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Total marks for each subject.

Bases of Evaluation	Consideration	Score Range
Introduction of essay	i) Define key words: Each (1-2mks) ii) E.g. for each key word (1-2mk) iii) Leading/linking sentence to presentation-points (1mk)	Award 00-05
Content/presentation	10 best paragraphs/points ✓ Point well stated in full sentence, Not subtitle ✓ Point well explained in line with the question ✓ Relevant examples cited NB For two-sided questions, award by $\frac{1}{2}$ of Total score if Candidate attempts only one side.	Award Tick with mark (00-03) each paragraph 10 x 03=30 content 10x02, 10x01, etc.
Conclusion	One paragraph that wraps up the candidate's views/points	Based on SPGE score
Spelling, Punctuation, Grammatical Expression, SPGE	✓ Rate the correctness ✓ Exhaustiveness of explanations ✓ Paragraphing links, ✓ No monotony of beginning phrases ✓ No subtitles ✓ No skipping lines ✓ Penalties on SPGE	Award SP= 00-05 GE= 00-10 SPGE score range 00-15

1. (a) Examine the human Rights Organization in Uganda.

(b) What challenges do they face?

A) Introduction - definition of Human Rights – 2scores

- Human Rights organization, e.g. -2 scores
- Leading sentence - 01 score.

B) Content

- 15 mks –R
- 15 mks – C

C) Conclusion

E.g.: Uganda Human Rights Commission (UHRC)

Chapter four Uganda, Foundation for Human Rights initiative.

Unwanted witness Uganda, Amnesty international Uganda.

Center for Health, Human Rights& development C (CEHURD)

Uganda Law society, Human Rights watch.

R = Roles

(a) Advocate for marginalized groups e.g. sex workers, refugees through research, aid and policy engagements;

- They make public inquiries.
- They make prison visits.
- They promoted human rights education.
- They investigated human rights education.
- They investigate human rights violations.
- They recommend redress and lawful steps.
- They combat torture, unlawful detentions.
- They document human rights abuses.
- They protect human right abuses.
- They promote freedom of expression.
- They advocate for digital rights.
- They promote gender equality.
- They promote judicial independence, legal aid and lawyer protection e.g. ULS.

(b) C – Challenge they face:

- Human Rights organizations face restrictive NGO laws eg 2021 NGO Act which mandates strict registration.
- Intimidation and harassment or arbitrary arrests by security agencies,.
- Finding barriers, Government has frozen bank account for human right organizations accusing them of meddling in political related activities.
- Crackdowns on dissent or intolerance for criticism.
- Media censorship- Advocacy is hindered by laws like the computer misuse Act. Which criminalizes activism.
- Physical threats or violence resulting into defying of human Rights, personnel (e.g. the 2023 murder of envital activist Gloria Nawanyanga).
- Cultural /society perceptions. Advocates for marginalized communities like prostitutes face society hostility.

- (viii) Misinformation and propaganda. State linked actors smear organization as “foreign organizations” or immoral.
- (ix) Reduction in donor funding (e.g. 2023 Anti homosexuality Act led to some western aid suspensions) which strains operations.
- (x) Impurity of human rights violators e.g. VIPs.
- (xi) Corruption of some enforcements officers e.g. police, etc.

2. Discuss the practices that should be adopted to manage waste and garbage disposal in your community.

- (a) Introduction (- Kampala generates 1500+ tons of waste,-40% plastic)
 - Definition –waste + examples 00-02 marks.
 - Garbage + example 00-02 marks.
 - Leading sentence 00-01marks.
- (b) Content. This is a one –sided question.
10 beet points/ paragraphs (Award each 00-03)
10x3 =30marks.
 - (i) Separate waste into categories (organic, recyclables, hazardous, and non-recyclables) at house-holds, business.
 - (ii) Establish recycling hubs for plastics, metal, paper, e-waste.
 - (iii) Support informally/casual waste pickers.
 - (iv) Composing organic waste e.g. food scraps, agricultural waste and garden trimmings should be timed to compost for farming.
 - (v) Safe hazardous waste disposal i.e. separate batteries, medical waste and chemicals for specialized treatment.
 - (vi) Engage in /organize regular clean up drives e.g. Kampala city clean ups, “obulungi bwansi” campaign.
 - (vii) Improve collection systems by incentivizing private sector involvement e.g. Jumiya waste collection, Nabugabo updeal ventures, Bm it.
 - (viii) Ban single use plastic e.g the 200g plastic bag baro policy.
 - (ix) Convert non- recyclable waste into energy via incineration or biogas.
 - (x) Strengthen policies, laws and enforcements (e.g. national waste management Act 2020) and penalize illegal dumping.
 - (xi) Sensitize and advocate the public on radios, use local leaders to teach Reduce, Reuse, Recycle model.
 - (xii) Establish Bi-law at village cell level on dumping or waste management.

Conclusion (based on SPGE).

- (c) Account for the increasing interest in technical and vocational education institutions in Uganda today.
- (a) **Introduction.**

Def.: TVET institutions in Uganda are education establishments designed to equip learners with practical skills, knowledge, and competences for employment, entrepreneurship and self-reliance. They focus on hands-on experiences/ training in trade, crafts, to meet labor markets demands. Courses offered including plumbing, carpentry, electrical installation, welding, automotive engineering, hair dressing, accounting, catering, computer repair. They are supervised by IT under the MOES and accredited by UBTEB. They offer certificates and higher diploma lasting 1-2 years respectively.

- Definition of TVET- 02 mks
- Example of institutions -01
- Example of courses offered - 01
- Leading statement 01.

- (b) TVET institutions address youth unemployment.
- (c) Bridges the skills gap. (Employers report mismatches b/n qualifications and work place needs.
- (d) Government policy & funding (Ug. Vision 2040 and NOPIII priority TVET.
- (e) Provides entrepreneurship opportunities.
- (f) Global and regional Alignment (SDG4, Africa's agenda 2063)
- (g) Success stories
- (h) Affordability.
- (i) Accessibility compared to university education.
- (j) Industrial growth like oil & gas which require skilled technicians.
- (k) Focuses on society needs.
- (l) Learners can select courses easily.
- (m) Perception and attitude shift among Uganda on education etc.

(a) Content (00 – 03 @ point/ paragraph x 10 best = 30)

(b) Assess the causes and effects of political insurgencies in the Great lakes Region of Africa.

Def. key words – political insurgencies 02

- Examples 01
- Great lakes region of Africa 01
- Leading 01

05 marks

- Political insurgencies are organized movements or rebellions that aim to challenge or overthrow an established struggle, subversion etc.
- E.g. LRA by Joseph Kony in Northern Uganda lasted for decades. M23 rebels in eastern Congo, ADF rebels, etc. GLR of Africa encompass countries like Uganda, Rwanda, Burundi, DRC and Tanzania.

Causes of the political insurgences in the Great lakes R.

- (a) Historical grievances post- independence war led exclusion.
- (b) Arbitrary colonial borders that split ethnic groups.
- (c) Authoritarian rule breeds rebellion e.g. ADF, FDLR in Rwanda.
- (d) Lack of democratic leadership transitions.
- (e) Corruption.
- (f) Ethnic rivalries e.g. Banyamulenge in DRC], Hutu vs. Tosi.
- (g) Formation of militia based on trades e.g. M23 in DRC.
- (h) Violent competition over control of mineral sin eastern DRC.
- (i) Illegal explanation by armed groups.
- (j) Proxy wars e.g. Rwanda has been accused of back rebels in DRC.
- (k) Effect of the Rwanda 1994 genocide created refugees flows led to cross border in surgencies.
- (l) Poverty increases grievances against government.
- (m) Youth employment makes recruitment into surgency groups easier.

Effects of political insurgencies in the GLR of Africa.

- (a) Mass displacement e.g. DRC – over 5million IDPS.
- (b) Sexual valence committed by armed groups.
- (c) Child poverty arising from child soldiers etc.
- (d) Destruction of infrastructure (roads, schools hospitals).
- (e) Loss of foreign invent.
- (f) Spillover conflicts e.g. DRC- Uganda tensions over mmmmm23 rebels.
- (g) Refugee flows strain neighboring countries e.g. Uganda hosts 1.5m refugees.
- (h) Erosion of state authority e.g. some areas in DRC have become ungovernable e.g. Eastern DRC.
- (i) Rise of war lordism parallel governance by armed groups.
- (j) Illegal mining.
- (k) Deforestation which harm environment.
- (l) International sanctions and diplomatic pressures on rebel supporting states like Rwanda, etc.

Content (30 – 15C) and (15 effects)

- (c) Scores for each candidate in each subject.

Atim Georgine.

Economics:

$$\begin{aligned} C.A &= \frac{15}{100} \times 70 = 10.5 \quad \text{Final percentage score is } 15\% + 30\% \\ &= 55\% \end{aligned}$$

$$\text{Test (T)} = \frac{30}{100} \times 100 = 30$$

$$\text{Final score} = \frac{55}{100} \times 98 = 53.9$$

$$\begin{aligned} \text{Total score in Economics} &= 10.5 + 30 + 53.9 \\ &= 94.4 \text{ (Excellent, score =5)} \end{aligned}$$

Computer

$$\text{C.A} = \frac{15}{100} \times 53 = 7.95$$

$$\text{T} = \frac{95}{100} \times 30 = 28.5$$

$$\text{Final} = \frac{55}{100} \times 100 = 55$$

$$\begin{aligned} \text{Final score in computer} &= 7.95 + 28.5 + 55 \\ &= 91.45 \text{ (Excellent and score =5)} \end{aligned}$$

Maths;

$$\text{C.A} = \frac{15}{100} \times 79 = 11.85$$

$$\text{T} = \frac{30}{100} \times 100 = 30$$

$$\text{Final} = \frac{55}{100} \times 93 = 51.5$$

$$\begin{aligned} \text{Final score in mats} &= 11.85 + 30 + 51.5 \\ &= 93 \text{ (Excellent and score =5)} \end{aligned}$$

Therefore;

AAS for Atim Georgine

$$= \frac{(5+5+5)}{3} \times 100 = 55$$

Since AAS =5, Grade G is Genius.

Ddamba Darivs

Economics:

$$\text{C.A} = \frac{15}{100} \times 90 = 13.5$$

$$\text{T} = \frac{30}{100} \times 58 = 17.4$$

$$\text{Final} = \frac{55}{100} \times 96 = 52.8$$

$$\begin{aligned} \text{Final score in Economics} &= 13.5 + 17.4 + 52.8 \\ &= 83.7 \text{ (Good, and score = 4)} \end{aligned}$$

Computer

$$\text{C.A} = \frac{15}{100} \times 99 = 14.85$$

$$\text{T} = \frac{30}{100} \times 97 = 29.7$$

$$\text{Final} = \frac{55}{100} \times 69 = 37.95$$

$$\begin{aligned} \text{Final score in} &= 14.85 + 29.7 + 37.95 \\ &= 82.5 \text{ (Good and score = 4)} \end{aligned}$$

Maths;

$$\text{C.A} = \frac{15}{100} \times 94 = 41.1$$

$$\text{T} = \frac{30}{100} \times 100 = 30$$

$$\text{Final} = \frac{55}{100} \times 87 = 91.95 = 91.95 \text{ (Excellent and score = 5)}$$

$$\text{AAS becomes } \frac{(4+4+5)}{3} = 4.33$$

Ddamba's grade, D (Distinguished)

Bemba Wycliffe

Economics:

$$\text{C.A} = \frac{15}{100} \times 98 = 14.7$$

$$\text{T} = \frac{30}{100} \times 60 = 18$$

$$\text{Final} = \frac{55}{100} \times 100 = 55$$

$$\begin{aligned}\text{Total score} &= 14.7 + 18 + 55 \\ &= 87.7 \text{ (Good, and score = 4)}\end{aligned}$$

Computer

$$\text{C.A} = \frac{15}{100} \times 95 = 14.25$$

$$\text{T} = \frac{30}{100} \times 89 = 26.7$$

$$\text{Final} = \frac{55}{100} \times 92 = 50.6$$

$$\begin{aligned}\text{Total score in computer} &= 14.25 + 26.7 + 50.6 \\ &= 91.55 \text{ (Good and score = 5)}\end{aligned}$$

Maths;

$$\text{C.A} = \frac{15}{100} \times 75 = 11.25$$

$$\text{T} = \frac{30}{100} \times 99 = 29.7$$

$$\text{Final} = \frac{55}{100} \times 100 = 55$$

$$\begin{aligned}\text{Total score will be} &= 11.25 + 29.7 + 55 \\ &= 95.95 \text{ (Excellent and score = 5)}\end{aligned}$$

$$\text{AAS becomes } \frac{(4+5+5)}{3} = 4.67$$

Bemba's grade6: D (Distinguished)

Zaria Leila

Economics:

$$\text{C.A} = \frac{15}{100} \times 100 = 15$$

$$\text{T} = \frac{30}{100} \times 95 = 28.5$$

$$\text{Final} = \frac{55}{100} \times 79 = 43.45$$

$$\begin{aligned}\text{Final score in mats} &= 15 + 28.5 + 43.45 \\ &= 86.95 \text{ (Good, and score = 4)}\end{aligned}$$

Computer

$$\text{C.A} = \frac{15}{100} \times 97 = 14.55$$

$$\text{T} = \frac{30}{100} \times 99 = 29.7$$

$$\text{Final} = \frac{55}{100} \times 83 = 45.65$$

$$\begin{aligned}\text{Total score in} &= 14.5 + 29.7 + 45.65 \\ &= 89.9 \text{ (Good and score =4)}\end{aligned}$$

Maths;

$$\text{C.A} = \frac{15}{100} \times 85 = 12.75$$

$$\text{T} = \frac{30}{100} \times 78 = 23.4$$

$$\text{Final} = \frac{55}{100} \times 76 = 41.8$$

$$\begin{aligned}\text{Total score} &= 12.75 + 23.4 + 41.8 \\ &= 77.95 \text{ (Excellent and score =5)}\end{aligned}$$

$$\text{AAS} = \frac{(4+4+3)}{3} = 3.67$$

She has a grade; O

Nakalema Drusilla.

Follow the same procedure above and calculate for her.

I.e. Economics; 92.3 (excellent and scores = 5)

Computer; 92.45 (excellent and score =5)

Maths: 95.05 (excellent, score =5)

$$\text{AAS} = \frac{(5+5+5)}{3} = 5$$

She has grade: G (genius)

(b) G- 16, m-3 and 0-13 and 0- 10

(i) Best student

Atim Geogine and Nakalema Drusilla both have 16 points, grade G (genius)

(ii) Worst

Zaria Leila with 10 points and O grade.

Students are expected to fare better in papers that align their strength, and interest.

From scores,

Most students performed well in Maths and Computer.

(d) Atim Geogine == Architecture (Excellent in all subjects)

Ddamba Darivs== investment Authority (Good in Economics and Maths)

Bemba Wycliffe == film editing 9Excellent in computer and Mats)

Zaria Leila == Community development (good in Economic but lower score in Maths.

Nakalema Drusilla: Architecture (Excellent in all subjects).

(e) Merits;

- Encourages excellent and distinction.
- Provide unbiased and a clear grading system.

Demerits.

- May be too competitive leading to stress.
- Limited grade categories might not accurately reflect student performance.

5. (a) - THE WEAKNESS OF THE MILITARY AMENDMENT BILL 2025.
- THE DIFFERENCE(S) BETWEEN THE MILITARY AND CIVILIAN COURTS.
- THE CHALLENGES OF THE MILITARY AMENDMENT BILL 2025.

(05 marks)

(b) (i) “----- in the camouflage of innocuous legislature deception.” means,

- Hiding the harmfulness of the military justice.
 - To disguise/ hide the harmful nature of military justice. (04 marks)
- (ii) “----- a conflation of impersonality with impartiality” means:
A confusion of fair treatment among martial members. (04 marks)
- (c) The Disability compensation. (02 marks)
- (d) THE DIFFERENCE(S) BETWEEN MILITARY AND CIVILIAN COURTS AND THE DISADVANTAGES OF THE AMENDED BILL.
Military courts priorities efficiency and discipline while civilian courts focus on the rights of the accused. Military courts are designed to maintain order within the rigid hierarchy of armed forces while civilian courts provide impartial justice. Military courts are designed to command not deliberate, to punish, not to protect while civilian courts protect. Military courts are staffed by personnel who remain under the command structure of the army, military judges and officers are bound by an oath to deliver unbraced justice while civilians guarantee fair trials. However, the bill will solely focus on clause that protean the erosion of judicial authority, undermine civil liberties and threaten democracy. It cloaks militarized justice in the camouflage of innocuous legislative deception, defines a service offence as one under it, creating a ratio broad and undefined exceptional list of other person subject to military law. The bill creates an unnecessary fusion of judicial and military functions and strength the grip of the armed forces over civilian life. (10 marks)
- (e) (i) Couched.
Presented/ lord down. (02 marks)
- (f) Insidious encroachment.
Under ways of undermining civil rights. (02 marks)
- (g) Perilous.
Dangerous/ problematic/ harmful. (02 marks)
- (h) Circumvent.
Overcome/ evade/find away round/ dodge civilian courts. (02 marks)
- (i) Usurpation.
Overthrow/ to take control / over power. (02 marks)
- (j) Vest.
Give power/ Authority/ grant power. (02 marks)
- (k) Hierarchical
Orderly/ Ranked/ Organized. (02 marks)

- (l) Tilts
Changes/ bends? Alters (02 marks)
- (m) Ring hollow
Empty justification/ vial/ pointless justification. (02 marks)
- (n) Starkly at odds
Very different/ clearly against. (02 marks)

E N D

General Instructions to the examiners:

- Award marks for correct and relevant points.
- Be flexible with wording as long as the meaning is accurate.
- Adhere strictly to the allocated marks for each sub-question.

1. (a) Define the term computing? (1 mark)

- **The process of using computer technology to perform tasks, solve problems, or process information.**
- **Or computing is the use of a computer to process data or perform calculations.**

(b) Identify any three computing devices that are used in the field of transport and how they can be used? (3 Marks)

1 Mark per device + usage (max 3 marks)

- **GPS devices:** Used for navigation, tracking vehicles, and optimizing routes.
- **On-board computers (ECUs):** Used for engine management, diagnostics, and controlling various vehicle systems.
- **Traffic light control systems:** Used to manage traffic flow and improve road safety.
- **Ticketing machines/scanners:** Used for processing fares and managing passenger access on public transport.
- **Airline reservation systems:** Used for booking flights and managing passenger information.
- **Fleet management systems:** Used to monitor and manage a fleet of vehicles (e.g., buses, trucks).
- **Smart card readers:** Used for payment in public transport systems.

(c) Highlight one distinction between a smart phone and a cell phone?

(1 mark)

1 mark for a clear distinction.

Smartphone: is a device that has advanced computing capabilities, multi-touch screens, operates on sophisticated operating systems (e.g., Android, iOS), and can run various applications (apps).

Whereas;

Cell phone: is a device that is primarily used for calls and texts, with limited internet access and app capabilities, simpler operating systems.

2. (a) What is meant by the term Internet Service Provider (ISP)? (1 Mark)

A company that provides individuals and organizations with access to the internet and other related services.

- (b) Apart from Internet Service Provider, identify any other requirements for accessing the internet. **(04 marks)**

- **Modem:** Converts digital signals to analog and vice-versa for transmission over telephone lines/cables.
- **Router:** Directs internet traffic to multiple devices within a network. / **Wi-Fi Protocol/ Connection:** An access Point can establish a connection.
- **Computer/Device:** A device (PC, laptop, smartphone, tablet) with internet capabilities.
- **Network Interface Card (NIC):** Hardware component that connects a computer to a computer network.
- **Subscription/Data Plan:** An active service plan from an ISP.

- (c) Mention any five Internet Service Providers in Uganda. (05 marks)

- **MTN Uganda**
- **Airtel Uganda**
- **Uganda Telecom (UTL)**
- **Smile Communications**
- **Liquid Telecom**
- **Roke Telkom**
- **Lyca Mobile**

3. (a) Define the term Artificial Intelligence **(2 marks)**

The simulation of human intelligence processes by machines, especially computer systems. These processes include learning, reasoning, and self-correction.

- (b) Discuss three areas where Artificial Intelligence is applicable. **(3 marks)**

1 Mark per area with a brief discussion (max 3 marks).

- **Healthcare:** AI is used for disease diagnosis, drug discovery, personalized treatment plans, and robotic surgery.
- **Autonomous Vehicles:** Self-driving cars use AI for perception, decision-making, and navigation.
- **Customer Service/Chatbots:** AI-powered chatbots handle customer queries, provide support, and automate interactions.
- **Finance:** AI is used for fraud detection, algorithmic trading, and credit scoring.
- **Education:** Personalized learning platforms, intelligent tutoring systems.
- **Gaming:** AI is used to create intelligent non-player characters (NPCs) that adapt and react.

- **Image/Speech Recognition:** Used in facial recognition, voice assistants (Siri, Alexa), and transcribing audio.
4. (a) What is meant by the term cloud computing as used in ICT (2 Marks)
- **The delivery of on-demand computing services—including servers, storage, databases, networking, software, analytics, and intelligence—over the Internet ("the cloud") to offer faster innovation, flexible resources, and economies of scale.**
 - **Or the practice of using remote servers hosted on the internet to store, manage and control resources.**
- (b) State any three companies that provide cloud computing services. (3 marks)
- 1 mark per correct company (max 3 marks).**
- Amazon Web Services (AWS)
 - Microsoft Azure
 - Google Cloud Platform (GCP)
 - IBM Cloud
 - Oracle Cloud
 - Salesforce
 - Alibaba Cloud
5. Identify the most appropriate utility software for carrying out the following tasks on the computer.
- (a) These detect computer files whose content is scattered in several locations on the hard disk and move them to one location to increase efficiency. (01 mark)
- Disk Defragmenter / Disk Defragmentation tool**
- (b) A utility that can be used to search, find and remove viruses from the computer. (01 mark)
- Antivirus software**
- (c) These shrink/reduce the size of the file thus increasing the capacity of the disk. (01 mark)
- File Compression software / Archiver (e.g., WinZip, WinRAR, 7-Zip)**
- (d) A utility that can be used to encrypt and decrypt streams of files. (01 mark)
- Cryptography utility**
- (e) This makes a copy of all information stored on the hard disk onto another storage medium. (01 mark)
- Backup utility/software**
6. (a) Define the term computer maintenance? (1 Mark)

The practice of keeping computers in good working order through regular cleaning, updating, and troubleshooting to ensure optimal performance and longevity.

- (b) Outline four activities involved in servicing and maintenance of computers. (4 Marks) **1 Mark per activity (max 4 marks).** *

Cleaning: Removing dust from internal components (fans, heatsinks) and external surfaces of the system case/ enclosure.

Software Updates: Installing operating system updates, driver updates, and application updates.

Antivirus Scans: Regularly running scans to detect and remove malware.

Disk Cleanup/Defragmentation: Removing temporary files and organizing data on the hard drive for better performance.

Backup: Regularly backing up important data to prevent loss.

Hardware Checks: Inspecting cables, connections, and components for wear or damage.

Performance Monitoring: Checking CPU usage, RAM usage, and disk space to identify bottlenecks.

