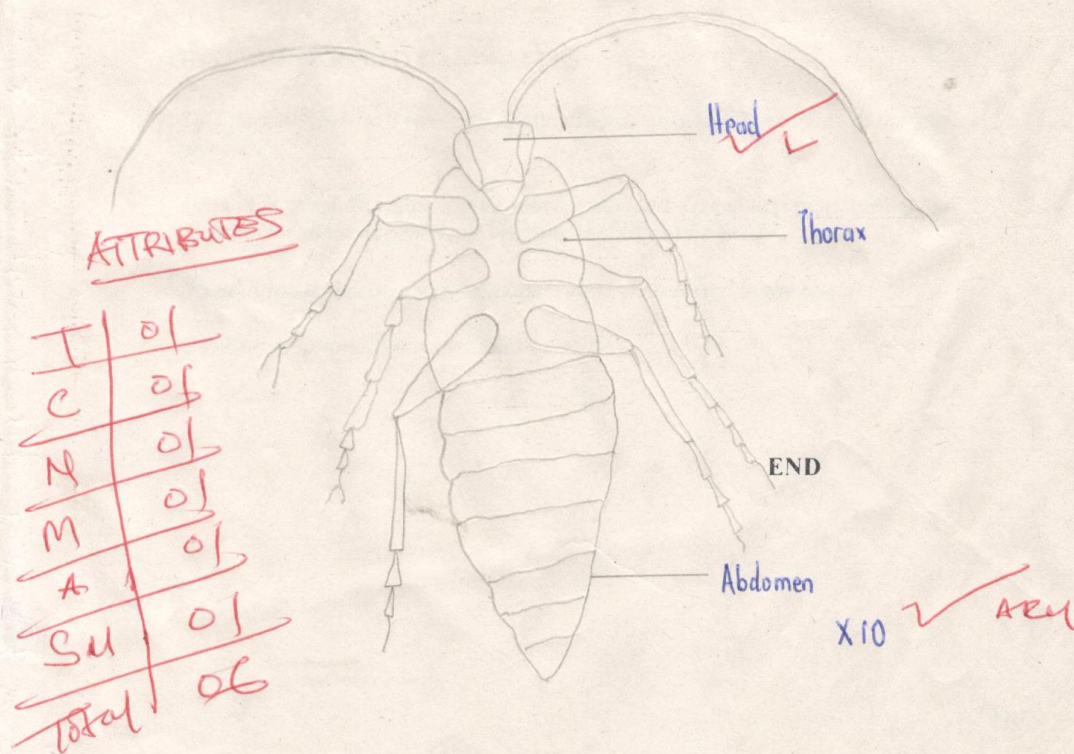
$$1S(2) = S(1) = 01$$

b) (i) Using the observable features of the specimens, state the differences between specimens E and F

Specimen E		Specimen F
Lacks antennae	☒	Has antennae
Two main body parts	☒	Has 3 main body parts
4 pairs of legs	☒	3 pairs of legs

(ii) Draw the main features of specimen F

Ventral view of
Drawing of specimen F showing the main features ☒ *ARM*



GUIDE FOR BIOLOGY PAPER ONE

Item 1

- a) Photosynthesis. ✓^{UL}
Absorption ✓^{UL}
Growth and development ✓^{UL}
- b) Roots growing on the surface affected absorption because root hairs could not easily access water from the soil. ✓^{Ue}
Plants growing under canopies could not get enough light due to shading hence reduced energy for photosynthesis hence reduced photosynthetic rate. ✓^{Ue}
Overcrowdings of crops led to competition hence deficiency of phosphorous, nitrogen and magnesium which led to purple and pale yellow leaves. ✓^{Ue}
Etiolation led to utilization of food for growth and development in elongation instead of forming bigger fruits hence smaller banana fingers. ✓^{Ue}
- c) Plants elongating to access sunlight for photosynthesis. ✓^{Ae}
Roots on surface to absorb surface nutrients for proper growth and development ✓^{Ae}
Deep green leaves with much chlorophyll to increase surface area for trapping sunlight for photosynthesis. ✓^{Ae}

Item 2

- a) Pain receptors in the hand detected pain (the prick) and convert it into an impulse ✓^{Ue}, sent impulses to the sensory neuron which sent them to the spinal cord, in the grey matter of the spinal cord, the sensory neuron makes synaptic connections to the relay neuron and impulses move from the sensory neuron to the relay neuron across a synapse. The relay neuron in turn transmits the impulses to the motor neuron across a synapse ✓^{Ue}, the impulses move to biceps and triceps muscles which antagonistically contract and relax ✓^{Ue} bending and withdrawing the hand ✓^{Ue}
- b) Should go for guidance and counselling about the dangers of drug and substance abuse ✓^{Ae}
He should go for sports/ co-curricular activities to keep him busy in his free time to avoid being lured into drug abuse ✓^{Ae}
Should stay away from bad peer groups to avoid being lured into drug abuse ✓^{Ae}
He should go for rehabilitation/ medical treatment to stop/ reverse the effects of drug abuse. ✓^{Ae}