Removing Unnecessary Software: Uninstalling programs that are no longer used to free up resources.

7. The file is saved on a computer and it has the following attributes

- Name of file: UACE ICT P1
- Type of file: Microsoft Word Document (.docx)
- Location: E:\UTES 2025\S.6 UACE UTES 2025
- Size: 27.2 KB
- Size of disk: 299 GB

- (a) On which drive is the file created? (01 Mark)

1 Mark:

- **E: drive**
- **Or Local disk E**

- (b) Convert the size of the file in bytes? (02 Marks)

1 KB = 1024 Bytes

27.2 KB * 1024 Bytes/KB = 27200 Bytes

****Accept 27852 or 27853 bytes. Show working for full marks.***

- (c) If the file was later saved as a pdf in a folder called “MOCK” on the desktop, determine the new file path of this file? (02 Marks)

- **C:\Users\Desktop\MOCK\UACE ICT P1.pdf**

A variation like **C:\MOCK\UACE ICT P1.pdf** can also be awarded

8. (a) Explain the meaning of the elements of data communication.

(i) Message. (01 mark)

The information or data to be communicated from one point to another.

(ii) Protocol. (01 mark)

A set of rules that governs data communication, ensuring that devices can communicate and exchange data effectively.

(iii) Transmission media. (01 mark)

- **The path or channel through which data travels from the sender to the receiver (e.g., cables, fiber optics, wireless signals).**

(b) Identify two examples of protocols used in data communication. (02 marks)

1 Mark per correct protocol (max 2 marks).

- **TCP/IP (Transmission Control Protocol/Internet Protocol)**
- **HTTP (Hypertext Transfer Protocol)**
- **FTP (File Transfer Protocol)**
- **SMTP (Simple Mail Transfer Protocol)**
- **POP3 (Post Office Protocol version 3)**
- **IMAP (Internet Message Access Protocol)**
- **UDP (User Datagram Protocol)**
-

9. (a) Describe the term Computer Security Risk. (02 marks)

- **Any event or action that could cause a loss or damage to computer hardware, software, data, or information, or could result in a breach of privacy.**

(b) State three examples of threats to computer hardware. (03 marks)

1 Mark per correct threat (max 3 marks).

- **Physical theft:** Stealing the computer or its components.
- **Environmental damage:** Damage from water, fire, extreme temperatures, dust.
- **Power fluctuations/surges:** Can damage sensitive electronic components.
- **Hardware failure:** Mechanical breakdown or aging of components.
- **Vandalism:** Intentional damage to hardware.
- **Accidental damage:** Spills, drops, impacts.

10. (a) Explain any three negative implications of social media websites.

(03 marks)

1 Mark per implication with a brief explanation (max 3 marks).

- **Privacy Concerns:** Personal information can be easily shared or accessed, leading to risks like identity theft or cyberstalking.
- **Cyberbullying:** Users can be subjected to harassment, threats, or humiliation online.
- **Spread of Misinformation/Fake News:** False information can rapidly spread, influencing public opinion or causing harm.
- **Addiction/Mental Health Issues:** Excessive use can lead to addiction, anxiety, depression, or feelings of inadequacy.
- **Reduced Productivity:** Distraction from work or studies due to constant notifications and engagement.
- **Scams/Fraud:** Social media platforms are often used for phishing, online scams, or fraudulent activities.
- **Erosion of Real-life Social Skills:** Over-reliance on online interaction can hinder face-to-face communication abilities.

- (b) Identify any two examples of social media websites. (02 marks)

1 Mark per correct example (max 2 marks).

- Facebook
- Twitter (X)
- Instagram
- WhatsApp
- TikTok
- LinkedIn
- Snapchat
- YouTube
- Pinterest

11. (a) Describe the term a firewall. (02 marks)

A network security system that monitors and controls incoming and outgoing network traffic based on predetermined security rules. It acts as a barrier between a trusted internal network and untrusted external networks (like the Internet).

- (b) Explain the meaning of the following terms as used in networking.

- (i) Virtual Private Network (VPN). (01 mark)

A technology that creates a secure, encrypted connection over a less secure network, such as the internet, allowing users to send and receive data as if their computing devices were directly connected to the private network.

- (ii) Router (01 mark)

A networking device that forwards data packets between computer networks. It performs the traffic directing functions on the Internet.

(iii) Network Switch. (01 mark)

A networking device that connects multiple devices (like computers, printers, servers) on a computer network within a local area network (LAN) and intelligently forwards data packets only to the intended destination device.

12. (a) Describe any two circumstances, under which presentation software can be useful or applicable. (02 marks) **1 Mark per circumstance with description (max 2 marks).**

- **Business Meetings/Conferences:** To present sales figures, project proposals, marketing strategies, or business plans to colleagues, clients, or stakeholders.
- **Educational Settings:** For teachers to deliver lessons, students to present projects, or for training sessions to convey information visually and interactively.
- **Public Speaking/Seminars:** To support a speaker with visual aids, charts, graphs, and images, making the presentation more engaging and understandable.
- **Product Launches:** To showcase new products or services with multimedia elements.

(b) Excluding Microsoft PowerPoint, List any other three examples of presentation software. (03 marks) **1 Mark per correct example (max 3 marks).**

- **Google Slides**
- **Keynote (Apple)**
- **Prezi**
- **LibreOffice Impress**
- **Canva Presentations**
- **Zoho Show**
- **Figma (for presentations/prototyping)**

13. The table below was extracted from a database of Makerere High School. Use it to answer the questions that follow.

(a) (i) Identify the name of the table (01 Mark)

Candidates table

(ii) What is the most appropriate data type for the field Employee No?

(01 mark)

Number/AutoNumber/Long Integer

(b) Write the criteria or criterion to be used in the query design view to return;

(i) Candidates first name starting with letters "Nakk". (01 Mark)

1 Mark:

Nakk* OR Like "Nakk*"

- (ii) Candidates born between 1990 and 2003. (01 Mark)

1 Mark:

- **Between #1/1/1990# And #12/31/2003# OR >#1/1/1990# And <#12/31/2003#**
- **And /or Between 1/1/1990 And 12/31/2003**

Accept variations like Year ([Date of Birth]) >= 1990 And Year ([Date of Birth]) <= 2003.

- (iii) Candidates' Age. (01 Mark)

*** 1 Mark:** This requires a calculated field, not a criterion.

Calculated Field: Age: DateDiff ("yyyy", [Date of Birth], Date ())

Or Age: Year(now)-Year ([Date of Birth])

Question 14:

14. (a) Differentiate between freeware software and shareware software

(02 marks)

Freeware: Software that is available for use free of charge, but typically without access to the source code, and its distribution might be restricted. No payment is ever required.

Whereas;

Shareware: Software that is distributed for free on a trial basis, usually for a limited time or with limited features. Users are encouraged or required to pay for continued use or full functionality after the trial period.

- (b) Write the following acronyms in full as used in computer software (03 marks)

- (i) ERP (01 Mark)

Enterprise Resource Planning

- (ii) DBMS (01 Mark)

Database Management System

- (iii) GUI (01 mark)

Graphical User Interface

15. (a) Define the following categories of system software. (03 marks)

- (i) Operating system (01 Mark)

Software that manages computer hardware and software resources, provides common services for computer programs, and acts as an interface between the user and the computer hardware.

(ii) Utility programs (01 Mark)

Software designed to help analyze, configure, optimize, or maintain a computer. They perform specific tasks to manage computer resources and improve performance.

(iii) Programming languages (01 Mark)

A formal language comprising a set of instructions used to write computer programs and applications.

(b) **Give two functions of the operating system (02 Marks) 1 Mark per function (max 2 marks).**

- **Memory Management:** Allocates and deallocates memory for running programs.
- **Process Management:** Manages the execution of programs and processes.
- **File Management:** Organizes and controls files and folders on storage devices.
- **Device Management:** Manages interaction between hardware devices (printers, scanners) and the CPU.
- **User Interface:** Provides a way for users to interact with the computer (GUI, command line).
- **Security:** Protects the system from unauthorized access and malware.
- **Manages booting process of the machine**
- **Spooling process, executing print jobs**
- **Enables multitasking processes in the computer.**

16. (a) Identify three reasons why file management is important in a computer system. (03 Marks) **1 Mark per reason with explanation (max 3 marks).**

- **Easy Retrieval/Access:** Well-organized files can be found and accessed quickly, saving time and effort.
- **Data Security/Integrity:** Proper file management helps in setting permissions, backing up data, and preventing accidental deletion or corruption, thus protecting data.
- **Efficient Storage Utilization:** Prevents duplication of files and helps in identifying unnecessary files, leading to better use of disk space.
- **Collaboration:** Makes it easier to share files with others in a structured and organized manner.
- **System Performance:** A tidy file system can contribute to better

overall computer performance.

- (b) State two actions that can be performed on file within a computer.

(02 Marks)

1 Mark per action (max 2 marks).

• Create	• Move
• Save	• Edit
• Open	• Print
• Delete	• Share
• Rename	• Compress/Decompress
• Copy	

17. Given the following examples of secondary storage devices.

• SSD Drive	• Blu-ray disc
• Floppy diskette	• Digital Versatile disc
• Compact Disc	• Zip drive

- (a) Identify any three optical storage media above. (03 marks)

*** 1 Mark per correct optical media (max 3 marks).**

- **Blu-ray disc**
- **Compact Disc (CD)**
- **Digital Versatile disc (DVD)**

- (b) Name the device which has the highest access time from the above.

(01 mark)

SSD drive

- (c) Give one reason to support your answer in (b) above. (01 mark)

They have faster access time because they use flash memory and have no moving parts.

18. (a) Outline any three examples of computer viruses (03 Marks)

1 Mark per example (max 3 marks).

• Ransomware	• File viruses
• Rootkit	
• Boot Sector Virus	
• Macro Virus	

- (b) Apart from installing and using an up-to-date computer antivirus within the computer system, identify two other practical measures that can protect the computer from virus threats. (02 Marks)

1 Mark per measure (max 2 marks).

- **Use a firewall:** Blocks unauthorized access and suspicious network traffic.
- **Be cautious with email attachments/links:** Do not open suspicious attachments or click on unknown links.
- **Use strong, unique passwords:** Prevents unauthorized access if one account is compromised.
- **Download software from trusted sources only:** Avoid pirated or unverified software.
- **Enable User Account Control (UAC) or similar security features:** Prompts for permission before making changes.
- **Regularly update operating system and software:** Patches vulnerabilities that viruses exploit.
- **Backup data regularly:** In case of infection, data can be restored.

19. (a) What is meant by the term Digital migration? (02 Marks)

- **The process of switching from analog broadcasting technology to digital broadcasting technology, typically referring to television and radio. It allows for more efficient use of broadcast spectrum, better picture/sound quality, and more channels.**

(b) Identify any three indicators of digital migration within our society.

(03 Marks)

1 Mark per indicator (max 3 marks).

- **Availability of DVB-T2 decoders/set-top boxes:** Required to receive digital terrestrial television signals.
- **Increased number of TV/radio channels:** Digital broadcasting allows for more channels within the same frequency spectrum.
- **Improved picture and sound quality:** Digital signals offer clearer images and better audio.
- **Switch-off of analog TV signals:** Governments setting deadlines for ceasing analog broadcasts.
- **Increased adoption of smart TVs and streaming services:** Reflects a shift towards digital content consumption.
- **Availability of digital radio receivers (DAB/DAB+):** Indicative of a move away from analog FM/AM radio.

E N D

S475/1**SUB - MATHEMATICS**

Paper 1

2025

1.	$\log_3 (x^2 + 4x) = \log_3 45$ $x^2 + 4x = 45$ $x^2 + 4x - 45 = 0$ $x = \frac{-4 \pm \sqrt{(-4)^2 - 4(1)(-45)}}{2(1)}$ $x = -9 \text{ or } x = 5$	M1 M1 M1 A1 A1
2.	$P(A \cap B) = \frac{2}{3} \times \frac{1}{4}$ $P(A \cap B) = \frac{1}{6}$ $P(A \cup B) = \frac{2}{3} + \frac{1}{4} - \frac{1}{6}$ $P(A \cup B) = \frac{3}{4}$	M1 A1 M1 M1 A1
3.	$\int_1^2 (6x + 3x^2) dx$ $= 3x^2 + \frac{3}{4}x^4 \Big _1^2$ $3(2)^2 + \frac{3}{4}(2)^4 - (3(1)^2 + \frac{3}{4}(1)^4)$ $= \frac{81}{4} \text{ OR } 20.25 \text{ OR } 20\frac{1}{4}$	M1 M1 M1 M1 A1
4.	SUBSIDIARY $= \frac{10!}{2!2!}$ $= \frac{10 \times 9 \times 8 \times 7 \times 6 \times 5 \times 4 \times 3 \times 2 \times 1}{2 \times 1 \times 2 \times 1}$ $= 907200 \text{ ways}$	M1 M1 M1 A1
5.	$\frac{P_{2024}}{P_{2011}} = \frac{120}{100}$ $\frac{P_{2024}}{P_{2011}} = 1.2$	B1

	$\frac{P_{2011}}{P_{2008}} = \frac{150}{100}$ $\frac{P_{2011}}{P_{2008}} = 1.5$ $\frac{P_{2024}}{P_{2008}} \times 100 = \frac{P_{2024}}{P_{2011}} \times \frac{P_{2011}}{P_{2024}} \times 100$ $= 1.2 \times 1.5 \times 100$ $= 180$ The price for since increased by 80% between 2008 and 2024	B1 M1 A1 B1
6.	$B = 28A^{-1}$ $ A = 14$ $Ad's A = \begin{pmatrix} 4 & -2 \\ 1 & 3 \end{pmatrix}$ $A^{-1} = \begin{pmatrix} \frac{4}{14} & -2/14 \\ \frac{1}{14} & \frac{3}{14} \end{pmatrix}$ $B = 28 \begin{pmatrix} \frac{4}{14} & \frac{-2}{14} \\ \frac{1}{14} & \frac{3}{14} \end{pmatrix}$ $B = \begin{pmatrix} 8 & -4 \\ 2 & 6 \end{pmatrix}$ Accept; $\begin{pmatrix} a & b \\ c & d \end{pmatrix} \begin{pmatrix} 3 & 2 \\ -1 & 4 \end{pmatrix} = \begin{pmatrix} 28 & 0 \\ 0 & 28 \end{pmatrix}$ $3a - b = 28, 2a + 4b = 0$ $3c - d = 0, 2c + 4d = 28$ $a = 8, b = -4, c = 2, d = 6$	B1 B1 B1 M1 A1

7.		
(a)	$\lambda + 0.4 + 2\lambda + 0.3 = 1$ $3\lambda = 0.3$ $\lambda = 0.1$	M1 A1
(b)	$E(x) = 1 \times 0.1 + 2 \times 0.4 + 3 \times 0.2 + 4 \times 0.3$ $E(x) = 2.7$	M1 M1 A1
8.	$y = 12x - 4x^2$ $\frac{dy}{dx} = 12 - 8x$ At $x = 1$ $\frac{dy}{dx} = 12 - 8(1)$ $M = 4$ $\frac{y-8}{x-1} = 4$ $y = 4x - 4 + 8$ $y = 4x + 4$	M1 M1 M1 M1 A1
9.	SECTION B When $x^2 = x - 6 = 0$ $(x - 3)(x + 2) = 0$ $x = 3$ or $x = -2$ $(3, 0)$ and $(-2, 0)$ when $x = 0$ $\frac{dy}{dx} = 2x - 1$ when $2x - 1 = 0$ $x = \frac{1}{2}$ $y = (\frac{1}{2})^2 - \frac{1}{2} - 6$ $y = -6.25$ $(\frac{1}{2}, -6.25)$	 B1 B1 B1

$$\frac{d^2y}{dx^2} = 2$$

$(\frac{1}{2}, -6.25)$ is a minimum turning point.

When $x^2 - x - 6 = x + 2$

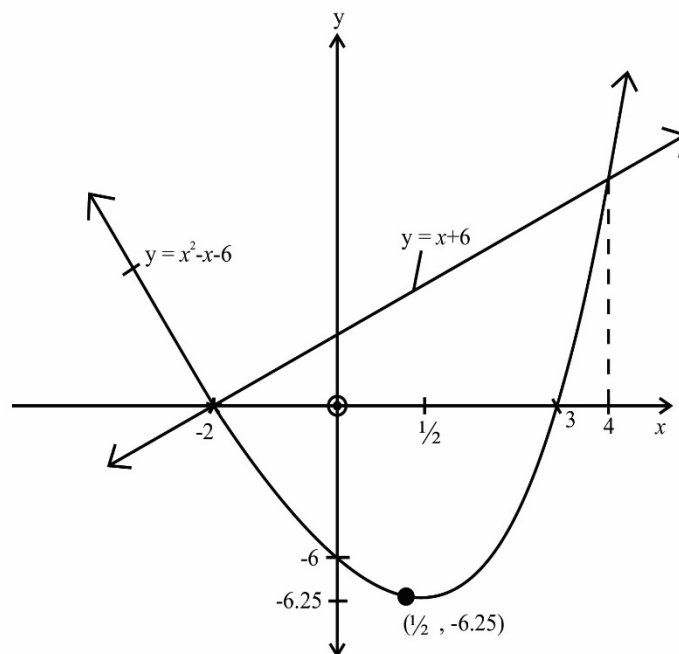
$$x^2 - 2x - 8 = 0$$

$$(x - 4)(x + 2) = 0$$

$$x = 4 \text{ or } x = -2$$

x	4	-2
y	6	0

$(4, 6)$ and $(-2, 0)$



$$\text{Area} = \int_{-2}^4 ((x + 2) - (x^2 - x - 6)) dx$$

$$A = \int_{-2}^4 (-x^2 + 2x + 8) dx$$

B1

B1

B1

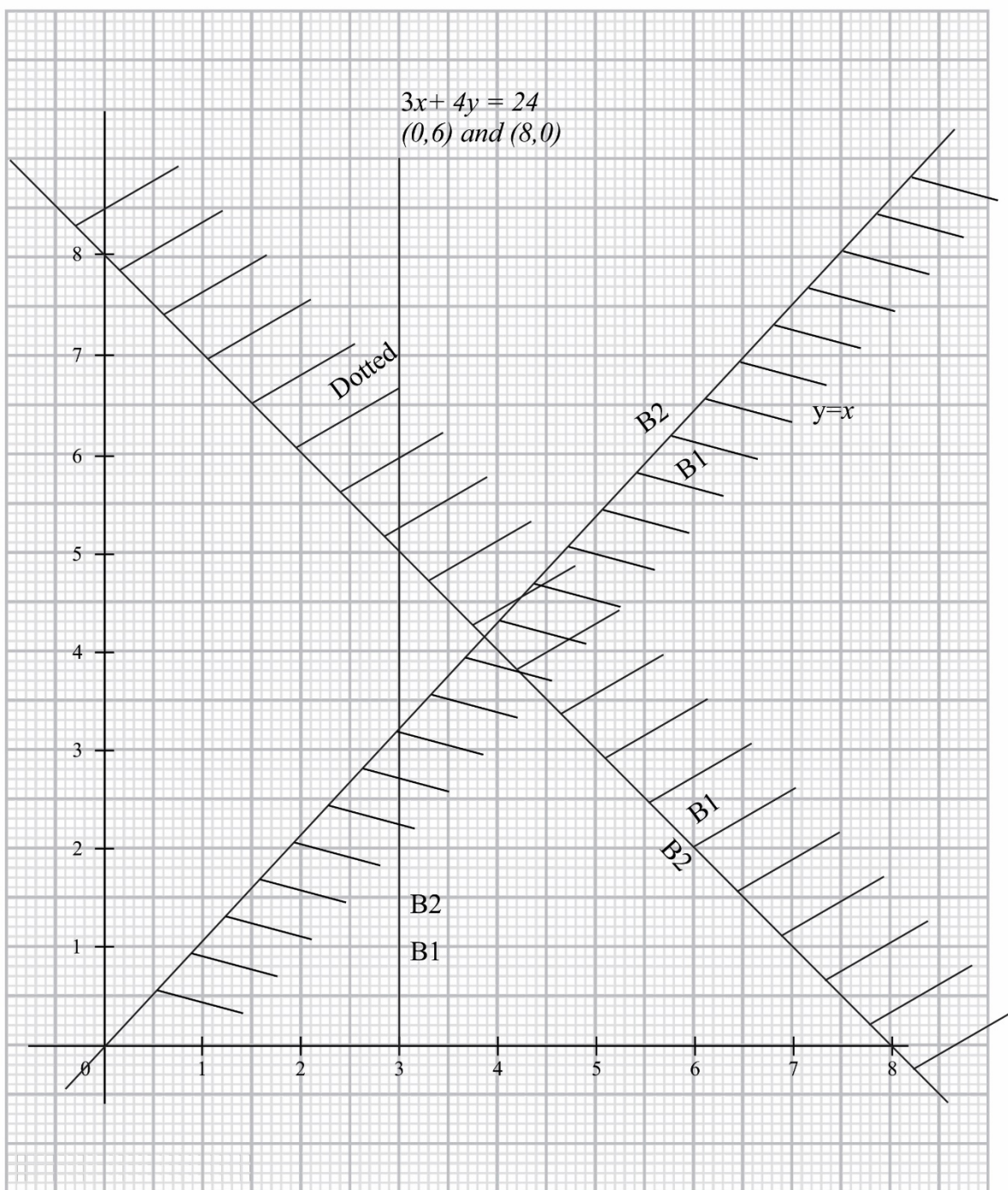
B1 –
Curve

B1 - line

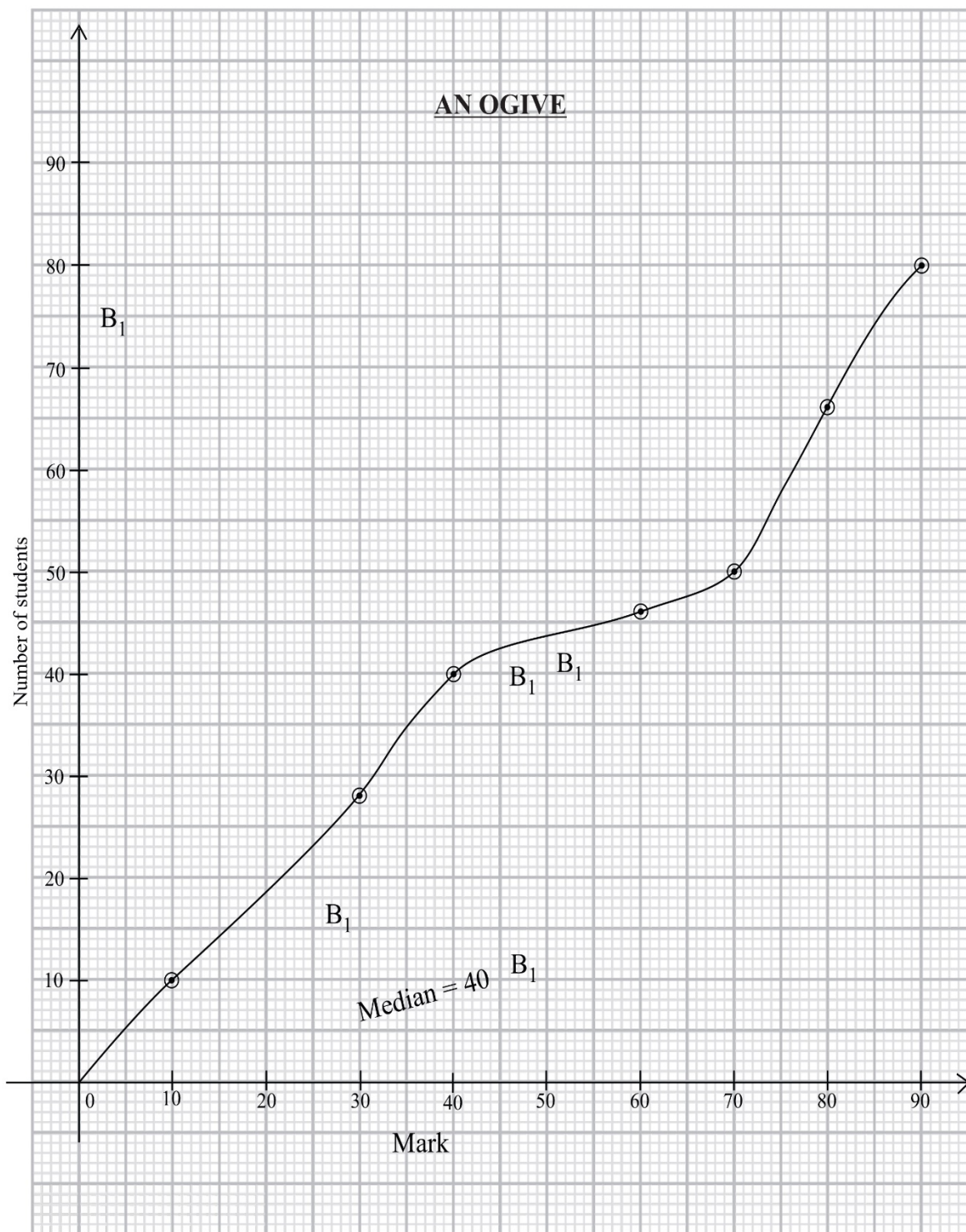
M1

	$A = \frac{x^3}{3} + x^2 + 8x \Big _{-2}^4$ $A = -\left(\frac{4^3}{3}\right) + 4^2 + 8(4) -$ $\left(\left(\frac{-2^3}{3}\right) + 1 - 2\right)^2 + 8(-2)$ $\text{Area} = 36 \text{ units}^2$	M1 M1 A1
10.	(a) $2\mathbf{AB} - 3\mathbf{BC} = 2(\mathbf{OB} - \mathbf{OA}) - 3(\mathbf{OC} - \mathbf{OB})$ $= 2 \left(\binom{5}{7} - \binom{2}{-1} \right) - 3 \left(\binom{-3}{4} - \binom{5}{7} \right)$ $= 2 \left(\binom{3}{8} - 3 \binom{-8}{-3} \right)$ $= \binom{30}{25}$ $ 2\mathbf{AB} - 3\mathbf{BC} = \sqrt{(30)^2 + (25)^2}$ $= 39.05125 \text{ units}$	M1 M1 M1 A1 M1 A1
(b)	$\mathbf{AB} = \binom{3}{8}, \mathbf{CB} = \binom{8}{3}$ $\theta = \cos^{-1} \left(\frac{\binom{3}{8} \cdot \binom{8}{3}}{\sqrt{3^2+8^2} \sqrt{8^2+3^2}} \right)$ $\theta = \cos^{-1} \left(\frac{48}{\sqrt{73} \cdot \sqrt{73}} \right)$ $\theta = 48.89^\circ$	B1 M1 M1 M1 A1
(c)	$\mathbf{AC} = \mathbf{OC} - \mathbf{OA}$ $\mathbf{AC} = \binom{-3}{4} - \binom{2}{-1}$ $\mathbf{AC} = \binom{-5}{5}$ $ \mathbf{AC} = \sqrt{(-5)^2 + 5^2}$	M1 M1

	$ AC = \sqrt{50} \text{ or } 2\sqrt{5}$ $AC = \frac{5}{\sqrt{50}}i + \frac{5}{\sqrt{50}}j$ OR $\frac{1}{2\sqrt{5}} \begin{pmatrix} -5 \\ 5 \end{pmatrix}$ OR $-\frac{\sqrt{5}}{2}i + \frac{55}{2}j$	A1
11.		
(a)	When $x + 1 = 0$ $x = -1$ $(-1)^3 + a(-1) + 8 = 0$ $a = 7$	M1 M1 A1
(b)	$ \begin{array}{r} x^2 - x + 8 \\ \underline{x+1 } x^3 - x + 8 \\ -x^3 + x^2 \\ -x^2 + 7x + 8 \\ \underline{-x^2 - x} \\ 8x + 8 \\ \underline{8x + 8} \\ - - \end{array} $ $(x + 1)(x^2 - x + 8) = 0$ $x + 1 = 0$ $x = -1$ OR $x^2 - x + 8 = 0$	M1 M1 M1 M1 A1 M1

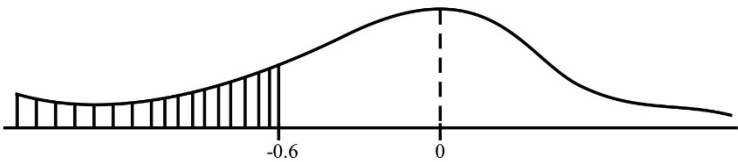
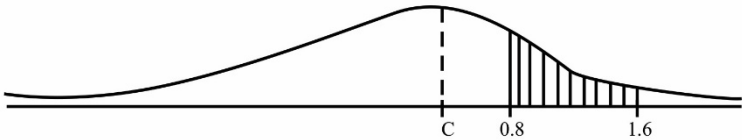


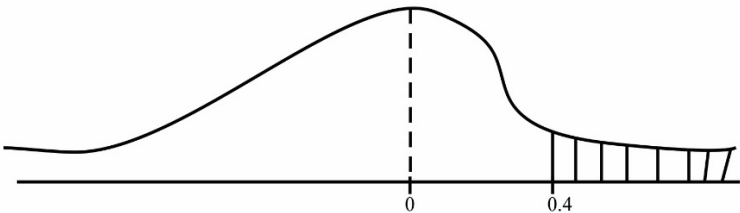
13.			
(a) (i)	$\varepsilon f = 80$ $\varepsilon f x = 4000$ $\varepsilon f x^2 = 254400$ $\text{mean} = \frac{4000}{80}$ $\bar{x} = 50$	B1 B1 B1 B1 B1 M1 A1	
(ii)	$\sigma = \sqrt{\frac{254400}{80} - (50)^2}$ $\sigma = 26.0768$	M1 A1	
(b)	Class boundaries (As classes) Cumulative freq. (10, 28, 40, 46, 50, 66, 80) Curve Line at 40 Median = 40	B1 B1 B1 B1 B1 B1	



14.		
(a)	$\int_1^3 k(3+2x)dx = 1$ $k(3x + x^2) \Big _1^3 = 1$ $k(9+9) - k(3+1) = 1$ $18k - 4k = 1$ $K = \frac{1}{14}$	M1 M1 A1
(b)	$Var(x) = E(x^2) - (E(x))^2$ $E(x) = \int_1^3 \frac{1}{14} x(3+2x) dx$ $E(x) = \frac{1}{14} \int_1^3 (3x + 2x^2) dx$ $E(x) = \frac{1}{14} \left[\frac{3}{2}x^2 + \frac{2}{3}x^3 \right]_1^3$ $E(x) = \frac{1}{14} \left(\frac{3}{2} \cdot 3^2 + \frac{2}{3} \cdot 3^3 \right) - \frac{1}{14} \left(\frac{3}{2} + \frac{2}{3} \right)$ $E(x) = \frac{44}{21}$ $E(x^2) = \frac{1}{14} \int_1^3 x^2(3+2x) dx$ $E(x^2) = \frac{1}{14} \int_1^3 (3x^2 + 2x^3) dx \left[x^2 + \frac{3}{4} \right]_1^3$ $E(x^2) = \frac{1}{4} \left(3^3 + \frac{1}{4} \cdot 3^4 \right) - \frac{1}{4} \left(1^3 + \frac{1}{4} \cdot 1^4 \right)$ $E(x^2) = \frac{33}{7}$ $Var(x) = \frac{33}{7} - \left(\frac{44}{21} \right)^2$ $Var(x) = \frac{143}{441}$ $= 0.3243$	 M1 M1 M1 M1 M1 M1 A1 Accept
(c)	$P(1.5 < x < 2)$ $= \int_{1.5}^2 \frac{1}{14} (3+2x) dx$	 M1

	$= \frac{1}{14} (3x + x^2) 1_{1.5}^2$ $= \frac{1}{4} (3 \times 2 + 2^2) - \frac{1}{14} (3 \times 1.5^2 + 1.5^2)$ $= \frac{13}{56}$ $= 0.2321$	M1 A1 Accept				
15. (a)	$\varepsilon d^2 = 10$ $p = 1 - \frac{6 \varepsilon d^2}{n(n^2-1)}$ $p = 1 - \frac{6 \times 10}{8(8^2-1)}$ $p = 0.881$ Comment; - significant at 5% level OR High positive	B1 B1 M1 M1 A1 B1 B1 B2				
(b)	scatter diagram summary. - Axes (Test 1 and Test 2) - Plotting all the eight (8) points - Line of best fit - When $T_1 = 65$, - $T_2 =$<table border="1"><tr><td>63</td><td>64</td><td>62</td><td>65</td></tr></table>(B1 for line used at $T_1 = 65$) - B1 for value recorded.	63	64	62	65	B1 B2 B2 B1
63	64	62	65			
16. (a)(i)	$P(x \leq 15)$ $= P(Z \leq \frac{15-18}{5})$	M1 M1				

	$P(Z \leq -0.6)$  $0.5 - 0.2257$ $= 0.2743$	 M1 A1
(ii)	$P(26 < x < 22)$ $= P\left(\frac{26-18}{5} < Z < \frac{22-18}{5}\right)$ $= P(1.6 < Z < 0.8)$  $= 0.4452 - 0.2881$ $= 0.1571$	 M1 M1 M1 M1 A1
(b)	$P(x > 20)$ $= p(z > \frac{20-18}{5})$ $P(z > 0.4)$	 M1 M1

	 $0.5 - 0.1554$ $= 0.3446$ <i>The 4000 x 0.3446</i> $= 1,378 \text{ srudents}$	M1 A1 M1 A1

END

MARK RANGES/ SCORE BOARD

00- 05 (Very, Poor, Almost Irrelevant Essay).

- The candidate does not understand the question.
- The interpretation of the question is poor.
- The information presented does not reflect the demand of the question.

06 – 09 (just to the point essay/ boarder time line)

- The candidate demonstrate little understanding of the question.
- The work is sketchy, mere outline and mere mentioning of points.
- Very few points / facts are given and no analysis presented.

10 – 12 (Generalized essay, O' level type of essay.)

- Very narrative, mixed up points without supportive historical evidence and examples.
- The essay does not commit / reflect the time frame.
- No stand point where necessary.

13 -15 (Fairly good essay).

- Correct interpretation of the question.
- The candidate does not present the essay in a logical sequence.
- Limited examples are provided.
- Little use of historical vocabulary.
- Communication and style of present is quite good.
- Fair coverage of the expected facts.
- The essay reflects the correct time frame.

16 – 18 (A good essay).

- Correct interpretation of the question.
- Well-developed arguments with supportive examples.
- Good coverage of the expected facts.
- The essay reflects the correct time frame.
- A clear stand point where necessary. **19 – 21 (Very good essay).**
- Correct interpretation of the question.
- Good analysis and quality of argument and reasoning with clear choice of words.
- Good flow of ideas and presentation style remains good.

- Adequate and specific examples are given.
- The essay reflects the correct and specific time frame.
- Wide coverage of the expected points.
- A clear stand point where necessary.

22 – 25 (Excellent essay)

- Correct interpretation of the question.
- The work is well analyzed and in a systematic way.
- Chronological flow of facts and ideas or correctly presented.
- High level of originality and creativity.
- Wide range of relevant and specific examples are given.
- A very clear stand point where necessary.
- Mastery of the facts.

1. How far was the crisis between Italy and Ethiopia in 1935-1936 influence the demand for independence in Africa?

Preamble

The crisis between Italy and Ethiopia was military confrontation in 1935-1936 between Mussolini and Emperor Haile Selassie.

Clear stand point is needed.

Points to consider;

- It was a forerunner to the outbreak of world war II.
- It laid foundation of the summoning of the 5th Pan African congress held in Manchester in 1945.
- It led to militant Nationalism in Africa.
- It led to the development of Black cultural Nationalism /Rastafarianism
- It provoked the hostility of the Orthodox Church in Ethiopia.
- The Italy- Ethiopian crisis also exposed the weakness of the League of Nations.
- It also portrayed the double standards and conspiracy of Britain and France through the Hoare- Laval pact of 1935.
- It also led to the formation of the WASU and Abyssinian Association.
- It also inspired Kenyan Nationalism when Jomo Kenyatta refused to shave his beards until Ethiopia was free.
- The resistance of the Ethiopians acted as an inspiration to the rest of Africa.
- Italy's attack on Ethiopia was betrayal of the sovereign and prestige of Ethiopia.
- The Italy- Ethiopian war sold to the rest of Africa the idea of guerilla war tactics through the Black lion's movement.
- It also strengthened Pan- Africanism.

Other factors.

- Japanese independence in 1860 and its economic prosperity.
- World War I of 1914-1918
- Russian Revolution 1917
- The Atlantic charter of 1941
- The Brazzaville conference in 1944
- The formation of the UNO in 1945
- The rise of super power of USA and USSR in 1945.
- The victory of labor part in 1945 in Britain.
- Vietnamese war of independence 1946 -54
- The independence of India in 1947
- The rise of African Nationalism in 1948
- The communist victory in china in 1949
- Indonesian independence in 1949
- The common wealth meeting of 1950.
- The Egyptian revolution of 1952
- The Mau Mau rebellion of 1952- 1955.
- The Algerian war of independence of 1954-1962.
- The Bandung conference in 1955 (NAM).
- Ghana's independence of 1957.
- The independence of French –Guinea in 1958.
- Macmillan's speech of 1960.
- The formation of the OAU in 1963.
- The Lisbon coup of 1974.
- Presence of independent states like Liberia, Ethiopia.
- The independent church movement.
- The role of mass political parties.
- The role of Elites of Africa.
- The role of Africans in diaspora.
- Colonialism and its negative effects.
- Urbanization and its effects.

(25 marks)

2. Account for the rise of Colonel Gammal Abdel Nasser to power in Egypt in 1952.**Preamble.**

A clear definition

Gamel Abdel after the over throw of Nujuib Mohammed who came to power after the 1952 Egypt revolution that overthrow king Farouk.

Points to consider

- King Farouk's dictatorship.
- Corruption and embezzlement of funds.
- Weak character of king Farouk.
- British continued Neocolonialism.
- Unfair land distribution
- Nepotism
- Heavy taxation system on peasants.
- Poor performance of the Army in 1948 – 1949 Palestine war.
- Emergence of Islamic brother hood.
- Need to revive Africa culture.
- Formation of free officer Movement (FOM)
- Fair to industries Egypt.
- Income inequality.
- The personal character of Abdel Nasser Gamel
- Economic backwardness of Egypt.
- Poor education system.
- Gender imbalance.
- Need to check on the spread of Christianity.
- Social class division in Egypt.
- Continued control of Suez Canal by the British and the French.
- Nasser's desire to introduce socialism in Egypt.
- Nasser got support from the Army.

(25 marks)

3. Examine the factors that enabled FRELIMO to defeat the Portuguese rule in Mozambique by 1975?

Preamble.

Mozambique was colonized by Portugal.

It got her independence in June 1975.

FRELIMO was formed in June 1962 and it first used peaceful means however in 1964 it launched a guerilla movement which won Mozambique independence.

Points to consider.

- Able leadership e.g. Edward Mondlane, Samora Michel.
- Local support given to FRELIMO.
- Support from socialist countries.
- Use of guerilla war tactics.
- Unity among Africans.
- Use of peaceful means (Ghandism).
- Formation of Liberation movements e.g. FRELIMO, UNAMI, UDENAMO, MANI.
- Formation of Liberated zones.
- Recruitment of women.

- Portuguese military weakness.
- The topography of Mozambique.
- The collapse of Triumvirate.
- Support of world council of churches (WCC).
- Lisbon coup.
- Recognition by OAU.
- Recognition by UNO.
- Military assistance from independent African countries
- Effects of World War II

(25 marks)

Other Factors

- Collapse of cold war politics in 1959.
- Role of MDD e.g. lucky Dube.
- Emergence of pan Africanists.
- Role of political parties e.g. ANC and PAC.
- Adoption of militant approach (POQO and UMHONTO WE SIZWE).
- Role of common wealth.
- Rise of charismatic nationalist e.g. Nelson Mandela, Robert Sobukwe, and Albert Luthuli.
- Role of religious organization i.e. Anglican church by Arch Bishop Desmond Tutu.
- Use of nonviolent means (Ghandism).
- The alliance with liberal whites.
- Role of Sharpeville massacre and Soweto massacres.
- Role played by black consciousness.
- Role played by USA
- Role played by Olympics games committee.
- Pressure from USA.
- Pressure from Foreign Investors.

(25 marks)

4. “Front line states were more responsible for the collapse of Apartheid in south Africa.”
Discuss?

Preamble.

- A viable introduction.
- A clear stand point is required.

Points to consider.

- Front line states were countries Neighboring South Africa that came out to support South Africa in her struggles against Apartheid.
- Front line states provided financial support to ANC.
- They Exert pressure on South Africa Apartheid regime.

- They imposed Economic sanctions on apartheid regime.
- In October 1970, frontline states under Kenneth Kaunda for Zambia led a delegation to western capitals to persuade these government to stop their arms sell to South Africa.
- They provided political Asylum to South African Freedom fighter.
- They provided education to South African refugees.
- They influenced Negotiations between OAU and ANC.
- They provided inspiration to South African development coordination conference (SADCC).
- They put pressure on UNO.
- They pushed South Africa into accepting Reforms (Botha, De Clerk).
- They trained freedom fighters.
- They provided military and material support.
- They allowed freedom fighters to establish headquarters in their countries.

5. Account for the failure of socialism in Tanzania by 1985.

Preamble.

- A clear definition is needed.
Socialism was a policy adopted by Tanzania after Nyerere's Arusha declaration in 1967. The policy was to put all factors of production under government control and development was to be engineered by the people not money. Its objectives include; Formation of unity, Elimination of Neo- colonialism, self-reliance etc.

Points to consider.

- It failed to attract the youth.
- It involved manual labor (Dark collared jobs).
- It involved evicting of people from their ancestral ground.
- It was decampaigned by capitalist block.
- It majorly emphasized agriculture.
- It led to over production of Africa cultural products that fluctuated prices.
- It encouraged laziness due to manual work.
- It was hated by foreign investors.
- It promoted poverty.
- There was no model country of socialism in Africa.
- It was de-campaigned by Kenya (kenyatta0 "A man eating nothing society")
- It promoted equality among people which was impossible.
- It involved environmental degradation.
- There was poor service delivery.
- Limited emphasis was put on industrialization.
- The voice of smuggling goods also made people hate it.
- Corruption among government officials.
- Scarcity of essential consumer goods.

- The Nationalization policy affect private industry owners.
- Poor education given to Tanzanians
- The policy promoted Nyerere's dictatorship.

(25 marks)

6. To what extent has foreign Aid contributed to the development of any independent country of East Africa? (25 marks).

Preamble

A viable introduction of Foreign Aid.

A clear stand point is required and one country of East Africa.

Points to consider (positive contributions)

Foreign Aid is the international transfer of resources to a country either direct or indirectly.

- It close the foreign exchange gap.
- It closes the saving- investment gap.
- It closes the skilled manpower gap.
- It closes the government revenue- expenditure gap.
- It solves the effects of natural calamities.
- It promotes development of infrastructure.
- It increases employment opportunities.
- It promotes international relations.
- It promotes industrial growth.
- It promotes political stability.
- It promotes economic growth.
- It promotes utilization of resources.
- Promotes development of labor skills.

Other factors.

- Natural minerals.
- Location of the country e.g. Kenya.
- Population of the country.
- Political stability.
- Attitude of the citizens.
- Size of the country.
- Positive colonial effects e.g. Kenya the white settlers built industries.
- The hard working character of the citizens.
- Good government policies.

(25 mark)

7. Multi- party politics is a blessing in disguise in African politics. Discuss (25 marks)

Preamble.

A viable definition of multi- party politics.

Candidates should clearly identify and explain the advantages and disadvantages of multi-party politics.

Points to consider.

- It creates freedom of choice.
- It caters for freedom of association.
- It allows criticism of politics.
- It allows smooth transfer of power.
- It exhibits political maturity and compromise.
- It enjoys support from civilians.
- Multi-party also puts national power to its resourceful use.
- It enjoys International recognition.
- It has the ability of attracting foreign aid from western power like U.S.A and Britain.
- It checks dictatorship.
- Political parties always work in partnership.

Disadvantages.

- It is expensive to operate.
- It created disunity among parties.
- The system is foreign to Africa.
- It is associated with the rigging of elections.
- It create instability since many time. It has been the source of coups and civil wars.
- It delays in implementation of government programs.
- It encourages unprincipled coalitions i.e. NPC and NCNC, UPC and KY.
- It tends to sideline useful members of opposition because they simply don't belong to the ruling party.
- It creates political prostitution: i.e. people crossing from one party to another.

(25 marks)

8. How has neo-colonialism manifested its self in any one West African country? (25 marks)

Preamble

Viable introduction of neo-colonialism is needed.

Selection of any one West African country.

Candidates are required to give the manifestations of neo-colonialism.

Points to consider.

- Foreign aid with strings attached
- Use of multi-national companies.
- Use of foreign technology.
- Use of foreign languages.
- Use of foreign commences.
- Use of unfair trade terms.
- Trade monopoly by foreign companies.
- Use of foreign expatriates’.
- Signing of bi- lateral military treaties.
- Adopting of foreign ideologies of (capitalism and socialism).
- Interference with economic integrations.
- Use of foreign media
- Presence of non-government organization (NGOs)
- Adoption of western type of education.
- Western evangelization in Africa.
- Use of foreign literature and labor.
- Presence of white settlers.
- Direct military intervention e.g. military coups.
- Training of African armies.
- Use of foreign spy networks etc.

(25 marks)

9. Assess the achievements of President Iddi Amin Dada between 1971-1979.

Preamble

Viable introduction

Clear stand point

Candidates are expected to give the achievements and failures of Amin.

Points to consider.

Achievement of Amin

- He expelled foreigners from Uganda.
- He favored and strengthened the Moslem community in Uganda.
- He established ties with military strong African states like Libya under Gadhafi.
- He returned the remains of late Kabaka Muteesa II of Buganda in 1972.
- His re-tradictionlisation policy also won him great support.
- He carried out women emancipation.
- He improved sports sector.