Item 3

- a) Sickle cell is a recessive mutation due to substitution
Let HbA be allele for normal red blood cells.
Let HbS be allele for normal red blood cells. ✓^{Ue}
FOR parents to be sickle cell trait, it means they are carriers

Genetic diagram

Parental phenotype

Parental genotype

Carrier

$Hb^A Hb^S$

X

Carrier ✓_{Ue}

$Hb^A Hb^S$

Meiosis

✓_{Ue}

Gametes

✓_{Ue}

Cross

F1 genotype

✓_{Ue}

F1 phenotype

✓_{Ue}

$Hb^A Hb^A$

$Hb^A Hb^S$

$Hb^A Hb^S$

$Hb^S Hb^S$

Normal

carrier

carrier

sickles

- b) They should take him for bone marrow transplant to form normal red blood cells in his bod. ✓_{Ue}

He should regularly go for blood transfusion in order to avail him with normal red blood cells. ✓_{Ae}

He should avoid temperature extremes to minimize on attacks. ✓_{Ae}

They should discourage their son from vigorous exercises not to use a lot of oxygen ✓_{Ae}

Item 4

- a) Monoculture which led to exhaustion of nutrients from the soil leading to unpleasant taste and size of yields ✓_{Ue}
 Clearing the forest/ trees left land bare exposing it to agents of erosion like fast flowing water hence soil erosion ✓_{Ue}
 Planting sorghum in the forest led to destruction of drainage channels leading to flooding of the stream ✓_{Ue}
 Clearing of the forest damaged habitats and food for animals hence animals attacked man fro food and shelter/ biodiversity loss. ✓_{Ue}
- b) Source of food animals like fish. ✓_{Ae}
 Provides water for life forms. ✓_{Ae}
 For convectional rainfall formation. ✓_{Ae}
 Habitat for wild animals. ✓_{Ae}
 Sources of herbal medicine. ✓_{Ae}

Item 5

- a) Clearing trees for agriculture led to incidences of strong winds because trees act as wind brakes ✓_{Ue}
 Settled in the wetlands damaging drainage channels hence flooding of the area ✓_{Ue}
 Discharged their wastes in the water causing pollutuion and water borne diseases/ death of animals ✓_{Ue}
 Cut and destroyed papyrus and other flora leading to biodiversity loss ✓_{Ue}
- b) Re-forestation to restore wind brakes in order to minimize incidences of strong winds. ✓_{Ae}
 Restore/ construct drainage channels to minimize flooding of the area. ✓_{Ae}
 Proper garbage disposal to minimize on the rate of pollution in the area. ✓_{Ae}

Re-plant vegetation/relocate to allow papayuses to grow. ✓^{Ae}

Item 6

- a) She is a passive smoker who inhales tar/smoke blocking air sacs interfering with gas exchange hence, low oxygen in take hence anaerobic respiration causing accumulation of lactic acid leading to fatigues. ✓^{Ue}
Sliming her body led to malnutrition/underfeeding which made her weak because her body could not get enough metabolites for energy release by respiration ✓^{Ue}
A viral inection weakened her body hence fatigue. ✓^{Ue}
- b) Avoid being in company of smokers to avoid passive smoking. ✓^{Ae}
Feed on a balanced diet to get all the necessary nutrients for energy release allowing her body do the exercise. ✓^{Ae}
Go for medical treatment in order to boost her immunity. ✓^{Ae}

Item 7

a) Kole rapidly ascended the hill top where oxygen content was low, his red blood cell carried less oxygen making him suffer from mountain sickness characterized by nausea, restlessness and fatigue. ✓^{Ue}

His food intake increased due to a change in his life style, his body demanded for more energy hence food intake increased for more metabolites. ✓^{Ue}

His performance declined drastically because marijuana contains particles which block air sacs impending oxygen intake, therefore oxygen supply was very low to meet his body demands. ✓^{Ue}

b) should perform moderate digging until his body gets acclimatized to oxygen deficiency. ✓^{Ae}

Should feed on a balanced diet to supply metabolites and rehydrate his body. ✓^{Ae}

Stop smoking to avoid demaging of the lungs which could affect oxygen intake. ✓^{Ae}

S.4 2025 MARKING GUIDE

225/1 IRE

Item 1

Definition

Prayer is a physical, spiritual and verbal act of worship that involves standing ,bowing, prostration, reciting Quran and the other steps as taught in Islam.

Problem identifier

- involves helping Rayan how to perform salat and understand the other forms of worship.