- He improved infrastructure e.g. Air ports, hotels.
- He issued land reform decree 1975.
- He improved education.
- He fought neo-colonialism.
- He Africanized Uganda's economy.
- He promoted agriculture.
- He carried out military reforms.

Failures

- He banned the teaching of liberal subjects like political history, literature.
 - He killed his opponents e.g. Joseph Mubiru, Jonan Luwum, Ben Kiwanuka.
 - He censored the press e.g. Muno newspapers.
 - He kept Ugandans in Poverty.
 - Dictatorship of Amin
 - He carried out Nepotism.
 - Violation of human rights.
 - Expulsion of Asians.
 - International isolation.
 - Amin's expansionist tendencies into Kenya and Tanzania.
 - The use of Anyanya ex-rebel.
 - The influence of Uganda's in exile.
 - Land grabbing.
 - Black marketing / magendoism.
 - Amin's religious intolerance.
 - Amin's conflicts with Nyerere.
- A breakdown of social services.

(25 marks)

10. "The downfall of President Dr. Kofi Busia of Ghana 1972 was in evitable" Discuss.

Preamble.

- Viable introduction of Dr. Kofi Busia.
- Candidates are required to give factors for the downfall of Dr. Kofi Busia (factors for the rise of plgnatius Ache pong to power).

Points to consider.

- Corruption of Dr. Kofi Busia
- Tribalism and Nepotism of Dr. Kofi Busia.
- Poor administration.
- DR. Kofi Busia's expulsion of nationalists from Ghana.
- Economic crisis in Ghana.

- Grievance among cocoa farmers.
- Dictatorship of Kofi Busia.
- Dr. Kofi Busia's conflicts with trade union.
- Oppression of the opponents.
- Dr. Kofi Busia's banning of Nkrumah's photos in Ghana.
- Dr. Kofi Busia's pilogwe programme with South Africa.
- Dr. Kofi Busia's failure to fulfill his promises.

(25 marks)

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MARK RANGES/ SCORE BOARD

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16- 18 (A good essay).

- † Correct interpretation of the question.
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- † A clear stand point where necessary. **19 - 21 (Very good essay).**

- † Correct interpretation of the question.
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- † Wide coverage of the expected points.
- † A clear stand point where necessary.

22 – 25 (Excellent essay).

- † Correct interpretation of the question.
- † The work is well analyzed and in a systematic way.
- † Chronological flow of facts and ideas or correctly presented.
- † High level of originality and creativity
- † Wide range of relevant and specific examples are givers.
- † Time frame is highly respected.
- † Avery clear stand point where necessary.
- † Mastery of the facts.

SECTION A

1. Describe the social and economic organisation of Bunyoro during the pre-colonial period

Social organisation

- Centralised system of administration ruled by Omukama (King) who held both political and spiritual power.
- The ruling class belonged to the Babiito clan, believed to be descendants of the Bacwezi dynasty and held privileged status in society.
- Clan system where each clan had its own customs and responsibilities.
- Clans played key roles in administration, social welfare and marriage regulations.
- On top of the hierarchy was the royalty and nobles (chiefs) who were highly privileged.
- Commoners/peasants were the middle class who were mainly farmers, herders, artisans and iron workers.

- On bottom were the slaves and servant often captured during war and raids.
- The family was patrilineal, men were heads of household
- Bunyoro believed in Nyamuhanga (creator god)

Economic

- They were agriculturists, producing millet, sorghum, yams and bananas
- Cattle keepers as a source of wealth supplemented with goats, sheep, for milk, meat for trade (exchange)
- Iron worker (black smith) producing tools; weapons for defence and trade
- Fishing and hunting especially those near rivers and lakes
- Trade in both the inter-regional and intra-regional trade with the long distance trade
- Taxation and tribute in form of cattle, foodstuffs and labour

2. Examine the tools employed to ensure strict observance of law and order in any one East African pre-colonial interlacustrine society.

Buganda

- Centralised monarchy (Kabaka's authority); (his authority was sacred and unquestionable)
- Royal court and councils (Lukiiko)
- Chiefs and clan leaders
- Clan system
- Spies and intelligence (abalondoozi)
- Traditional courts i.e. village level," gombolola".
- Punishments and fines
- Oaths and traditional beliefs
- Military force (army)
- Rewards

3. Assess the impact of the Arabs on the social and economic development of the East African coast during the early 19th century.

During the early 19th century, Arabs especially from Oman showed up at the coast of East Africa, causing both negative and positive effects on the people of the areas

- Spread of Islam
- Inter-marriage and new cultures
- Urbanisation and coastal settlements
- Introduction of Islamic educations
- Class formation
- Expansion of trade
- Development of the slave trade
- Introduction of new crops and farming techniques
- Establishment of plantations
- Use of currency and trade systems

Negative

- Destruction of societies
- Depopulation
- Increased conflicts and insecurity
- Cultural disruption
- Economic exploitation
- Foreign political domination
- Social stratification and discrimination.

4. Examine the contribution of African labour to the economic and social development of East Africa during the colonial period

During the colonial period in East Africa, labour was a fundamental pillar in driving both economic and social developments under colonial rule though often exploited and under paid.

African workers contributed significantly to the colonial economy and indirectly shaped the region's social changes

- Plantation agriculture
- Construction of infrastructure
- Mining
- Domestic and service labour
- Trade and market growth
- Urbanisation
- Formation of working class

- Education and skills development
- Cultural exchange and social changes
- Cash crop production and revenue
- Transport and communication network
- Support for colonial industries
- Military service and defence
- Transformation of family and gender roles
- Education opportunities
- Religious and cultural exchange.

5. To what extent did colonial land policy contribute to the outbreak of racial tension in Kenya between 1952 and 1956.

Between 1952 and 1956, Kenya experienced one of the most intense periods of racial tension, resulting into Mau-Mau uprising

- Land alienation by the British colonial government
- Forceful eviction of the Kikuyu from their Kikuyu lands
- Africans were relocated to overcrowded reserves with poor soils and limited resources leading to landlessness and hunger
- Labour exploitation and economic marginalisation
- Denial of Africans from growing cash crops
- Cheap labour/free and forced labour

Other factors

- Political exclusion of Africans.
- Cultural suppression and forced assimilation by missionaries
- The growth of African nationalism
- Economic exploitation
- Social and racial discrimination
- Urban unemployment and poverty
- Influence of African nationalism
- Role of the Kikuyu
- Harsh colonial administration
- Impact of world war II.

- The growth of secret societies
- Breakdown of traditional authority
- Inequality with education

6. Explain the social and economic activities of European Christian missionaries in East Africa by the second half of the 19th century.

These activities were driven by the religious missions to spread Christianity but they also played a significant role in shaping the regions development;

- Evangelism and conversion
- Churches and baptised many converts
- Education
- Health hospitals
- Abolition of slavery
- Cultural transformation
- Agriculture and training
- Skills
- Infrastructure development
- Employment opportunity
- Printing and publishing
-

7. Account for, and effects of rural-urban migration in East Africa during the colonial period

Rural-urban migration in East Africa during the colonial period (late 19th century to mid 20th century) was driven by a combination of economic, social and political factors introduced or intensified by colonial rule.

- Introduction of a cash economy
- Growth of urban centres
- Infrastructure development
- Land alienation and displacement
- Taxation policies
- Forced labour and recruitment
- Better social services in towns

- Breakdown of traditional system
- Establishment of colonial admin centres
- Influence of missionaries and mission school
- World wars and military recruitment.
- Decline in rural agriculture

Effects

- Population growth in urban centre
- Emergence of a working class
- Breakdown of traditional rural societies
- Spread of urban culture
- Economic imbalance
- Family disintegrations
- Informal settlements in urban centres
- Growth of social problems like crime rates, alcoholism, poverty etc.
- Urbanisation of African cultures
- Increased labour supply
- Neglect of rural agriculture
- Emergence of Africa entrepreneurs
- Growth of nationalism
- Colonial surveillance and control
- Environmental degradation
- Strain on urban resources
- Increased access to western education

8. Account for the low levels of development in any one post independent East African country.

- Political instability and poor leadership
- Civil wars and insecurity
- Corruption and mismanagement of resources
- Overdependence on agriculture
- Inadequate infrastructure
- Poor education and health services
- Rapid population growth

- External development and dependence on aid
- Brain damage
- Inadequate investment in science and technology
- Environmental degradation
- Youth unemployment
- Weak institutional capacity
- Regional imbalance

9. To what extent has the International Monetary Fund (IMF) contributed to the development of Uganda since independence

The IMF has played a significant role in Uganda's development journey since it gained independence in 1962. However, it contributed to the development in the following ways.

- Financial support and Stabilisation.
- Debt relief poverty reduction
- Capacity building and technical assistance
- Structural aspects and criticisms of the IMF.
- Over reliance on external influence
- Limited impact on industrialisation
- Frequent program failures and adjustments
- Technical assistance and institutional reforms
- Support during crisis.
- Limited focus on industrialisation

10. The 1967-1977 East African community was bound to collapse. Justify the statement

- Ideological and political differences
- Nationalistic tendencies
- Leadership conflicts and personal rivalries
- Failure to implement joint project equality
- Inter-state war i.e. Uganda-Tanzania 1979
- Poor institutional framework
- Lack of democratic governance

- Inflexibility in policy making
- Weak public support
- Economic sabotage and protectionism
- Border disputes and closure
- Poor communication and transportation infrastructure
- Failure to develop a common market
- Over reliance on foreign aid and influence

E N D

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SECTION A

1. Examine the achievements of the National assembly for France up to 1800

App – two-sided qn.

Introduction – National assembly

Body – positive and negative contribution of this parliament for France since 1789 (inception to 1800)

Expected points

- Abolished absolute monarchy
- Introduced constitutionalism 1791
- Declared France a republic in 1792
- Ended feudal privileges and noble titles
- Passed the right laws and freedoms
- Separated the Church and state
- Nationalised Church land
- Introduced tax reforms
- Re-organised state structures
- Ended tax discrimination and exemption

Negatives

- Political instabilities
- Frequent power struggles and lack of leaders
- The reign of terror

- Violation of human rights
 - Inflation caused by over flow
 - Food shortages
 - Religion conflicts
 - Uprisings like the la vandee rebellion.
 - Rise of dictatorship.
- Combine with and stand points.

T.T marks 25

2. How did Napoleon 1 attain and retain power in France.

App- Jointed question with two points.

Attain and retain

Body-Rise and consolidation, conclusion logically.

Expected points.

- Military success and popularity.
- Weakness of the divert
- Coup of 18 Bramante 1799
- Constition of year.
- The French revolution.
- Military skills, character and victories.
- Use of political alliances and network.
- Education and scientific research.

Retain

- Constitutionalism (consulates)
- Use of propaganda.
- Legal and administrative reforms.
- Contral of the military.
- Concordat with the people.
- Plebiscites and public support.
- Suppression of opposition
- Creation of an emperor.
- Censorship of the press & education.

Conclusion of the essay.

3. Account for the collapse of European alliance by 1830

App – one sided qn.

Introduction – European alliance

Body – Reasons for the fall/disintegration of the concert of Europe by 1830

Conclusion. Generalisation (summing up)

Expected points.

- Diverging national interests
- Revolutionary movement in Europe
- Failure of collective action
- The role of nationalism
- Weakness of the congress system
- Changing leadership and priorities
- Ideological differences
- The return of France
- Death of founder members
- Lack of enforcement mechanism
- Declining role of Austria

4. To what extent did the weakness of Turkey contribute to the Greek war of Independence 1821 – 1831

App – two-sided qn.

Introduction – Greek war

Body – Role of Turkey

- Other factors

Role of Turkey

- Outdated military structure
- Poor and mal administration of the army
- Inability to suppress uprisings
- Corruption
- Inefficiency
- Unfair tax system and exploitation
- Religious intolerance
- Loss of territories & prestige
- Luxurious life of the Sultans

Other factors

- Rise of Greek nationalism

- Role of external powers
- Role of Filik Eteria.
- Influence of the orthodox church.
- Role of Greek leaders.

5. The first world catastrophe of 1914 – 1918 was inevitable. Discuss

App – One side qn.

Intro – the 1914-1918 first world war

Body – factors for the outbreak

Conclusion – summing up (logically)

Expected points

- Formation of antagonistic alliances
- Arms race and militarism
- Imperialism
- Extreme nationalism
- Anglo-German rivalry
- Escalation of the Balkan crisis
- Absence of all active peace body
- The unification of Germany & Italy
- The Darwinism theory of survival for the fittest
- Failure of diplomatic talks/attempts
- Results of the France-Russian war
- Sarajevo double murder
- The role of press and war propaganda
- Mobilisation plans and time tables
- German support for Austria – Hungary
- Aggressive foreign policies
- Decline of ottoman empire
- Economic rivalry

6. Explain the causes and effects of the Russo – Japanese war of 1904 – 1905

App – Jointed qn. i.e. Causes & effects

Introduction – Russo-Japanese war

Body – Causes (pol, soc, econo etc)

Body – Effects (positive & negative) with a stand point

Conclusion – logically

Expected points

- Imperial rivalry in East Asia
- Need to expand influence in Manchuria and Korea
- Strategic importance of Korea
- Russian expansionist policy
- Japanese overwhelming ambitions
- Failure of diplomacy
- High levels of interests in the region
- Russia's construction of trans-Siberian railway
- Weakness of Russian government (the Tzarist regime)
- Strategic military competition
- Tzar Nicholas desire to please the Russian middle class to gain fame at home
- The decline of the Qing dynasty
- The defeat of China by Japan in the battle of Yalu
- Economic/strategic importance of Port Arthur
- Growth of extreme nationalism & high desire for prestige
- Influence of military advisors and hardliners
- Failure of the balance of power.

Effects of the Russo-Japanese war

- Victory to Japan and her rise to fame
- Decline of Russian prestige
- Diplomacy i.e. the treaty of Portsmouth 1905
- Internal unrest in Russia
- Impact on global power balance
- Heightened the importance of modern naval power and technology
- Inspired nationalist movements
- Japanese annexation of Korea
- Escalation of imperialism by Japan
- Economic strain on Russia
- Collapse of the Tzarist regime 1917
- Raised Roosevelt's instrumental role

7. To what extent did Otto Von Bismark contribute to the unification of Germany by 1871

App – two-sided qn.

Introduction – unification of Germany & Otto Von Bismark's background

Body – Role of Bismark towards the unity of Germany

Other factors for the unity of Germany

Conclusion with a clear judgement

Expected points

- His role of “blood and iron”
- His diplomatic manipulation
- Danish war (1864)
- Austria – Russian war
- Creation of Germany empire
- Suppressed internal opposition
- His foresightedness
- The Zollverein /economic union
- Mobilisation a sensitisation

Other factors

- Common national identity
- Economic union
- Military strength of Russia
- Decline of Austrias influence and absence of Metternich
- The results of Franco – Russian war
- Support from external power
- Presence of a model state (Russia)
- Lessons learnt from earlier result.
- Growth of nationalism
- Role of able leadership i.e. Von Roon, Von Moltek, King William 1.

8. Account for the failure of the league of nations to execute its duties by 1945

App - one side qn.

Introduction – L.O.N

Body – Reasons for the failure of the LON (Challenges)

Conclusion – sum up

5wc of the L.O.N as introduction

Expected points

- Lack of universal membership
- Absence of military power
- Weak enforcement mechanism
- Dominance of Britain and France
- Economic problems of the 1930s
- Appeasement policy of Britain and France
- Failure to prevent aggression
- Inefficiency due to bureaucracy
- Lack of trust and cooperation among members
- Emergence of World War II
- Unequal treatment of nations
- Withdrawal of key members
- Failure to adopt/ reform
- Poor handling of conflicts
- Dependence on voluntary cooperation.

9. Examine the features of the world economic slump of 1929

This is a one side qn.

Define the world economic slump and conclude logically

Expected points

- Collapse of stock markets
- Massive unemployment
- Fall of industries and low productions
- Collapse of banks
- Decline of international trade
- Falling prices and high inflationary rates & deflation
- Wide spread poverty
- Impact of earlier world conflicts
- Political instabilities
- Protectionism practiced by countries

10. Assess the performance of the European economic union since its inception

This is a two-sided qn.

Candidate provides a brief background of the EEU giving its aims, assessing the performance by providing its position and failures and concludes with a stand point

Expected points

- Creation of a single market
- Economic growth and integration
- Introduction of a common currency (the Euro)
- Common agricultural policy
- Increased global influence
- Promotion of peace and stability
- Environmental and consumer protection
- Support for research and innovation
- Labour mobility and employment opportunities
- Regional development and cohesion
- Improved connectivity through trans – European network
- Promoted energy through gas pipelines
- Student exchange programs
- Established common health and food safety links
- Helped in reducing digital divide across Europe
- The European court of Justice
- Coordinated asylum policies
- Disaster response and humanitarian aid
- Signed treaties for trade across the continent to Canada, Japan and Africa
- Democracy and human rights

Failures

- Uneven economic development
- Eurozone debt crisis
- High unemployment
- Bureaucracy and slow decision making
- Some members withdrew (weak mobilisation)
- Refugee crisis mismanagement
- Democratic deficit
- Inability to enforce rules equality
- Over regulation/limitation
- Lack of a common foreign policy

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- ✚ Correct interpretation of the question.
 - ✚ Well developed arguments with supportive examples.
 - ✚ Good coverage of the expected facts.
 - ✚ The essay reflects the correct time frame.
 - ✚ A clear stand point where necessary.
- 19 - 21 (Very good essay).**

- ✚ Correct interpretation of the question.
- ✚ Good analysis and quality of argument and reasoning with clear choice of words.

- ✚ Good flow of ideas and presentation style remains good.
- ✚ Adequate and specific examples are given.
- ✚ The essay reflects the correct and specific time frame.
- ✚ Wide coverage of the expected points.
- ✚ A clear stand point where necessary.

22 – 25 (Excellent essay).

- ✚ Correct interpretation of the question.
- ✚ The work is well analyzed and in a systematic way.
- ✚ Chronological flow of facts and ideas or correctly presented.
- ✚ High level of originality and creativity
- ✚ Wide range of relevant and specific examples are given.
- ✚ Time frame is highly respected.
- ✚ A very clear stand point where necessary.
- ✚ Mastery of the facts.

SECTION A

1. Describe the features of the constitution of the United States of America.

App – one sided and requires a demonstration.

Introduction – define a constitution

Body – Main features

Conclusion – logical generation.

- Single written and oldest, used to date.
- Power divided between federal government and state with each own responsibility.
- Divided into three, executive, legislative and judiciary.
- Checks and Balance (interconnected)
- Bill of rights with guarantee to individual i.e. speech, worship, etc.
- Supremacy of the constitution.
- National support and trust
- Full power to declare laws
- Republicanism (elections of people)
- Not easy to amend (requires too tight conditions)
- Independent judiciary.

- Presidential systems.

Conclusion

Intro –	2mks
6 features well explained	11mks
Organisation & coherence	2mks
Conclusion	2mks
Language expression	2mks
Examples	3mks.

2. Assess the contribution of Canada to world politics between 1945 and 1975.

Introduce by weighing the extent and significance of Canada's contribution pointing out both positive rules and limitation(negative) between 1945-1975.

- Peace keeping missions e.g. the Suez, Congo, Cyprus Kashmir.
- Founding member of UN 1945
- Promotion of disarmament.
- Keeping and ensuring human rights.
- Participation in the Korean wars (1950-1953)
- Formation of NATO since 1949 (Military alliance)
- His support to decolonised and democratisation. (Africa and Asia)
- Maintaining of diplomatic balance, a of us.

Negative

- Limited global influence
- Dependence on united states
- Inconsistent foreign policy
- Minimal role in decolonisation.
- Limited Economic diplomacy.
- Peace keeping over stated at times

Conclude with a stand point.

SECTION B

3. How successful was the policy of de-stalinisation in the Soviet Union between 1956 and 1964.

App- Two-sided question i.e. a measure of the success and the failure of the policy of destalinisation in the Soviet Union.

A policy initiated by Nikita Khrushchev after 1956 aimed at reducing the legacy of Joseph Stalin (extreme Communism)

- Political reforms and reduced terror
- Release of thousands of political prisoners
- Less repression
- Secret police power reduced
- Revival of community party
- Censorship was relaxed
- Soviet literature “film, art etc became more liberal
- Foreign policy was adjusted (made liberal)
- Withdraw soviet troops from Austria 1955.
- Promotion of peace and stability limitations.
- Inflexible and erratic
- policies were selective
- increased brutality
- policies were very slow and bureaucratic.
- Faced with too much opposition from within
 - Resistance (faced) with fear.
 - Limited impacts on everyday life
 - Economic and political structure and free speech was limited.
 - The police continued surveillance of the population.

Conclude with a stand point.

4. Describe the steps taken by Russia to resolve the issue of nationalisation since 1939.

Demonstrate the process used to resolve the issue of nationalisation since 1939.

Defining the term nationalisation has a policy.

- Consolidation of nationalisation during the period of 1939 – 1953
- Full state ownership
- Introduction of regional economic councils Khrushchev era 1953-1964

- Providing some autonomy to state enterprises
- The period of economic stagnation
- Law on state enterprises 1987
- Law on cooperatives, joint ventures with foreign investors.
- Economic liberalisation.
- The collapse of USSR and transition to capitalism.
- Massive privatisation

Conclude logically

SECTION C

5. Examine the challenges faced by the Pan African Movement.

App- one sided question

Intro- Define PAM (5mks)

Body – Provide the problems faced by PAM

Conclude logically (Sum up)

Expected points

- Colonisation and imperial interest
- ideological differences among leaders
- nationalism (state limited)
- lack of economic resources and investment infrastructure.
- Poor transport and communication
- Outbreak and negative influence of cold war
- Ethnic and cultural diversity.
- Weakness of Pan African institution
- Internal conflicts and civil wars
- Language differences (the heterogenous nature of African states)
- Lack of mass mobilisation
- Economic dependence of former colonial powers
- Neo- colonialism.
- Regionalism and integrations
- Leadership instability and military coups.

- Failure to address Africans in diaspora
- Regions and cultural divisions
- Weak civil society and media

Conclusion

6. Explain the causes and consequence of the Iraq's invasion of Kuwait.

This is a jointed question requires the causes and effects which were both negative and positives

Causes

- Economic problems in Iraq e.g. debts i.e. over 80 billion dollars.
- Flooding of the oil market.
- The oil disputes i.e. Kuwait exceeding Opec oil production limits
- The desire by Saddam to annex Kuwait (imperialism)
- A peasant policy of USA and Saudi Arabia
- Iraq's desire to dominate the Arab world
- The strategic location of Kuwait
- The collapse of Arab Unity and diplomacy
- The continued stained relationship of Iraq and Kuwait.

Effects

- The surrender and outcry of Kuwait
- Outbreak of the gulf war 1991
- Heavy damages especially properties e.g., oil wells
- Loss of lives
- Rise of US military influence in middle east
- Humanitarian crisis in Iraq
- Internal rebellions in Iraq
- Long term destabilisation
- Environmental devastations
- Human rights violation
- Economic collapse

SECTION D

7. Examine the causes and effects of the 1950-1953 Korean war.

This was a significant conflict between north Korea, supported by the USSR and China and south Korea supported by the United States and UN

It started on 25 July 1950.