Responses

- a. explaining/ teaching / telling him the pre requisites before actual prayer
- b. teaching him the steps of performing wudhu/ ablution.
- c. next is teaching him the different steps of a complete prayer eg adhan, iqamah, takibiratul ihram, prostration, bowing , tashahud and others
- d. tell him other forms of worship eg daily adhikars/ reminders, Quran recitation, fasting , charity,pilgrimage, Islamic etiquettes like kindness etc.
- e. Encouragement and brotherhood by having trust in him , remind him.
- f. provide basic resources
- g. teach him short surats eg surat ikhlaas etc
- h. use audio visual tools whether online/ offline that will help him learn pronunciations using apps like Muslim pro, my prayer etc
- l) . teaching him through personal demonstration
- j) . connecting him to a support group/ darasas etc
- k) keep follow up and encourage questions
- l) Create a simple beginners guide for Rayan.

Item 2

- a) . Responses

- i) .Mbabazi should be reminded to respect her husband. She should understand that the husband is the head of the family who deserves respect. If she respects him, they shall be peace in marriage.
- ii) She should know that Marital affairs should be kept as secrets. The prophet Muhammad discouraged this” do not disclose your secrets to anyone.....” is she did this, she couldn’t have got ill advices.
- iii) She should know that it’s her duty to offer sex to the husband as one of the major reasons for marriage.
- iv) She should be patient with her husband. If the husband is providing the basic needs, she should be contented with that, for Islam calls for patience.
- v) She should pray to Allah so that he gives the husband wealth that he provides what she wants.
- vi) She should also be thankful to the husband because he provides basic while other men do not provide.
- vii) she should always comfort her husband other than blaming him
- viii) She should spare a time and talk with your husband(open talks)
- ix) Other responses

b) . Lessons

- i) . Being patient.
- ii) There are challenges in marriage, eg disrespect, denial of sex etc
- iii) They learn to work hard
- iv) Learn to keep marriage, secrets
- v) Learn how to make choices of partners
- vi) Other responses

Item 3.

a) . Responses

- Wealth can be money, property, livestock crops, or any valuable resources a person owns. In Islam wealth is considered a blessing, trust and a test from Allah.

- Quran 57:7 "believe in Allah and His messengers and spend out of that in which He has made you trusted...."

- wealth should be acquired lawfully/ legally as Islam guides that one should earn through halaal means free from fraud, ribah or interest or even causing harm to others.

- wealth is a blessing and a test as Allah says in Quran 57:7

- Islam teaches and encourages Muslims to work hard and even invest to increase and keep their wealth.

The prophet Muhammad said "the best of what a man earns is what he earns with his own hands." Ahmad

- there are businesses and other ventures like animal rearing(goats, sheep, cattle and those other halaal ones) and trading. It is noted that the prophets engaged in such works and earned a living lawfully.

- Islam also forbids hoarding of goods and other tradable items as many people do to sell them more expensively.

- islam also talks about inheritance but in right processes eg not killing someone or relatives like fathers and so on

- other responses on wealth.

b) .

- give zakat(2.5% of their savings annually to poor and needy). This purifies ones wealth and reduces inequality, supports widows, orphans etc as in Quran 9:60

- give sadaq(voluntary charity). Beyond zakat, muslims are encouraged to give voluntary charity to fund clean water projects, education etc

- construction of mosques

- elevating family members/relatives from the poor state if so. This keeps the bond and promotes good relationship in families.

- also support relatives where need be eg functions, health care and other challenges.

- job creation to employ youths and the jobless.

- other responses

Item 4.

Islamic teachings about justice and respect

- islam places a great emphasis on justice(adl) and warns strongly against injustice(dhulm). The Quran states “ indeed, Allah commands you to render trusts to whom they are due and when you judge between people to judge with justice.” (4:58)
- justice is a divine command (16:90)
- stand for justice, even against yourself
- promote human dignity where one feels worth to be respected and that he / she is human.
- equality of all people, the prophet said” all mankind is from Adam and Eve. An Arab has no superiority over a non Arab nor a non Arab over an Arab.....” (Hadith- last sermon)
- speak respectfully and kindly. Quran 17:53” and tell my servants to say they which is best....”
- respect others’ property and rights . The prophet said “ your blood , your your property and your honor are sacred to you like the sanctity of this day of yours.....” (sahih Muslim)
- muslims are not allowed to steal, cheat or take what is not theirs.

Leaders and judges must be fair, transparent and accountable.

- respect for leaders and authorities
- other responses.

b) .

If i were the judge ;

- I would listen carefully to both parties without bias.
- i would examine the evidence presented, including witness testimonies.
- i would rule in favor of the rightful owner based on facts and Islamic principles of justice
- i would remind both parties of the importance on peace, fairness and truth in islam.
- I would ensure the court is not influenced by power, corruption or tribal loyalty.
- I would take time investigating then come to a conclusion in favour of the rightful owner.