Causes

- Division of Korea after World War II
- Cold war rivalry
- North Korea ambitions to unify Korea
- Weak south Korean military
- Failure of the United Nations and diplomacy
- Influence of ideological propaganda
- Withdrawal of foreign troops in 1948-1949
- Chinese communist victory 1949
- US policy and provocative speeches especially Acheson, US Sec of State
- Border clashes before 1950
- Approval from Stalin
- Lack of international consensus
- Global strategic for influence

Effects

- Human and material loss e.g. over one million people died
- Military cease fire signed on July 27 in 1953
- Demilitarisation of the middle region (DMZ) between south and north
- Confirmed division of Korea with hostility
- Increased cold war tension
- Rise of China as a military power under Mao Zedong
- Strengthened the UN influence in Asia
- Militarisation of US foreign policy
- Escalation of cold war
- Increased isolation of north Korea by the capitalist world
- South Korea economy devastated
- Humanitarian crisis

Conclude but the effects are both positive and negative and requires an opinion

8. Account for the creation of Bangladesh as independent state by 1971.

One sided question and requires reasons that enabled Bangladesh to have her independence

Expected points

- Historical and geographical back ground (colonial legacy)
- Political marginalisation
- Economic exploitation
- Language issue (government forcing under in all)
- Conflicts among political parties
- 1970 general elections effects
- Military crackdown and civil wars
- The formation of militias as freedom fighters
- Role of foreign powers e.g. Indian
- International recognition through the United Nations in 1974
- The 1970 general elections won by Awami party
- The Bangladesh liberation war
- Indian involvement and Indo Pak War
- Declaration and recognition of Bangladesh

Conclude logically

SECTION E

9. Assess the impact of World War 11 on Europe between 1945-1970.

Required is the positive and negative consequences of the war on Europe

Elaboration of 5 words on the world

A clear war judgement is required

Expected points

- Division of Europe (bi-polarisation)
- Cold war tension
- Rise of military coups i.e. NATO and WARSAW
- Decline of European empires
- Massive destruction and reconstruction

- Emergence of industrial production and consumer societies
- Displacement and migration
- The Jewish holocaust i.e. 6million
- Welfare state expansion
- Exhaustion and reduction in war need
- European unity movement
- Military and strategic changes
- Population losses (demographic effects)
- Urban and infrastructure reconstruction
- Formation of international organisation i.e. UN, WB, IMF
- Loss of influence by bigger powers

This question requires the negative and positive and therefore a judgement must be made clearly

10. Examine the contribution of Marshal Josif Broz Tito to the development of Yugoslavia up to 1980.

A brief background of Josif Broz Tito and Yugoslavia not forgetting the question time scope.

Give His contribution though the weaknesses should not be ignored.

Conclusion with a clear judgement.

- Political leadership and national unity
- Foundation of socialist ideology in Yugoslavia
- Formation of federal structure
- Suppression of nationalism
- Reforms with in a command economy
- Industrial growth
- Infrastructural developments
- Resistance to Stalin's influence
- Support to the non-aligned movement
- Balanced diplomacy
- Reforms in education and headlines
- Stability and prosperity
- Authoritarian rule

Weakness

- Lack of political freedom in his rule
- Repression of descent
- Over concentrated power in his hands
- Mounted high national debts
- Failure to build a lasting national identity
- Over dependence on foreign aid

Conclusion with clear judgement

SECTION F

- 11.** To what extent did the catastrophic effects of the World War 11 contribute to the formation of United Nations Organisation (UNO).

Introduction-UNO, WWF

Body-contribution of World War 11 towards the formation of UNO

Body-often factors for the formation of UN

Conclusion with a clear stand point

- The horrors of World War 11 created need for unity
- Massive human and economic losses
- Failure of the LON
- Desire to prevent another war
- Increased international cooperation
- Created need for a big push for human rights and development
- Led to the calling of San – Francisco conference and UN charter
- Colonial unrest and the push for decolonisation
- Global refugee crisis
- Emphasis on collective security

Other factors

- Support from nearly independent nations
- The role of the allied powers

- Emergence of materialism
- The Atlantic charter 1941
- Formation of regional alliance and support
- Visionary leadership
- Media and public opinion

Conclude with opinion

12. Account for the continued East -west conflicts affairs in 1945 (Cold war)

Only region factors that led to the outbreak of the cold war

- Ideological differences
- Bio-polarisation of the world
- Disagreement at the end of World War 11
- Failure to the post war settlement
- The Marshall plan and soviet reaction
- Military rivalries and alliances
- The world arms production competition
- Role of the espionage network. (spices)
- Public opinion and propaganda.
- The desire to dominate the world economies by strong powers
- Character of dominant and influential personalities in the world
- The division of Germany and berlin
- Fear of third world war
- Lack of trust and growing tension and suspicion.

conclusion

E N D

NO.1

Describe the political, social and economic organization of the Ndebele by 1855.

This question requires an elaborative explanation of how the Ndebele kingdom was organized politically, socially and economically.

A brief background of who the Ndebele were and where they lived is necessary. Background.

- The Ndebele state was created by General Mzilikali from the small Nguni speaking tribe of the Khumalo under Zwile of Ndzwandwe but Transferred Allegiance to Shaka and was made a regimental Induna.
- Mzilikazi disagreed with Shaka and moved northwards conquering the Swazi and set up his own empire with the capital at Inyati.
- His people were organized on Zulu military lines and he had developed a strong central government by 1855.

POLITICAL ORGANISATION.

- Ndebele state was highly centralized with a hereditary king assisted by military commanders known as Indunas.
- All powers were vested in the king and all political decisions taken were by him.
- The king could appoint, disappoint and dismiss his military Generals.
- The kingdom was building on military might and the king was commander in chief of Ndebele
- The king alone could declare war or peace and was the highest court of appeal.
- Female relatives and wives of the king were attached to regiments to monitor the chief loyalty to the king.
- The Ndebele used Zulu fighting techniques carried similar weapons like the short stabbing spears and cow hide shields and the army was organized in age regiments.
- Each regiment contained a section of a standing army and veterans lived near their former age regiments.
- Young men recruited into age regiments remained celibates and could only be allowed to marry after distinguishing themselves in battle or the age of 40.
- Soldiers did no ordinary work apart from looking after cattle and they were considered to be above ordinary jobs.
- There were no hierarchy of administrators separate from Indunas who were the king's appointees.

- Subject people were allowed to retain their leaders as long as they recognised the king's authority by paying tributes.
- Other people ruled by the Ndebele were the Rwozi, the Shona, the Nakalanga and the Tswana etc.
- The king was the supreme judge and he had the power of life and death over all individuals in Ndebele kingdom.
- He was the centre of authority and whatever happened in the kingdom such as births, arrival of Europeans and casualties etc, were all reported to him.
- The king married many wives (about 400), some of whom were used as spies.

SOCIAL ORGANISATION.

- The Ndebele was organized on a caste class system.
The upper caste was known as Zanzi .it was mainly composed of the original Nguni warriors and their descendants. The most important rulers were chosen from this class and they were the cream of the kingdom.
The second class known as the Enhala. This included the original inhabitants in the area, those absorbed such as the Sotho and Tswana, they had no privileges.
The third and last class or lowest section of the Ndebele and slaves which were mainly from Shona.
- Marriage between the Holi and other castes was discouraged.
- Conquered people were assimilated into the Ndebele society and could be promoted on merit.
- The king owned all the cattle in Ndebele kingdom on behalf of his people. The ownership of cattle was very important because it was used for bride price (lobola) for offering sacrifices and as gifts.
- The Ndebele society was highly religious .they believed in Mwari/Nhimo cults which were reached through a hierarchy of mediums called Mhondos. The gods were believed to give rain, peace and children etc.
- The king also acted as the religious head linking his people and the ancestors.
- Social gatherings such as the Inxwala united the people. The ceremony was conducted to celebrate the first fruit harvest where the people paid respect to the ancestors/ gods and homage to the king.
- Ndebele society was heterogeneous including the Sotho, Tswana, Nakalanga and San.
- Ndebele language based on the original Khumalo dialect was the Lingua Franca which united the people.

Economic organization.

- Ndebele economy was highly centralized with the king controlling all the wealth. i.e land, cattle, trade, booty, labour force etc.
- The economy depended mainly on raiding neighbouring societies, especially the Shona.

- Cattle was the most respected aspect of the economy and each regiment had a royal kraal. The age regiment was the basic economic unit that competed in raiding neighbouring states to enrich their herds.
- Agriculture was practiced but cultivation was done by slaves who were also responsible for public works.
- The Ndebele also participated in trade with the neighbours and with the Portugues at the coast. They exchanged gold and slaves for guns and gun power with the Portuguese.
- The Ndebele kingdom also received tributes from the subject states in form of cattle slaves and women. These were obtained from the Shona, Lozi, Ngwato etc.
- Girls were also seen as a form of wealth. They provided labour force and bride price.
- Hunting and food gathering were also an important economic activity among the Ndebele people.

(25 marks)

NO.2

Assess the impact of the Ngoni invasion on the people of Central Africa in the mid 19th.

Candidates are expected to identify and explain the positive and negative impact of the Ngoni invasion in Central Africa.

Candidates should argue around the following.

The movement of the Ngoni to Central Africa was precipitated by the Zulu revolution of Shaka that that led to forceful migration of many communities.

Negative impact

- The Ngoni brought disaster to large parts of Central Africa, they despised agriculture and loved war, they carried out raids for cattle, food crops and people to absorb them as soldier's wives and slaves.
- There was also decline in agricultural activities hence famine and cannibalism resisted to some areas.
- The Ngoni invasion also led to increase in slave raiding and slave trade, these raids around Lake Malawi weakened many communities who easily became victims to slavery in their homes leading to creation of many uninhabited areas.
- Many people were killed leading to depopulation around Malawi properly like cattle etc were destroyed.
- Trade Ngoni destroyed empires as they moved the Rozwi empire of Zimbabwe, the Lozi kingdom of Zambia, the Undi empire of Malawi and the Mwene mutapa empire.
- There was breakage in family and social relations, some people became detribalized, they were absorbed in other communities.

Positive Impact.

- There was spread of Zulu type of military system over many parts of central Africa, many societies adopted the short stabbing spear instead of the long throwing spear, the cow horn formation to encircle the enemy was adopted by the kololo attacks, organization of soldiers into disciplined military regiments.
- The Ngoni invasion also led to fighting for payment (mercenaries) was introduced in central Africa e.g, the Maviti invasion led to the creation of new strong and large centralized states in areas where people had been previously fragmented such states included under Mosheshe, under Mzlikazi, Gaza under Soshengane and others in Malawi and Mozambique.
- The Ngoni invasion united peoples of vastly different cultures both patrilineal and matrilineal. These people developed a permanent sense of common identity, New social unity emerged Ndebele adopted Khumalo dialect there was intermarriage.
- The Ngoni invasion also inspired the growth of new states by various means effectively, the Chew in Central Malawi under Mwase Kasungu which rose on the ruins of the old Undi empire, Swahili traders armed with guns were forced into state building by the Ngoni invasion; Jumbe Kisitu the east coast ivory trader at Kotakota on the western shores of lake Malawi.
- Created ability state by receiving Chew refugees and arming them to resist Ngoni, Ndebele society also emerged out of Ngoni imperialism.
- In some areas they improved animal rearing and growing crops.
- New political system.

(25 marks)

b) Effects of Ngoni invasion.

- Collapse of the existing kingdoms like Bemba, Tumbukas.
- Rise of new military tactics who re organized in military sources.
- Displacement of local leader council chiefs created political vacuum.
- Mass displacement of people who fled their home land.
- Loss of lives due to Brutal attacks.
- Cultural Assimilations.
- Breakdown of social structures

3 (a) Account for the survival of Ethiopia from European occupation during the 2nd half of the 19th.

Preamble;

The question requires the candidate to identify and explain reason why Ethiopians survived European occupation during the 2nd half of the 19th.

Basis of argument.

- Ethiopia like Liberia were the only two countries in Africa which escaped colonialism. The following were the factors that contributed to the survival of Ethiopia from colonialism;

- Good and able leadership especially of John IV & Menelik, Theodore who offered strong resistance to European occupation.
- The patriotic nature of Ethiopians combined with able leadership and established formidable armies equipped with modern weapons of the time. Ethiopian Nationalism and determination
- Ethiopians were Generally united.
- Ethiopia's diplomatic relationship with European powers e.g, Menelik diplomate.
- Italy was a young and weak Nation therefore failed to colonize Ethiopia.
- Ethiopia was less attractive economically and strategically.
- The geographical factor that also enabled Ethiopia to survive colonialism e.g the mountains, valleys and Gorge etc.
- Ethiopia had a common language Amharic and the Coptic church, thus enhanced unity and the Christian agent did not win collaborators.
- Luck also contributed. Ethiopia was lucky to be attacked by the weak power Italy
- The Napier expedition gave the Italians a false impression that Ethiopia was a weak state. This was an advantage to Ethiopian army because Italy came ill prepared.
- Rivalry of European powers. The French and the British ended up providing weapons to Menelik.
- The reunification process intimidating Theodore consolidated John IV.
- Tripartite treaty of 1906 among France, Britain and Russia which recognized Ethiopian independence.

(b) Account for the survival of the Ethiopian empire up to 1914.

Candidates are expected to identify and explain factors that enabled the Ethiopian empire to survive up to 1914.

The Ethiopian empire was originally known as the ancient empire of Axum established more than 2000 years ago by the 18th princes and local chiefs struggled over succession to the throne and the empire almost ceased to exist as an effective state. In the second half of the 19th new rulers emerged and they tried to revive it and it survived the test of time.

Reasons for survival.

- Good, able and strong leaders e.g, Theodore, John IV and Menelik.
- Theodore played a great role to unite Ethiopia, he carried administrative reforms, large provinces were broken up into small ones under governors appointed by the emperor.
- John IV used diplomacy and feudal system of administration to hold the Ethiopians together, Menelik handle problems posed by European colonialists.
- Existence of a common language and religion i.e Amharic language and Christian religion both promoted understanding and unity among the Ethiopians. This enabled the country to escape colonialism leading to its survival.

- The high degree of nationalism and patriotism among the Ethiopians. Despite their internal difference they always came together when faced by an external threat. Menelik and later Mangasha refused to conspire with the Italians to bring down the Ethiopian empire at a time when opportunists were betraying their people elsewhere in Africa while all the Ethiopians supported Menelik against Italy during Adowa battle 1896.
- The Geography or Topography of Ethiopia which had a rugged terrain or full of ridges and gorges made it easy for the Ethiopians to defend their country and was a great obstacle to its enemies.
- The existence of a large and powerful army. It was because of this army that John IV defeated the Italians in 1887, the Egyptians in 1875, the Mahdists in 1889. Menelik also established a large army that defended the country and he was able to defeat the Italians at the battle of Adowa in 1896.
- The British victory over Theodore in 1868 created a false impression among Ethiopia's enemies that she was weak, the Italians who invaded Ethiopia in 1896 acted on a false assumption of Ethiopian weakness.
- The British decision to withdraw from Ethiopia after the 1868 Napier expedition also made the empire to survive.
- The Ethiopians also acquired large quantities of modern weapons of the day to defend their country. Italians had earlier supplied Menelik with 189000 modern rifles between 1885 and 1895, moreover the Italians had given Menelik a loan of four million lire's which he used to buy arms from France Britain etc.
- Rivalry and conflicts among the colonialists made the British and France to provide weapons to Ethiopia.
- Ethiopian diplomatic relations with the foreign power e.g France, Britain and Russia led to signing of the Tripartite treaty and the recognition of Ethiopia as an independent state by the international community.
- The reunification process of Ethiopia which was started by Theodore, consolidated by Menelik.
- Italy the European power that had expressed interest in Ethiopia had just accomplished unification and was not strong enough to challenge the Ethiopians.
- Ethiopia was also less attractive strategically and economically at that time.
- Ethiopia's ability to defeat most of the neighboring enemies like Egypt and Sudan also enable her to survive by 1914.

4. How far were the activities of king Leopold II of Belgium responsible for the partition of Africa?

Candidates are expected to explain how the activities of king Leopold II.

Contributed to the partition of Africa this should be along other factors.

- Leopold was the king of Belgium from 1865-1909. He was a constitutional monarch with limited power and wealth but he personally had unlimited ambitions for power and wealth which he sought to achieve through aggressive colonial expansion into Africa hence ultimately his activities contributed to the partition of Africa in the following ways.
- In 1876 he summoned an international conference of geographers, scientists, philanthropists, explorers etc, in the Belgian capital Brussels, although he claimed that this conference was geared towards the civilization and exploration of Africa, his scheme was interpreted as a cover for his colonial ambitions, this conference ended with the formation of international African association with him as a president.
- He employed Stanley to acquire Congo region for him by signing treaties. These treaties exposed Leopold's colonial ambitions to European power eg. This forced the French to rush to protect their already acquired possession in Gabon.
- Leopold's activities in Congo alarmed Britain and this forced her to hurry to occupy the Niger Delta ie his activities were interpreted to mean his desire to monopolise the control of River Niger and Congo. This forced Britain to send Hewett who declared the Niger Delta region a British sphere of influence in 1884.
- Leopold's activities in Congo were also responsible for the summoning become a centre of conflict hence nearly dragging the powers into which Berlin conference formalised partition.
- Leopold's activities threatened the Portuguese Portugal moved northwards and finally acquired Angola and Mozambique were colonized by Portuguese.
- Britain rushed and occupied Zambia because of Leopold's schemes in Congo and Rhodes was worried by Leopold who led started sending expeditions to the western part of Zambia.
- The British occupation of the coast of the Indian Ocean and Uganda was because of Leopold's schemes in Congo; his activities were not only felt in Congo but equally in Uganda and Sudan where Britain nursed a lot of designs.
- Leopold's activities in Congo set in motion infant nations like Italy and Germany which had previously not show interest in the game of partition, this forced Germany to acquire Namibia, Tanganyika, Congo and Cameroon while Italy occupied Eritrea and later Libya.

STRATEGIC (other factors)s

- The strategic position of Egypt led to the colonization of Africa because of the Suez canal, the canal shorten the sea route to India, the most valuable empire of the British. Hence making the British to colonize Egypt in 1882.
- Uganda was also colonized because of the Nile River which is the life blood of Egypt, the Nile with its source in Uganda made the British to colonise her.
- East Africa was also colonized because Uganda is land locked. This was to provide a sea outlet to Uganda making Kenya to be colonized in order to protect the strategic position of Uganda.

- Sudan was also colonized in order to protect the strategic flow of the Nile to Egypt leading to the colonization of Sudan.
- The strategic British occupation of Egypt made France to immediately occupy north Africa with the intention of diverting the Nile.
- The strategic importance of Niger Delta led to the colonization of Africa. By controlling the Niger Delta the British would be controlling the major communication and trade in West Africa leading to the colonization of Africa.
- The strategic location of the Congo Basin caused the colonization of Africa, the Congo Basin was rich in minerals like, Gold diamond, and Cobalt etc Hence the colonization of Congo prompted the colonization of Africa.
- The strategic importance of the East Africa seaboard (coast) led to the colonization of Africa, East Africa and coast was the last fuelling station to India with a lot of trade commodities hence causing the colonization of Africa.
- The strategic position of Sena- Gambia (Senegal and Gambia) led to the colonization of Africa. This area was rich in tropical products that were in high demand in Europe.
- The strategic position of the Magreb coast line also led to the colonization of Africa, by controlling the coast line, one would be controlling the profitable trade in the med-sea.

ECONOMIC FACTORS

- Their need for markets in Africa as the market in Europe had become Narrow hence their was need to create new markets in Africa.
- The demand for Raw-materials like, cotton, coffee, tea etc, to feed the industries in Europe led to the colonization of Africa.
- The need to invest excess capital led to the colonization of Africa, during industrial resolution, Europe accumulated a lot of capital that needed to be invest in Africa.
- Industrial resolution led to population exploitation in Europe, these excess populations needed to be resettled in Africa leading to the colonization of Africa.
- This discovery of minerals especially Gold and Diamond in South Africa led to the colonisation of Africa.

HUMANITARIAN

- There was need to stop slave trade in Africa as it was reel seen that this trade was in human.
- There was urgent need to spread Christianity and this led to the colonization of Africa.
- There was need to civilize and promote formal education in Africa and this led to the colonization of Africa.
- There was also other factors that led to the colonization of Africa.
- The Franco-press war led to the colonization of Africa because France lost Alasea-lorriane thus she wanted to compensate with state in Africa.

- There was distortion of balance of power in Europe by the unification of Italy and Germany hence there were no area of expansion in Europe except in Africa causing the colonization of Africa.
- The Berlin conference of 1884 led to the colonization of Africa. Resolutions were made for the peaceful colonization of Africa.
- Men on spot also led to the colonization of Africa, people like Stanley , Livingstone, Cecil Rhodes etc , armed themselves with treaties leading to the colonization of Africa.
- Leopold's activities in the Congo also led to the colonization of Africa.
- Jingoism/ Davnism caused the colonization of Africa.
- Another factor that led to the colonization of Africa was the Brazza-Makoko treaty.

stand point

- Appeals of protection.
- Activities of Leopold II in Congo
- Precise in Nationalism.

No.5

- Causes Anglo Asante conflicts.
- The struggle to control trade routes.
- To move thus control market.
- The decline of the transport path (triangular trade)
- Expansionist ambitions of
- Nationalism
- British impenetration
- Asante activities of capturing of British officer.
- Alliance with the Southern state
-

a) Consequences

- Kuman was sacked and Asante army defeated , this greatly weakened its empire.
- Varral states rebelled leading to the disintegration of the Asante empire.
- Asante was forced to sign the treaty of foreman which undermined the sovereignty of Asante, she had to pay war indemnity and renounced her claim over Southern states.
- Premph I and prominate chiefs were captured and exiled. Asante were further humiliated when Governor Hodgson demanded coracle stool to sit on, prompting a rebellion.
- Asante was annexed and her independence was then sealed.
- Establishment of parliamentary select committees to look after the a Jains of the British in confederation; committee recommended matun with drawl, prompting the formation of the Fante confederation and preparation for independence.

6. Examine the factors that led to the disintegration of the Mahdist state.

- The conflicts and disunity among the different tribes in Sudan. The Mahdist revolt has been successful due to the combined effort of all tribes. However after the revolt it became clear that the different tribes had come together to overthrow the Turko Egyptians. After this was achieved, the Mahd's government e.g. the Baqqara nomads hated the central government control over them and preferred their nomadic ways. This made the administration very weak thus weakening the Mahdist state.
- The death of Mahd and power struggle that followed further weakened and eventually led to the disintegration of the state, instead of them cooperating with Caliph Abdullah the two Caliphs and the Ashraf family started competing for offices, this was dangerous to the young Mahdist state. Abdullah attempted to reduce the influence of the Ashraf but simply escalated opposition.
- Abdullah's strict reforms and dictatorship also caused opposition that eventually weakened the state. Lack of freedom to move in public places without veil as demanded by the Kalif, smokers and drunk also resented heavy punishment administered onto them by the new Caliph. His court of Appeal at Omduna was made up of corrupt officials who were accused of making verdicts under the influence of the Kalif hence a number of secret movements started with an aim to overthrow him hence weakening the state.
- The imperial wars which Kalif fought with his neighbors Egyptians and Ethiopians also bred resentment which weakened the state. E.g. soldiers became tired of endless wars and joined opposition. The wars also drained the finances of the state and spoiled the trade between the Sudan and her neighbors. This annoyed the class of Mahdist merchants who joined the British and fought Kalif Abdullah. Such opposition undermined the independent state and eventually led to its disintegration.
- The state also collapsed partly due to the poor management of finances, Abdullah e.g. dismissed the experienced financial manager Ibrahim Muhammad and replaced him with his relative who also proved incompetent and excessively corrupt. Soon the state ran into bankruptcy and this eventually led to its downfall.
- The frequent revolts organized by people who desired to break away from the control of central government also weakened the state. In the Darfur area Ibrahim Yusuf wanted to break away and form a separate sultanate. Abdullah used all sort of brutality against such revolts but this increased opposition against his regime and partly brought about the state's downfall.
- Kalif Abdullah's action of bringing his tribesmen to Omdurman also contributed to the havoc that occasioned the downfall of the state, his intention was good as he aimed at controlling their rebellious activities. However this was interpreted as an act of tribalism and nepotism by other tribes of Sudan. It became worse when he appointed his fellow Baqqara to top position in the government. Little wonder at such a time he most needed their support, such tribes chose to ally with the British against the state.
- Over taxation of the Kalif also led to the disintegration of the state. Khalif Abdullah through his reform policy raised taxes in Sudan which aggrieved the masses. It should be remembered that the raising of taxes had been one of the grievances that contributed to the Mahdist revolt against the Turko Egyptian rule. Its revival was

therefore interpreted by the Sudanese as an attempt to the pre-revolutionary days when they were inhumanly exploited. In trying to avoid this Sudanese masses supported the British against Abdullah and this contributed to the downfall of the Mahdist state.

- Natural disasters which hit Sudan between 1889-90 also led to the collapse of the state. Between these two years, severe famine hit Sudan due to Locust invasion and severe drought. Crop production was severely affected. Poor harvest followed , starvation and hence death. People became desperate and looked to the Khalif for remedy only to receive none. Instead the army resorted to raiding for their little food they had reserved in their granaries, All these intensified hatred for the Khalif and thus at the time he was attacked by the British in 1898, the peasants simply kept their hands folded.
- The European imperialism also posed a real danger to state. The British , French, Belgians and Italians likewise wanted to take over Sudan. This was the time of active scramble for and partition of African territories by the Europeans powers. As a country endowed with ivory, cotton and other resource badly needed by the former (Europeans) , Sudan (Mahdist state) couldn't survive . as it came to be ; in 1898, the British and French invaded Sudan but later were outsmarted at Fashoda giving the British chance to pursue Kalif Abdullah's remnants before they formally took over the state. It was this invasion that marked the end of the Mahdist state.
- The personality of Abdullah some historians have pointed at the personality of Abdullah as one of the major causes of disintegration of the state. They argued that he was weak, uninspiring, slow willed and rather proud. After some years for instance, he stopped frequenting the mosque a thing that annoyed the Muslim faithful and thus lost their support.
- In the final analysis, it remains true the Mahdist state would have remained stronger had it not been for the colonial interests in Sudan. As a country that lay in the Nile valley Sudan became an object of attraction to the British which was already in control of the source and mouth of river Nile ie Uganda and Egypt respectively. Sudan had to be conquered by the British and that's why the two powers ie. France and Britain nearly fought at fashoda in 1898.

7. In this question the candidate is required to assess the impact of the Portuguese colonial rule an Angola up to 1914.

Below is the basis for argument Portuguese rule in Angola was but constructive and destructive.

Positively

- The Portuguese contributed greatly to the abolition of slave trade though they had participated in of in the 19th.

- Portuguese colonialism helped in the Education base of Angola particularly after 1886 when the government about over from the missionaries.
- Portuguese colonialism also improved the health standards of Angola especially extending health services in the interior by constructing health centers.
- They also improved infrastructure of Angola and made communication easy ie and made communication easy ie roads and railways were built.
- The Portuguese introduced and developed crops and plantations e.g of cotton, coffee and rubber food.
- The Portuguese encouraged the use of their products in the market in Angola such as cloth, soap beads etc in exchange for trade goods with cattle, maize hide rubber etc.
- Portuguese colonialism trained some small scale businessmen in Angola.
- They also encouraged small scale industries.
- Legitimate trade was promoted interior of Angola was opened up .
- Urbanization process begun eg. Bengweula, Lobito etc.

Negative

- Portuguese rule contributed to the depopulation of parts of Angola as a result of resistance wars.
- Their was increased insecurity especially in areas that resisted.
- There was mass destruction of settlements which led to refugees, distributes and the other free to the Congo.
- The Portuguese intermarried with Angolan leading to mult- racial.
- There was los of African land to the Portuguese eg. The lands of the Bathengo in southern.
- Portuguese colonialism led to imbalanced growth and development for Angola productive zones were sewed with roads, railways, better medical facilities etc.
- There was heavy taxation imposed on the people of Angola .
- There was introduction of contract labor where the people of Angola could be taken to the sheds of San, Tome to work.
- Portuguese created small class of African chief as collaborators.
- They dismantled the traditional African political structures.
- Education bought by the Portuguese was only in areas like the coastal areas and
- Portuguese activities led to loss of Angola's independence.
- They forced the people of Angola e.g initibumdu to grow cotton at the expense of food crops which led to famine.

8. The candidate is required to identify and explain the contribution of the creoles to the history of West Africa. Below is the basis for argument.

- Creoles were educated people who contributed to the body of knowledge about many aspects e.g. wrote books of history, medicine, language (help shape the country of West Africa).

- Contributed to the spread of Christianity in West Africa (the new church in Sierra Leone dispatched creole missionaries to most of British West Africa).
- Many opened business in main towns like free town Monrovia, Accra and Lagos.
- The creoles were important in politics and the civil service of its British West Africa, they held many junior and senior posts in the British civil service and administration of Ghana, Gambia and Nigeria.
- Through their writing they supported self-rule hence contributed to the spread of nationalism in West Africa.
- Sierra Leone and the creoles provided the British with suitable slave trade from which slave trade in West Africa was completely brought to an end.
- They also pioneered the promotion of western education in West Africa, they used their wealth to build schools.
- Through their good will and co-operation the creoles helped the British in the colonization of the rest of British west Africa.
- The creoles were the pioneers of the modern culture of west Africa and made Sierra Leone a centre of interest in West Africa.
- Contribution in the process of urbanization.
- Promoted agriculture (cotton and pepper projects).

9 why was the Uganda railway constructed?

Candidates are required to give the causes and effects of the construction of the Uganda railway.

At first it was called a “lunatic expression” when the foundation was laid because of the following;

- Was started in 1896 from Mombasa.
- To enable the British Government to establish firm control over their sphere of influence.
- To provide transport for arms and military personnel.
- To ease administration in Uganda.
- The need to gain access to Uganda for the control of the Nile.
- To eliminate slave trade.
- To make it possible develop the interior for agriculture and other economic activities.
- To provide alternative for other forms of trade.
- To make transport quicker, easier and cheaper.
- To forest all other powers ie Egyptians and Khartoumers.
- To conform with the aim of the Berlin conference.
- To facilitate missionary activities.
- To promote exploitation of resources ie minerals.
- To link E. Africa to the outside world.
- To make the economy of Uganda self- sustainable.

a. **Did this railway affect the people of Uganda and Kenya.**

- Transport and communication from the interior to the coast was made easier and quicker.
- East Africa was linked to the outside world.
- Uganda and Kenya were opened to the exploitation of natural resources.
- It stimulated the economic growth since the crops grown could easily be transported for export.
- It promoted cash crop production. e.g cotton in Uganda and Pyrethrum in Kenya.
- It led to urbanization along the railway line (e.g Kisumu, Jinja etc, with its associated social problems such as prostitution.
- Kilindi harbour also developed as a loading and off-loading Centre.
- There was loss of lives as who resisted were killed. E.g, chiefs Orkoiiyyot of Nandi.
- It led to influx of Asians. A fifth of the coolies remain behind to do business.
- Others came as driver, clerical officers, traffic and station managers.
- The presence of many Asians later created political problems especially in Kenya.
- This is because Asians wanted equality with whites in terms of education employment and representation in LEG/CO.
- The railway created employment opportunities for many people e.g. drivers, station managers.
- It transported rice to the Akamba people who were hard hit by 1898-99 famine.
- It eased British Administration because administration were easily transported.
- It led to loss of independence of Uganda and Kenya.
- African lost land to European settlers especially Kenya highland.
- In 1902 part of Uganda was transferred to Kenya to give Whites suitable land for farming.
- Slave trade and human porterage were ended.
- Taxation was introduced to recover the cost of building the Railway.
- Transportation cost was reduced. Transport a tonne of cotton from Kisumu to Mombasa cost only 600 shillings.
- It led to development of feeder roads.
- The Nandi and Masai lost land where the railway passed.
- The Railway facilitated the activities of Christian missionaries while led to spread of Christianity and western civilization.
- Small scale industries sprang up e. g ginnery and copper smelting. This reduced the bulkiness of raw materials.
- It promoted international and local trade. Local markets were created.
- It transformed Uganda and Kenya economies from reliance on Britain; instead cash crops such as coffee, cotton, tea, etc raised money for countries.
- It led to racism in Kenya.

- Led to the transfer of Kenya's capital from Mombasa to Nairobi which was more central.
- It increased standards of living of the East African people.

10. The candidate is required to explain the extent to which the French colonial administration in West Africa was successful by 1914. Below is the basis for argument.

SUCCESS

- Assimilation basically succeeded the four communes of Senegal ie Dakar, Fatick, Kaolack and Saint-Louis.
- In the four communes local government was similar to that of France.
- French citizenship was the same as that of France to the African living in the four communes.
- French education was extended to the communes.
- There adoption of the French culture e.g marriage and etiquette.
- French religion (Catholic) was adopted of Senegals in the communes.
- Senegalese communes practiced the same Agricultural crops as Metropolitan France between the French and that of the colonies.
- Voting right was extended to the coastal communes' population.
- French judicial system became entrenched.
- The citizens from the communes were offered employment services in France e.g Blaise.
- Succeeded in central administration with headquarters at Dakar.

FAILURES

Assimilation was based on the false assumption; African culture was different from that of the French e.g marriage.

- Few people were able to adopt the French language.
- Few people were converted to Christianity and Islam deeply rooted.
- French West Africa did not become overseas instead remained colonies subject to population.
- The use of forced labor undermined the aims of the system.
- Equality was not upheld as it was condemned by many in the four communes outside the communes it was a myth.
- Assimilation was expensive hence need for indirect rule.
- Education system introduced did not promote assimilation. Education was controlled by Catholic missionaries who were more interested in conversion to Christianity than promoting of assimilation. Education was rejected for fear of being converted from Islam to Christianity.
- Conditions for assimilation were made difficult e.g one had to be educated in French, be 18 years old, employed in French, army, be rich, be monogamous and have associating loyalty to France.
- Heavy taxes imposed on the undermined the system of assimilation (no equality).

- Lacking of well-organized local government outside the communes.
- Assimilation would destroy French colonial empire throughout the world colonial empire throughout the world hence rejection of equality with African.
- There was limited representation of the African in the French parliament.
- Adoption or change to association is a sign of the failure of assimilation.
- Africans were denied the employment in the company.

END.

P220/1
ECONOMICS

Paper 1

2025

SECTION A: (20 MARKS)

(02 marks)

1. (a) (i) Distinguish between **economic goods** and **merit goods**.
Economic goods are these goods which are (relatively) scarce in relation to their demand and their consumption involve a cost / have monetary value.

While

Merit goods are these goods which are of high social value and are meant to improve the welfare of individuals.

Or

Refer to these goods which are deemed intrinsically desirable and are meant to improve the social welfare of individuals.

- (ii) Mention any **two** features of economic goods in an economy. *(02 marks)*

- They are scarce
- They provide utility / satisfaction.
- They involve a cost / have monetary value.
- They have opportunity cost.

- (b) (i) What is meant by the term '**an optimal firm**'. *(01 mark)*

An optimal firm is one that produces at the lowest average costs of production.

Or

Is one that is more efficient and produces goods and services at the lowest average costs of production.

- (ii) State any **three** factors that promote the growth and size of a firm.

(03 marks)

- High level of profits made by the firm.
- High possibility of carrying out research.
- Large market size
- Use of high / advanced technology.

- Presence of funds/ capital.
- High supply of raw materials
- High level of entrepreneurship skills.
- Presence of land for expansion.
- Sales maximization objective of the producer.
- High possibility of merging of firms.
- presence of highly skilled labour.
- Political stability.
- High possibility of producing new goods and services.
- High level of infrastructural development.

(c) (i) State Irving Fisher's Quantity theory of money. (01 mark)

- It states that the general price level for goods and services is determined by the amount of money in circulation assuming the velocity of circulation of money and the level of transactions are held constant.

(ii) Given that the amount of money in circulation is shs. 200 million and its velocity is 100 and the level of transaction is shs. 40,000/=. Calculate the general price level in the economy.

(03 marks)

$M = \text{shs } 200 \text{ million}$

$V = 100$

$T = \text{shs } 40,000$

$P = ?$

$$P = \frac{MV}{T} = \frac{200,000,000}{40,000} \times 100$$

$$= \frac{200 \times 100}{4} \times 25$$

$$\therefore P = \text{shs. } \underline{\underline{500,000}}$$

(d) (i) Distinguish between **economic dependence** and **economic Interdependence**. (02 marks)

Economic dependence refers to the reliance of a country on another country or sector for her economic survival (development).

While

Economic interdependence is the reliance of two or more countries on each other for mutual benefit for all.

- (ii) Give any **two** dangers of economic dependence in an economy.

(02 marks)

- It leads to B.O.P problems
- It encourages laziness / it kills local initiatives.
- Low volume of imports are imported.
- It subjects the economy to inappropriate and undesirable decisions.
- It accelerates K-outflow / it leads to repatriation of profits.
- it worsens extent debt burden.
- It leads to fluctuations of prices.
- It leads to underutilization of resources.
- It leads to political domination.
- It leads to technological unemployment.
- It results into economic domination.
- It leads to socio-cultural domination/ leads to cultural erosion.
- It discourages domestic savings and investment.
- It leads to unfavourable T.O.T.
- It distorts economic planning by government.
- It hinders the development of local technology.
- It leads to political interference in the economy.
- It retards the development of infant industries at home.

- (e) (i) Distinguish between **divestiture** and **leasing** of state enterprises.

(02 marks)

Divestiture refers to the complete sale of state-owned enterprises to private individuals.

While

Leasing of state enterprises refers to the temporary sale of public enterprises to the private sector with the aim of repossession by the state.

(ii) **Why** may a country sell off its enterprises to individual industrialists. (02 marks)

- To enable firms operate more efficiently.
- To attract (foreign) investment.
- To reduce corruption / To promote high levels of accountability.
- To reduce government expenditure
- To create more employment opportunities in the long run.
- To widen the tax base.
- To encourage private innovations and creativity.
- To improve on resource utilization.
- To meet IMF conditions of having a private-sector led economy.
- To promote economic growth.
- To allow government concentrate on provision of essential services.
- To encourage competition in production.
- To control (structural) inflation.
- To improve on the B.O.P position.
- To reduce bureaucracy.

SECTION B: (80 MARKS)

*Answer any **four** questions from this section.*

2. (a) Account for the **failure** to establish stable prices of agricultural products in an economy. (10 marks)

- Long gestation period of agriculture products.
- Bulkiness of agricultural products.
- Natural factors that affect the level of output.
- Perishability of agriculture products and this very difficult to store.
- Many producers/ poor planning by the farmers.
- Weak bargaining position of L.DCs.
- Price inelastic demand of agric. Products.

- Income inelastic demand of agriculture products.
- Agriculture products are high perishable e.g milk during harvest.
- Poor surplus disposal system of agriculture products/ poor infrastructure.
- Divergence between planned output and actual output.
- Changes in the cost of production of agriculture in puts.
- Invention of raw material- saving techniques of production.
- Competition from synthetic fibres.

Any 5 x 2 = 10 marks

(b) Explain the **effects** of price instabilities in an economy. (10 marks)

- It leads to fluctuations in export earnings.
- It makes projected planning based on export earnings from agriculture products difficult.
- It leads to fluctuations/ instabilities in the B.O.P position.
- It leads to instabilities in farmers' incomes.
- It leads to instabilities in T.O.T.
- It worsens income inequalities.
- It leads o unstable employment levels.
- It discourages investment in agriculture sector
- It leads to Rum and its related evils.
- It leads to unstable government revenue.
- It leads to unstable exchange rates.

3. (a) What is the **role** of the foreign private investment in developing countries.

(10 marks)

- It reduces economic dependence
- It diversifies the economy.
- It increases resource utilization.
- It promotes research and innovations.
- Increases forex earnings.
- Increases revenue to the government.
- Promotes economic growth.
- Promotes entrepreneurship skills.

- Creates more employment opportunities.
- Improves the B.O.P position.
- Promotes industrialization of the economy
- Promotes infrastructural development.
- Improves labour skills.
- Promotes linkages between sectors/ creates market for input and goods and services.
- Controls inflation (structural).
- Widens consumer choice.
- Promotes capital inflow.
- Improve technological development.

(b) Explain the policies that **may** be taken to promote the foreign private investment in developing countries. (10 marks)

- Provide investment incentives.
- Increase resource utilization.
- Improve entrepreneurship skills.
- Fight corruption / Encourage high level of accountability.
- Improve on technology / Adopt appropriate technology.
- Maintain political stability.
- Improve on labour skills.
- Widen, expand the market.
- Reform the land tenure system.
- Liberalize the economy.
- Further privatize state enterprises.
- Commercialize agricultural sector.

4. (a) Define the term ‘**wage – price inflationary spiral**’. (02 marks)

Wage- price inflationary spiral refers to one where an increase in the wages of workers, leads to an increase in the cost of production which forces the producers to increase price of final goods and services hence inflation.

(b) **To what extent** is inflation in developing countries a result of rising costs of production. (18 marks)

To a lesser extent, inflation in LDCS is as a result of rising costs of production as below:

- Rising levels of taxation.
- Rising costs of advertising
- Increasing costs of borrowing/ increasing interest rates.
- Rising costs of raw materials.
- Increasing wages of workers
- Rising power tariffs/ Rising costs of electricity.
- Rising costs of rent/ storage facilities.
- Devaluation of the local currency.

N.B: A candidate is expected to bring out the “ing” when stating the points above.

To a larger extent, inflation in LDCS is due to other causes of inflation as follows:

- Speculation by traders and consumers.
- Political instability.
- Importation of goods from inflation prone countries.
- Natural factors. Results into scarcity during dry season which results into structural inflation.
- Greed by profit hungry businessmen.
- Break down in infrastructure.
- Break down in key industries.
- Excessive government borrowing from the central bank.
- Excessive issuing of the local currency by the central bank.
- Excessive credit creation by commercial banks.
- Excessive exportation of essential goods.

5. (a) Explain the **rationale** for preparing a national development plan. (10 marks)

- To ensure proper allocation of scarce resources.
- To ensure equitable distribution of incomes and wealth.
- To correct the defects of price mechanism.
- To reduce unemployment.
- To solicit for foreign aid.
- To relate the present to future trends.

- To ensure harmonious and consistent use of resources.
- To encourage public participation in the development process.
- To maintain price stability / To control inflation.
- To correct the B.O.P problems.
- To determine the rate of economic growth.
- To reduce economic dependence / To promote self-reliance.
- To identify areas suitable for public and private investment.

(b) What are the **adverse effects** of implementing a comprehensive plan in an economy. (10 marks)

- It is very costly / expensive.
- It subjects the citizens to high taxation.
- It leads to a heavy debt burden.
- It leads to overproduction hence wastage.
- It leads to quick depletion of natural resources.
- It leads to heavy losses in case of project failure.
- It may be inflationary in the short-run.
- It overstrains the government planning machinery.
- It leads to high government expenditure.
- It leads to high social costs.
- It leads to foreign dominance of the economy.
- It's difficult to co-ordinate all development projects.
- It requires accurate statistical data which is not available.
- Major sectors are not given attention.

6. (a) What are the **pre-requisites** to promote export promotion industries in developing countries. (10 marks)

- Availability of investment incentives to be offered to potential investors.
- Sensitisation of the masses to adopt modern methods of production.
- Carrying out market research to identify products needed on international markets.
- Carrying out advertising on foreign mass media about the existence of exports.

- Signing trade agreements and contracts with importers and corporations.
- Reducing export duties and strengthening economic integration.
- Developing infrastructure to facilitate production.
- Training/ improving labour skills to increase efficiency in production.
- providing strategic basic raw materials.
- Ensuring political stability.
- Providing credit facilities to potential investors.
- Ensuring high levels of accountability/ fighting corruption.

(b) Examine the **challenges** encountered in promoting export promotion industries in developing countries. (10 marks)

- Poor investment incentives
- Limited supply of strategic raw materials.
- Limited entrepreneurship skills.
- High rates of corruption / low level of accountability.
- Low level of technology
- Political instabilities.
- Limited labour skills
- Limited credit facilities.
- Poorly developed infrastructures.
- Poor land tenure system
- High production costs involved
- Protectionist policies of MDCs
- Production of low-quality products.
- Limited export promotion facilities.

7. (a) Describe the salient **features** of a good tax system. (06 marks)

- It should be flexible / buoyant/ elastic.
- It should be optional
- It should be consistent
- It should be comprehensive/ diverse.
- It should be certain
- It should be convenient

- It should be impartial / Neutral
- It should be productive.
- It should be politically acceptable.
- It should be equitable / fair
- It should be economical/ cheap/ Efficient.
- It should be simple to understand.

(b) Why is there a **need** to levy different forms of taxes in an economy?

(14 marks)

- To raise revenue for the government.
- To reduce income and wealth inequalities.
- To protect infant industries
- To improve the B.O.P position
- To discourage the production and consumption of harmful goods.
- To discourage emergence of monopoly power.
- To influence economic growth.
- To influence investment / to ensure proper resource allocation.
- To control inflation.
- To control dumping
- To promote hard work.

E N D

SECTION A: (20 MARK)

1. (a) (i) Distinguish between **internal** and **external** economies of scale. (02 marks)
- Internal economies of scale these are advantages enjoyed by the firm as it expands due to favourable conditions within the firm.

While

External economies of scale these are advantages enjoyed by the firm due to expansion of the industry or due to favourable conditions created by the industry.

- (ii) Why is the AC curve U-shaped in the **short run** and in the **long run**. (02 marks)

- The Ac curve is U-shaped in the short run because of the law of diminishing returns.
- The AC curve is U-shaped in the long run because of economies and dis-economies of scale.

- (b) Give that the price of commodity S increased from shs. 50,000/= to shs. 100,000/= and this lead to a decrease in quantity demanded of commodity T by 20.