- judge with knowledge and avoid assumptions. Quran 49:12

- judges must not be biased

- accepting bribes is a major sin.

- fear Allah in all judgements.

- other responses

Item 5.

a) . Engaging in acts of worship (ibadah) eg salat, reading Quran , dua's etc.

b) Reading and seeking knowledge. The prophet encouraged the pursuit of knowledge. Muslims can read Islamic books, learn Hadith or study useful worldly knowledge. Therefore, seeking knowledge is an obligation upon every Muslim.(ibn maajah)

c) Helping others and doing community work

d) Practicing sports and physical exercise

e) Spending time with family

f) Engaging in halaal entertainment

g) Appreciating nature

h) Traveling for learning or exploration

i) Doing creative hobbies

j) Attending Islamic gatherings or youth programs etc

k) Other responses

item 6

Islamic perspective

Kato's misconduct at work is unacceptable in both Islamic ethics and modern professional standards. However he can change himself through;

a) . Sincere repentance (taubah). He must seek forgiveness from Allah for all his misdeeds.

b) Stop the wrong doing immediately. He must cease forging receipts, bribery and dishonesty

- c) Return rights to people. He must repay those he underpaid and correct false transactions.
- d) Improve conduct and respect others
- e) Avoid bribery and corruption
- f) Perform regular prayer(salat) and read Quran.
- g) Keep good company ie surrounding himself with righteous people who can influence his behaviour positively.
- h) Seek guidance from a scholar or imaam. He can talk to a religious leader to help him reform and stay on track.
- i) Change his intention(niyat). Kato should aim to please Allah in his job , not to just earn money.
- j) Give charity(sadaq). Giving back to society purifies wealth and the soul.
- k) Other responses

Contemporary/ modern perspectives.

- a) . Attend in professional counseling or ethics training.
- b) Accept responsibility and apologize. A formal apology to the staff and the board can be the first step to rebuilding trust.
- c) Commit to transparency and accountability
- d) Follow company policies and labor laws
- e) Improve attendance and communication skills
- f) Regular performance reviews and mentorship
- g) Other responses.

NB: not forgetting the scoring formats, elements and other technicalities to be used . ie CK, CUand CA / IK, IT and IA

Uganda Certificate of Education.

SCORING GUIDE.

القسم الأول: المطالعة (15)

الأجوبة

- 1- يأخذان مصوف الجيب من والدهما 3 - 1
- 2- أنا أخذ مصروف جيبي من والدي/ والدتي 3 - 1
- 3- أنفقه بإعتدال 3 - 1
- 4- لأنهم يعتقدون أن النقود الكثير قدر تفسد الأولاد 3 - 1
- 5- الملابس الداخلي. 3 - 1

المأكولات عند الفطيرة.

السكر

الأقلام

الموسي

المقس

المسطرة

القسم الثاني: الإنشاء. (50 درجة لكل مهمة)

المهمة 1:

الأجوبة المتوقعة من الممتحن.

- التحية

- الإستقبال والترحيب

- اعراض برنامج النادي
- تقوم النادي بالمناقشات.
- ترغيب وتشجيع الطلاب ممارسة اللغة العربية
- اعطاء الجوائز على ممتازين
- الحلقات العلمية
- الوجيه والارشادات
- التحديات النادي**
- قلة هدايات لتشجيع الطلاب.
- عدم وجود الحاسوب.
- قلة الكتب للبحث.
- عدم وجود مكبرة الصوت

المهمة 2:

تحية

- ذكر بعض فضائل سيدك.
- ذكر بعض أسباب التي أدت إلى التأخر.
- الإعتذار بالعهد الذي يطمئن قلب سيد بعدم التأخر مرة الثانية.

BUGANDA MOCK EXAMINATION COUNCIL 2025

ARABIC PAPER 2A

LISTENING

Uganda Certificate of Education.

1- كَمْ وَجَبَتْ تَأْكُلُ سَمِيرَةً فِي الْيَوْمِ؟

تأكل سميرة في اليوم ثلاث وجبات

1.

2- مَتَى تَأْكُلُ سَمِيرَةُ السَّمَكِ؟

تأكل سميرة السمك في الغداء.

1

3- مَاذَا تَشْرَبُ سَمِيرَةُ؟

تَشْرَبُ سَمِيرَةُ الشَّايَ وَالْعَصِيرَ.

1

4- مَاذَا تَتَنَاوَلُ فِي الْعِشَاءِ؟

تَتَنَاوَلُ سَمِيرَةُ الْفَاكِهَةَ فِي الْعِشَاءِ

1

5- مَاذَا تُفْضِلُ سَمِيرَةُ؟

تُفْضِلُ سَمِيرَةُ الْبُرْتُقَالَ

1