- (i) Calculate the Cross elasticity of demand. (03 marks)

Method 1

$$\begin{aligned} \text{CED} &= \frac{DQT}{DPS} \times \frac{PS}{QT} \\ &= \frac{80-100}{100,000-50,000} \times \frac{50,000}{100} \\ &= \frac{1}{\frac{-20}{50,000} \times \frac{50,000}{100}} \\ &= \frac{1}{5} \\ &= -1/5 \\ \therefore \text{CED} &= -1/5 \text{ or } -0.2 \end{aligned}$$

Method 2

$$\begin{aligned} \text{CED} &= \frac{\%QT}{\%PS} \\ &= \frac{QT_2 - QT_1}{QT_1} \times 100 \end{aligned}$$

$$\begin{aligned}
&= \frac{PS_2 - PS_1}{PS_1} \times 100 \\
&= \frac{QT_2 - QT_1}{QT_1} \times \frac{PS_1}{PS_2 - PS_1} \\
&= \frac{80 - 100}{100} \times \frac{50,000}{100,000 - 50,000} \\
&= \frac{-20}{100} \times \frac{50,000}{50,000} \\
&\quad \quad \quad 5 \\
&\therefore \text{CED} = \underline{-\frac{1}{5} \text{ or } -0.2}
\end{aligned}$$

N.B: Formula = 1mk
Substitution = 1mk
Answer = 1mk

- (ii) How are the two commodities **S** and **T** related. (01 mark)
Commodities T and S are complements or complementary goods.
- (c) (i) Distinguish between efficiency of labour and productivity of labour. (02 marks)
Efficiency of labour refers to the measure of quality and quantity of output which a unit of labour can produce in a given period of time.

Where as

Productivity of labour refers to the measure of quantity of output produced by a unit of labour in a given period of time.

- (ii) Give any **three** factors that influence labour efficiency in Uganda. (02 marks)
- Level of wages paid to labour
 - Level of labour skills
 - Level of technology
 - Quality of management / level of entrepreneurship skills.
 - Working conditions.
 - Physical and mental ability of labour
 - Attitude towards work.
 - level of specialization of labour.
 - Political atmosphere.
 - Availability of co-operant factors of production.

- Natural ability / Talent of labour
 - Level of experience / expertise/ seriously.
- (d) (i) What is meant by the term ‘**Tax administration**’. (01 mark)
- Tax administration refers to a mechanism of assessment, collection, enforcement and accounting for the tax levied.
- (ii) State any **three** stake holders in tax administration in Uganda. (03 marks)
- Tax payers
 - Parliament
 - Ministry of Finance, Planning and Economic Development
 - Courts of law
 - Local Government Authorities.
 - Tax Agents
 - Financial institutions
 - Insurance companies.
 - Central bank
 - NIRA
 - URA
 - International Organizations like World Customs Organizations (WCO)
 - The IMF
- (e) (i) Define the term ‘**investment**’ as used in Economics. (01 mark)
- Investment refers to the process of devoting part of a person or a nation's income to the production of capital/ producer goods.

OR

It refers to the process of creation of capital stock.

- (ii) Why is expenditure on **education** considered as an investment in Uganda. (03 marks)
- It has opportunity cost involved.
 - It has got a market price / has money value.
 - It involves capital (money) expenditure
 - It has expected better future returns.

- It involves risks and uncertainties e.g examination failures, pregnancies etc.

SECTION B: (80 MARKS)

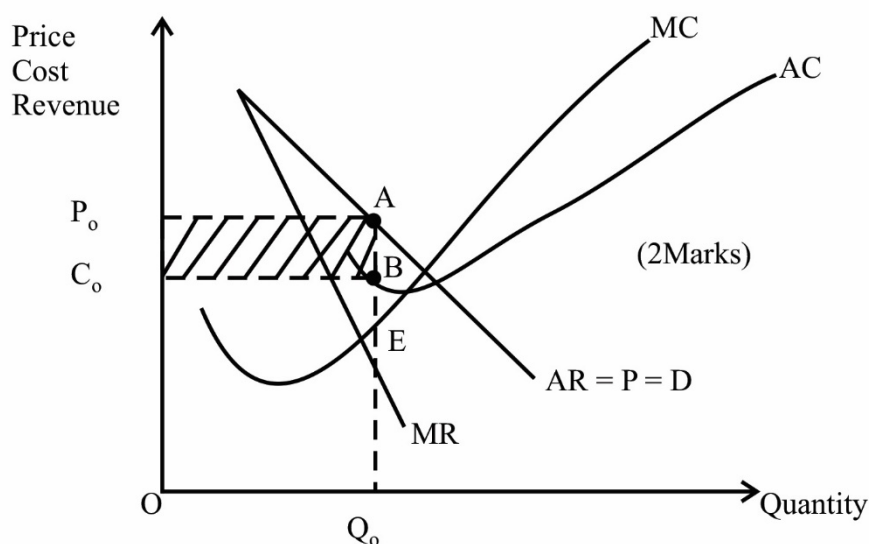
Answer any **four** questions from this section.

2. (a) Explain the **role** of price mechanism in resource allocation. (10 marks)
- Provides an automatic adjustment between supply and demand.
 - Determines the type of technology to be used in production i.e determines how to produce.
 - Promotes consumer sovereignty i.e determines for whom to produce.
 - Determines income distribution.
 - Determines where to produce i.e where to produce.
 - Determines when to produce.
 - Encourages the production of better-quality products.
 - Guides on what to produce i.e ensures efficient allocation of resources.
 - Ensures efficiency in production of firms.
 - Promotes innovations and inventions.
 - Promotes a variety of goods and services.
 - Provides an incentive for hard work.
- (b) Justify the **need** for government interference in the operation s of price mechanism in resource allocation in Uganda. (10 marks)
- To reduce income inequality.
 - To control the emergence of monopoly and its negative effects.
 - To reduce consumer exploitation.
 - To reduce unemployment
 - To reduce social costs / To reduce divergence between private benefits and social costs.
 - To reduce wastage of resources / To reduce duplication of activities.
 - To reduce distortions of consumer choices.
 - To allocate resources to the production of public and merit goods.
 - To ensure proper resource allocation.

Any 10 x 1 = 10 marks

3. (a) How are **profits** maximized under monopoly market structure.

(06 marks)



- Output (Q_0) is determined at a point where $MC = MR$ (at point E)
- Price (P_0) is determined where the output line meets the AR curve (at point A)
- Cost is determined where the output line meets the AC curve (at point B).
- A monopolist makes abnormal profits as shown by the shaded area $P_0 AB C_0$
- At equilibrium level of output a firm makes abnormal profits because $AR > AC$

- (b) Assess the **impact** of monopoly in Uganda.

(14 marks)

Positive impact of monopoly in Uganda

- Permits practice of Px discrimination which favour low earners.
- State monopolies provide utilities e.g electricity, water at relatively low px hence improving people's welfare.
- Enjoys abnormal points which can be re-invested and improve

on conditions of employees.

- Generate employment opportunities especially large monopolies.
- Encourages research and innovations as a monopolist will be assured of enjoying profits alone.
- There is limited duplication and resource wastage.
- A firm enjoys economies of scale (in case of natural monopoly)
- Low income earners benefit.

Any 8 x 1 = 08 marks

Negative

- There is excess capacity in some monopoly firms due to lack of competitors thus growth & development.
- Encourages research and innovations.
- It facilitates the growth and development of infant industries.
- Existence of monopolies worsen wealth and income inequalities.
- Results into shortage of goods and services in case of breakdown of firms.
- There is limited variety of consumers' choice due to limited goods produced.
- There is limited inventions and innovations in the industry since abnormal profits are guaranteed.
- It results into exploitation of workers by under paying them not catering for consumers because of assured profits.
- Results into reduced government revenue since many are owned by foreigners and state monopolies are less taxed.
- Permits practice of price discrimination which favours law/ earners especially patent rights.
- Provide utilities especially state monopolies.

Any 6 x 1 = 6 marks

4. (a) What is meant by the term 'Under development?' (02 marks)
- Under development refers to the underutilization of resources in a given country.
- (b) "Under development in Uganda is as a result of external factors". Discuss (18 marks)

- High capital outflow / Profit repatriation.
- Unfavourable Terms of trade (T.O.T)
- High debt burden / servicing
- Limited foreign market due to protectionist policies.
- High level external interference
- High rates of brain drain
- Unfavourable structural Adjustment Programmes (SAPs) of IMF and World Bank.

(Any 4 x2 = 8 marks)

However, under development in Uganda is as a result of internal factors:

- High population growth rates
- Low level of technology.
- Limited capital stock
- Poor attitude towards work.
- Dominance of the substance sector.
- Limited strategic natural resources
- Limited entrepreneurship skills
- Overreliance on foreign aid
- High rates of corruption.
- Limited skilled labour
- Political instabilities
- Poor infrastructural development
- Poor land tenure system
- Heavy reliance on agriculture sector.
- Poor investment incentives.
- Social-cultural rigidities/ High level of conservatism.

N.B: Any student who does not separate the two sides only gets

(10 marks)

- 5. (a)** Describe the **requirements** for the successful implantation of trade liberalization in Uganda. *(04 marks)*
- There should be a reduction in tariffs.
 - There should be removal of unnecessary subsidies on domestic firms.

- There should be abolition of Quotas.
- There should be liberalization of foreign exchange market / undertaking a floating exchange rate.
- Need to further privatise of state enterprises.

(b) Present arguments **for** and **against** adopting trade liberalization in Uganda.

(16 marks)

- It increases employment opportunities.
- It promotes economic growth.
- It controls (structural) inflation.
- It encourages resource utilization.
- It promotes efficiency among firms
- It encourages the production of high quality products.
- It increases tax revenue.
- It fights corruption tendencies
- It encourages technological development.
- It promotes respect for consumer sovereignty.
- It encourages the production of a variety of goods and services.
- It promotes foreign investment / increase capital inflow.
- Promotes infrastructural development.
- Improves the B.O.P position.
- Promotes international relations with trading partners.
- Reduces income inequalities.
- Improves labour skills
- Promotes entrepreneurial skills.

(Any 10 x 1 = 10 marks)

Arguments against adopting trade liberalisation in Uganda:

- It leads to the collapse of local firms.
- Widens income inequality.
- It leads to quick depletion of natural resources.
- Leads to profit repatriation/ K-outflow.
- Leads to production and consumption of harmful products.
- It makes the economy highly vulnerable to economic

instabilities.

- It leads to resource mis-allocation.
- It leads to duplication and wastage of resources.
- It distorts consumer choices.
- It leads to consume exploitation.
- It may lead to monopoly and its evil.
- It leads to foreign economic domination.
- It leads to social costs.
- It worsens B.O.P problem
- It may lead to imported inflation

(Any 6 x 1 = 6 marks)

6. (a) Account for the **low** level of wages in Uganda. *(10 marks)*

- Low bargaining strength of an individual worker.
- Weak bargaining strength of Trade unions.
- Less amount of work done in case of piece rate.
- Less number of hours worker by a worker.
- Presence of workers who in case with low cost of living.
- Low level of education and training.
- Presence of workers who in less risky jobs.
- Presence of employers with low ability and un willing to pay their workers.
- Existence of workers with less experience at work.
- Presence of workers with less abilities and less talented.
- High level of discrimination in the labour market.
- Non-matching wage policy of the government of paying low wages.

(b) Why is there a **need** to increase wages for workers in Uganda

(10 marks)

- To increase labourr productivity.
- To reduce voluntary unemployment.
- To increase aggregate demand for goods and services/ To widen the market.
- To promote labour efficiency
- To reduce labour unrest / industrial strives.

- To improve the conditions and general welfare of workers/To improve on the quality of workers.
- To increase labour supply.
- To reduce brain drain.
- To promote the level of savings.
- To widen the tax base / To increase the revenue.
- To reduce income inequality.
- To reduce corruption and embezzlement of funds in public sector.
- To increase GDP/ To promote economic growth.

7. (a) Account for the **Balance of payment deficits in Uganda. (10 marks)**

- Importation of highly priced capital and consumer goods.
- High marginal propensity to import.
- High level of debt servicing / debt payments.
- Heavy government expenditure abroad on diplomatic missions.
- Exportation of low quality products.
- Exportation of mainly primary products.
- Low volume of exports.
- Limited variety of exports.
- Limited export markets/ flooding of markets.
- Prices of agriculture exports are determined by external buyers.
- Political instability
- Protectionist policies of MDCS.
- Unfavourable exchange rates.

(b) Suggest measures that may be taken to improve balance of payment position in Uganda. (10 marks)

- Promote import substitution industries.
- Restrict trade to discourage imports.
- Appeal for debt relief / debt conversion.
- Restructure foreign missions and reduce foreign travels.
- Train labour to reduce expenditure on expatriates.
- Process exports in order to add value.

- Improve on the quality of exports.
- Diversity exports.
- Diversity export markets.
- Strengthen commodity agreements to increase the bargaining power.
- Ensure political stability to reduce huge expenditure abroad.
- Negotiate for the removal of trade restrictions.
- Allow the local currency to depreciate.

E N D

P250/1
GEOGRAPHY
(Physical Geography)
Paper I
2025

- This paper consists of section A, B and C
- Section A is marked factually while section B and C are marked by impression as guided.
- Read thoroughly through the candidates work and make comments before giving an award.
- Follow the guidelines below for impression marking

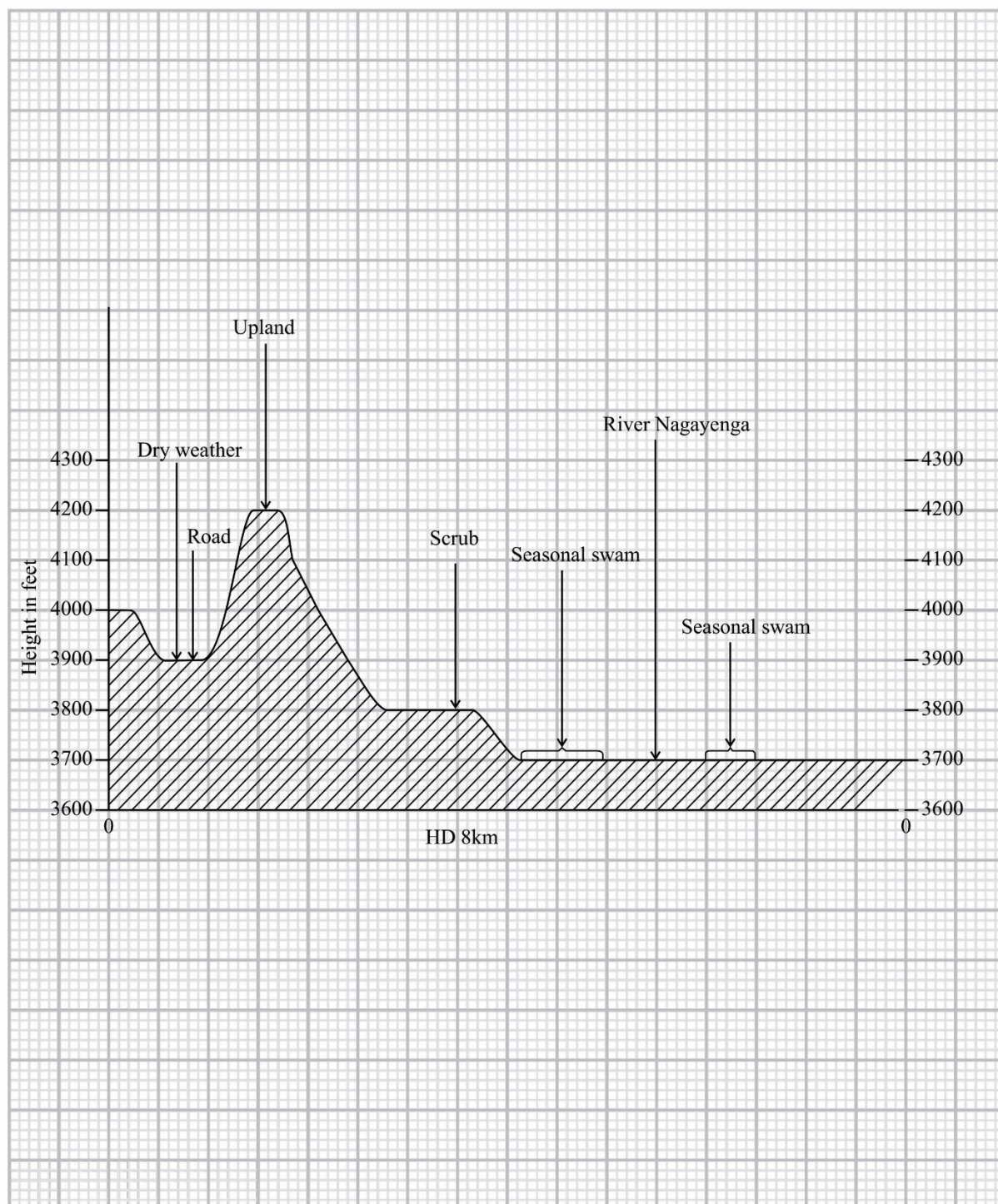
0 – totally irrelevant

1 – 8	-	Rudimentary facts / a few scattered facts.
9 – 11	-	‘O’ level answer
12 – 14	-	Basic ‘A’ level answer
15 – 17	-	Good but not outstanding
18 – 20	-	very good answer
21 – 25	-	Excellent answer

- N.B:**
- 1 - Avoid unnecessary crossing of the candidate’s work.**
 - Make comments at the end of the candidates essay to guide you in giving an award.**
 - be mindful of the minor marks and sub marks.**
 - in case of any doubt consult the team leader.**

- 1. (a) (i) 7196 (01 mark)**
- (ii) The feature found at grid reference 616024 is a Road junction/ Road. (01 mark)**
- (iii) Northern hemisphere Evidence 0°55N. (02 marks)**
- (b) The distance of a dry weather road from Bukaya to a junction at Kiboga is 10km accept between (9 – 11km)**

(c)



- (d) Influence of physical land scape on drainage in the area shown on a map extract.
- Seasonal swamps are found in low lying areas e.g Kakinga, Budimbo and North eastern and Northern part of Kiboga.
 - Rivers flow through narrow valley at Nabisoga, Goyero.
 - Rivers Meander in flat areas in north e.g grid square 7107.
 - Dendritic drainage pattern of rivers e.g R. Kinoga gentle slopes at near Katoma, Kitete in the south.
 - The gentle slopes at Katoma, Kibamba =, Kitete, Kalyango are well drained.
 - Low land areas of Kizingu seasonal swamp in the North East are poorly drained.
 - Rivers flow from high land areas at Nabisoga, Kinino.
 - The steep slopes at Nabisoga, Kinino are well drained.

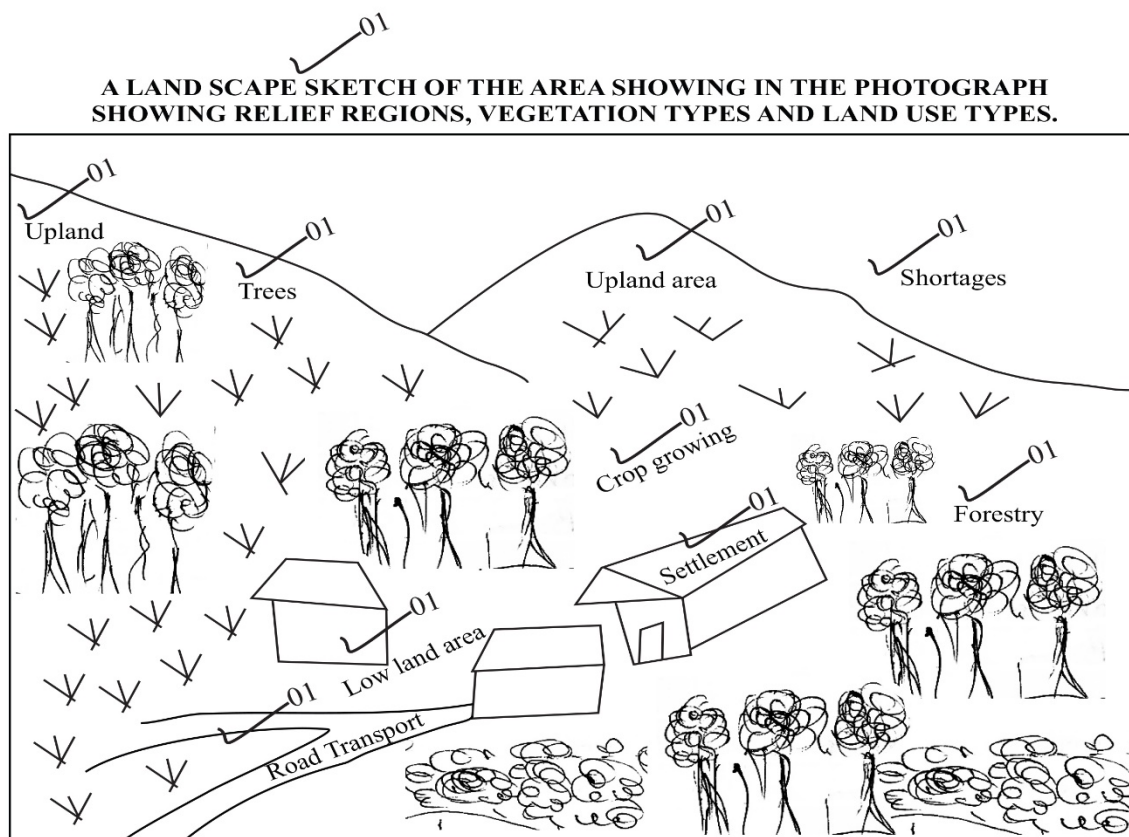
Max 3 x 2 = 06 marks

- (e)
- Kizingu seasonal swamp is a breeding place for mosquitoes hence causing malaria.
 - Seasonal swamp near Budimbo causes floods hence destruction of life and property.
 - Seasonal and permanent swamp at Kizingu harbour dangerous aquatic wild animals that attack people.
 - Inaccessibility due to rivers and seasonal swamps at grid square 7808, 7607 that hinder construction of roads.
 - Limited land for settlement and growing of crops due to many rivers and seasonal swamps at Kizingu, permanent swamps near Budimbo.

Any 4 x 1 = 04 marks

N.B: A candidate must show the nature of drainage problem location and the outcome of each problem.

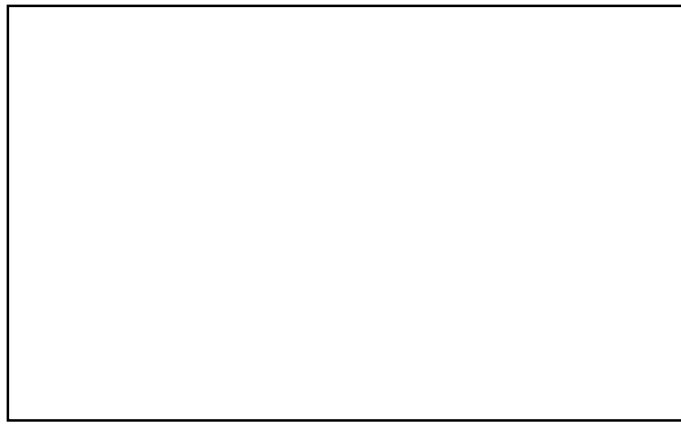
2.



- (b) The land form in the back ground is a hill / high land processes responsible for the formation of hills/ highlands faulting.
- The crustal blocks were up lifted along fault lines due to vertical movement as a result of geochemical and geophysical reactions in the mantle.
 - Resulting into blocky hills.

N.B: Learners must draw the diagram

Diagram



Folding

- When two blocks collide, layers of the earth's crust are compressed and pushed up wards to form hills.

Volcanicity activity

- Hills can form from accumulation of volcanic materials due to geo-chemical and geo-physical reactions.
- Lava, ash or cinders accumulate to form hills.



- Upwarping due to compression forces due to geo-chemical and geophysical reactions in the mountains.

Erosion and weathering

- Differential erosion occurs when softer rocks wear away faster than harder rocks, leaving the harder rocks standing as hills.
- Weathering breaks down rocks and erosion by wind, water and sculpt hill shapes.

- (c) Explain the influence of physiography on land use in the area shown on the photograph.

- The low lying are in fore and middle ground encourage settlement due to easy construction of houses.
- The steep slopes in the back ground are used for tree growing / forestry to control soil erosion and slides/ due to infertile soils.
- The low lying land in the middle ground encourage crop growing due to deep fertile soils.
- The low lying land in the fore ground encourage road transport due to easy construction.
- Gentle slopes in the middle ground have encouraged crop growing due to fertile soils deposited from uplands in the back grounds.
- Gentle slops in the middle ground encourage forestry due to fertile soils deposited from the highlands in the back ground.

Any 3 x 2 = 06 marks

(d) Ntungamo, Kabale, Bududu

Reason due to presence of hills in the back ground due to presence of forests on the background and right foreground.

N.B: Accept any hilly area in East Africa.

3. (a) Describe the relation ship between the nature of materials ejected and the resultant volcanic land forms. **(15 marks)**

candidates are expected to;

- Explain the origin and cause of ejection/ volcanicity
- Explain the types of materials or lava ejected.
- Identify the features associated with extrusion i.e extrusive volcanic features.

N.B: The feature should be linked to the type of lava/ material ejected.

Extrusive volcanic features are formed due to extrusion of lava onto the earth's surface.

- Extrusion is due to geochemical, geophysical reactions and radioactivity with in the mantle which lead to the melting of rocks into molten form called magma which is highly mobile.
- The Magma is then pushed with great pressure from the mantle through fault lines and ejected on to the earth's surface where it solidifies hence forming different features.

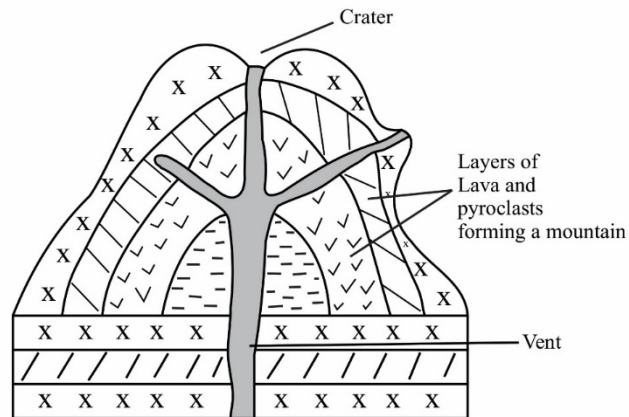
- There are main three types of lava / materials ejected i.e
 - Acidic lava; this is rich in silica, containing over 63% silica content.
- It is thick and sticky / viscous therefore tends to cool and solidify quickly near the vent.
- It is light in color, forms stand-sided volcanic cones, traps gases which can lead to violent and explosive eruptions.
 - Basic lava; this is low in silica content (less than 52%). It is hot and flows easily over long distances before cooling and solidifying.
- It is characterized by low silica content very hot, runny and fluid, dark in colour (dark grey or black). Forms broad, gently eruptions i.e gases escape easily.
 - Intermediate Lava; it is also called andesitic lava, has a moderate silica content it is characterized by moderate silica content, medium viscosity – thicker than basic lava, but less sticky than 800⁰C to 1050⁰C, flows moderately but not as far as basic lava, grey, in colour, may cause explosive eruptions though not as violent as acidic lava eruptions.

Other volcanic materials ejected include;

- Ash – fine rock particles and can form ash layers.
- Lapilli – small rock fragments ejected and collect around the vent
- Volcanic bombs – large molten rocks hurled during eruptions.
- Volcanic gases – this includes steam, can cause acidic rain.
- Pyroclastic flows – fast – moving cloud of ash, gas, rock and very destructive.
- The nature of materials ejected and the resultant extrusive volcanic features can be explained as follows;
 1. Volcanoes/ volcanic cone:
 - This is a conical shaped steep sided highland ranging from a few to thousands of metres in height.
 - It is formed when acidic magma rises through the main vent and on reaching the earth's surface it piles/ accumulates around the vent, solidifies forming a volcanic cone/ mountain.

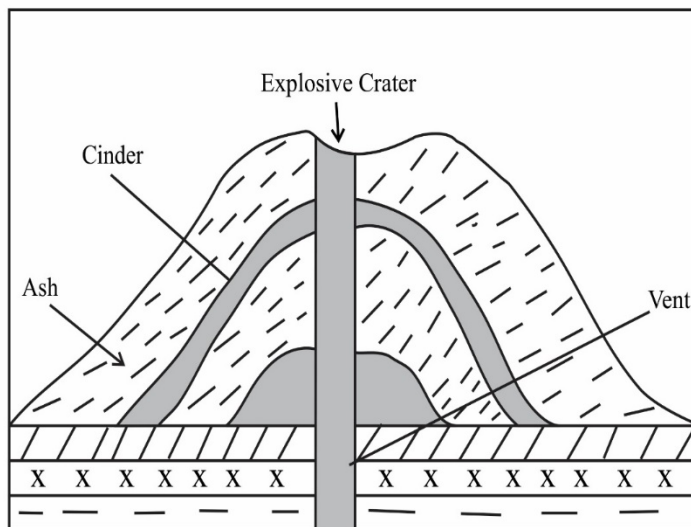
- Examples include mochtan Kirimanjaro, Elgon, Mufumbiro, Nepak etc

Diagram.



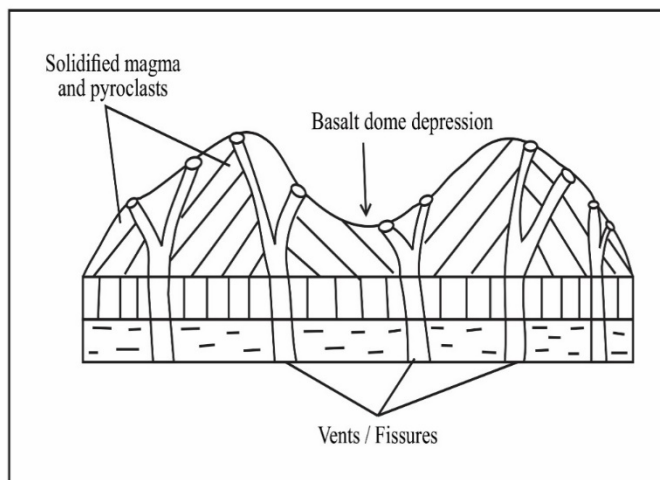
Ash and cinder cones

- These are conical hills composed of alternating layers of pyroclasts and volcanic ash which reaches the earth's surface due to excessive pressure and gas from below.
- They formed due to successive violent eruptions of pyroclasts and ash from the vent lava is blown to great heights into the air in liquid form and returns to the ground as semi-solid cooled pieces called cinders and ash if very small. They also have craters on their tops/ summits.
- examples include: Luiru, Likaiyu, Teleki in Kenya, Nabuyatoni, Abili Agituku in north Eastern Uganda and between Mountain Muhairura and L. Mutenda.



2. Basalt Domes / shield volcanoes.
 - This a land scape which is dome shaped with very large shallow depression on gently sloping landscape.
 - It is formed when basic lava reaches the earth's surface through numerous fissures and may flow long distances before solidifying.
 - Example in South western Uganda in groups of Nyamulangira, Virunga and Mutambira ranges.

Diagram

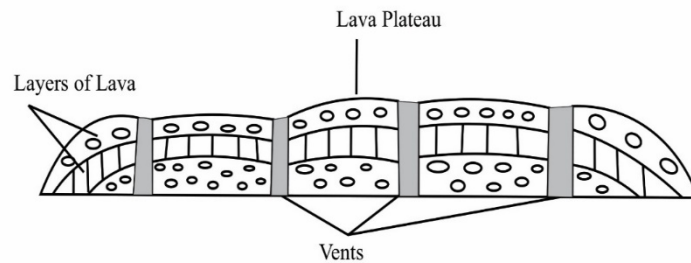


LAVA PLATEAU

- This is a raised steep sided flat land.

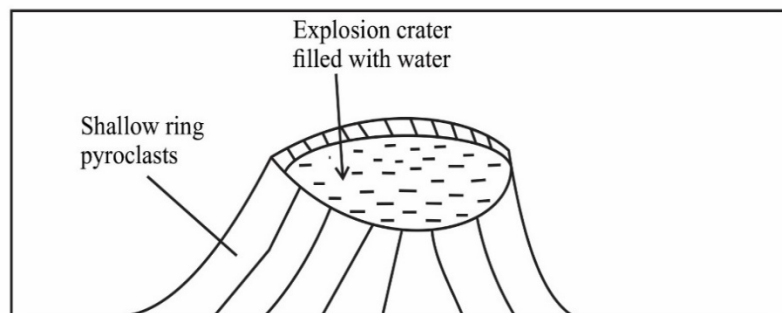
- It is formed when basic Lava reaches the earth's surface through numerous vents, flows for longer distances as it piles up to form large raised flat land called lava plateau.
- Examples yatta plateau, Laiki pia in Kenya, Kisoro highlands, Voi plateau etc.

Diagram



Explosion craters

- This is a shallow steep sided depression – surrounded by a low rim of pyroclasts.
- It is formed when an explosion of gases and some pyro clasts takes place on a flat land scape without forming a volcanic mountain.
- Examples include Lake Katwe, Nyamunuka, Muyanyange in queen Elizabeth National park; Nyabihoko, Rutoto in Rubirizi, Kigere and Nyabikere in fort portal, Garana and Ndoboto in Tanzania.

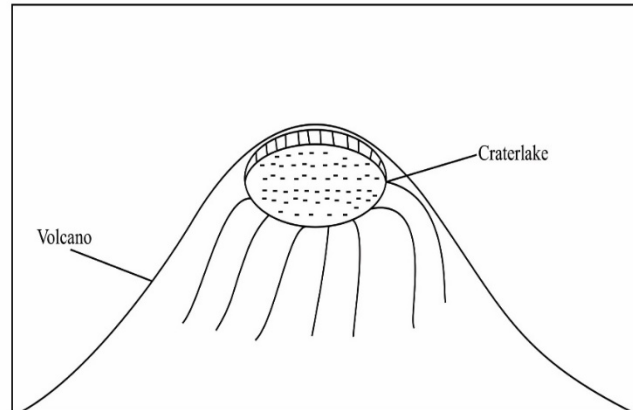


Mountain craters

This is a circular depression found on top of side of a volcano

- It formed when magma collects in a chamber beneath a volcano, pressure builds up over time due to accumulating of molten rock and gases.
- When violent eruption blows off rock and ash.
- Examples include Menegai, suswa, Kilimanjaro crater, Rutunguru, shambolo etc.

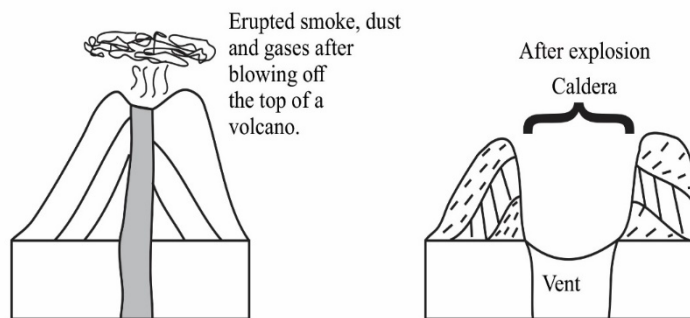
Diagram



ACALDERA

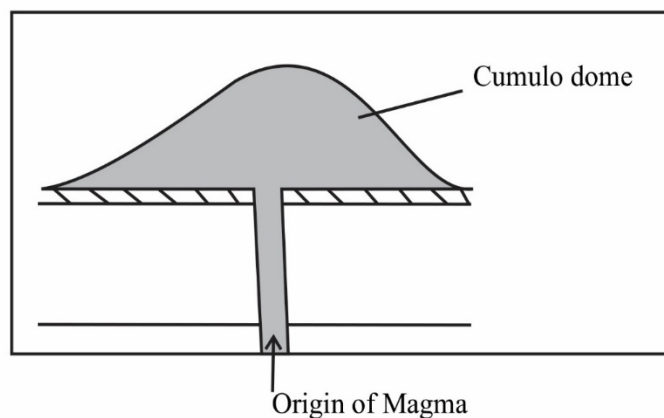
- This is large shallow circular depression at the top of a volcanic cone
- It is formed when a power full/ violent eruption ejects huge volumes of lava, ash and gases emptying the chamber rapidly. This blows off the top of a volcanic cone leaving behind a large circular depression called a caldera.
- Examples: include planegai, Ngorongoro in Tanzania, Napak caldera in North Eastern Uganda.

Diagram.



A Cumulo dome

- This is a dome shaped feature/ solidified mass of magma which ranges from tens to hundred metres forming hills of igneous rocks in a region.
- It is formed when acidic viscous magma solidifies instantly on the earth's surface failing to form a volcanic mountain.
- Examples include Mbea rock in Tanzania, Nakasongola rock, Ntumbi cumuto dome and in Tsavo national park.



Volcanic plug

- This is a cylindrical dome of Igneous rock which stands out prominently vertically on the earth's surface.
- It is formed when volcanic eruption occurs and the acidic magma gets out of the earth's crust when already solid and cylindrical.
- The plug may later be weathered down and eroded or may remain in place for a long period of time.

- Example: Tororo rock in Eastern Uganda.

(b) With specific examples, explain the economic importance of volcanic features to the people of East Africa.

Positive

- Volcanic mountains such as Elgon, Kenya and other high lands have fertile volcanic soils on the lower slopes hence support cultivation of crops like tea, coffee, bananas maize etc.
- Volcanic mountains, craters and calderas attract tourist hence creating employment and foreign exchange to the respective countries.
- Volcanic mountains act as water catchment areas for river hence providing water for domestic use.
- Explosion crater lakes such as Kature encourage mining of salt hence providing a ready source of income to the local people.
- Cumulo dome, volcanic plug provides construction materials for building and roads.
- Geysers provide geothermal energy used to run machines in industries.
- Volcanic mountains provide favourable climatic conditions hence attracting settlement for example around mount Elgon and Kilimanjaro.
- Volcanic high lands provide pasture for grazing animals due to regular rainfall and fertile vegetation.
- Crater lakes, calderas etc are used for research and study purposes.
- E.t.c

Factual marking any 6 x 1 marks

Negative

- Volcanic mountains such as Elgon, Kilimanjaro experience land slides hence destroying life and property.
- Volcanic plug, neck hinder construction of transport routes hence inaccessibility.
- Volcanic highlands e.g Elgon, Kilimanjaro discourage settlement due to steepness.
- Volcanic eruption by active volcanic montage lead to loss of life, farm lands and other property.

N.B: Every importance should be attached to a feature

4. To what extent has the nature of parent rock contributed to the occurrence of different types of mass wasting in East Africa. *(25 marks)*

Candidates are expected to;

- Define mass wasting
- Describe the types of mass wasting
- Give the extent of the nature of the parent rock to wasting in East Africa.
- Evaluate the question and give other factors responsible for the occurrence of different types of mass wasting in East Africa.

Mass wasting is the movement of rock and other weathered material downslope under the influence of gravity.

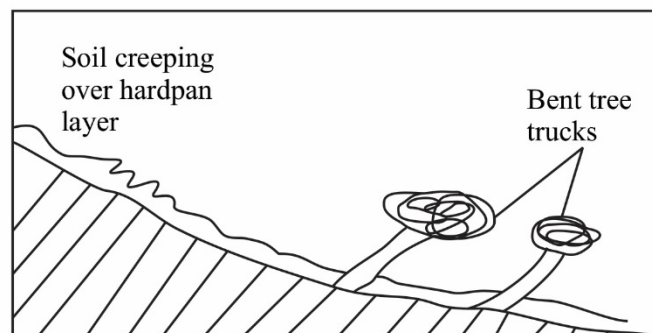
Or

It is the creeping, flowing, sliding and falling of rocks and other weathered materials downslope under the influence of gravity.

There are various types of mass wasting in East African these include;

Soil creep

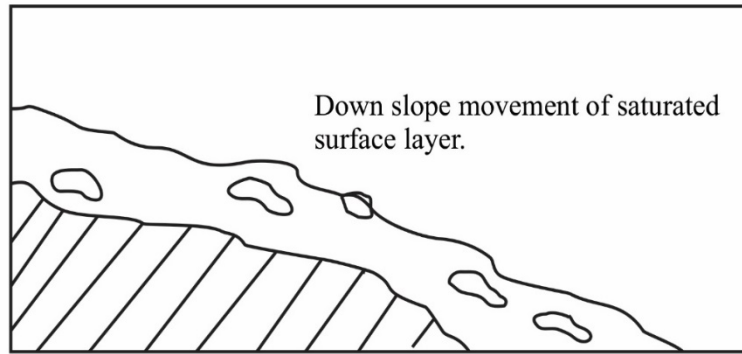
This is the slow movement of soil and fine materials on a gentle slope.



Solifluction

This is a slow movement of saturated gravel and weathered rocks on a moderate slope on glaciated areas.

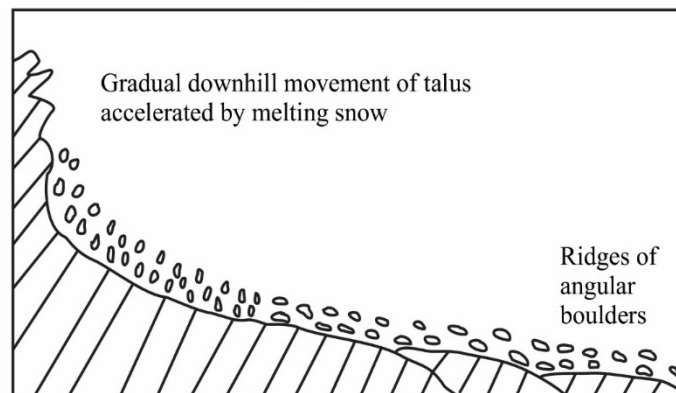
Solifluction



Talus creep

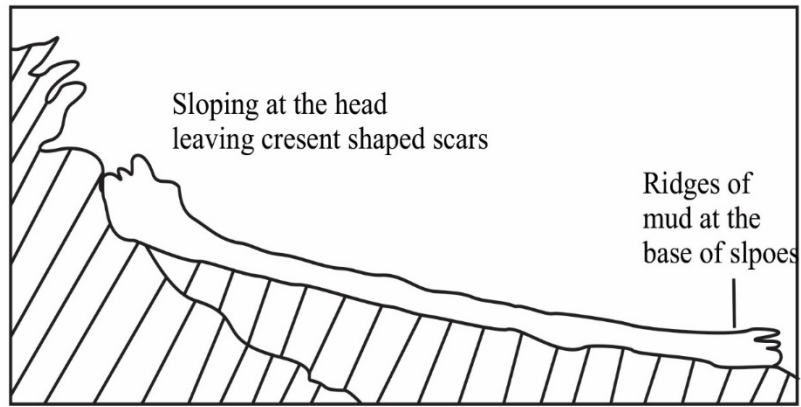
This is the movement of a moderate speed of angular rock particles of all sizes on a moderate to steep slope.

Taluscreep



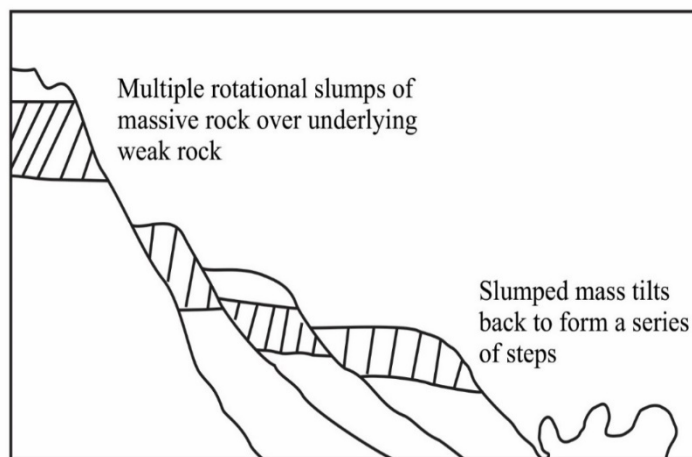
Mud flow / mud slide

This is the fast movement of semi- liquid mud with gravel and boulders on moderate to steep slope.



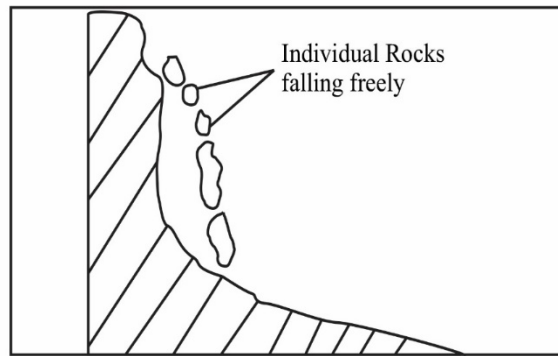
Rock slump

This is a fast movement of large masses of rock materials down slope on over steepened slopes/ cliffs/scarps and road cuttings.



Rock fall

This is very fast movement free fall of individual rocks or boulders on very steep/ vertical slopes.



Rock slide

This is fast movement of large mass of detached rock materials on over steepened slope.

Avalanches

This is a sudden down fall of glaciers ice with embedded rock and weathered materials down slope under the influence of gravity.

To a larger extent, the nature of apparent rock has contributed to the occurrence of different types of mass wasting in East African as explained below.

- Permeable rocks overlying impermeable rocks on steep slopes absorb water become heavy leading to rock slide, slump and rock fall in areas of Kigezi.
- Jointed rocks accelerate mass wasting since they allow water to percolate through the joints resulting into increased rock weight and lubrication of rock leading to talus creep rock slide, rock fall etc.
- Mineralogical composition of the rock where rocks that contain calcium e.g limestone rock are soft and easily absorb water making them saturated resulting into increased rock weight and lubrication leading to mud flow, rock slide etc.
- Soft rocks like limestone easily absorb water which increases their weight causing and mud flows and soil creeps.
- Hard rocks accelerate rock falls due to temperature changes and vibration of the crust.

Any 4 x 2 = 08 marks

However other factors are also responsible for the occurrence of mass wasting in East African as explained below;

Relief

- Gentle slopes encourage soil creep.
- Moderate to steep slopes encourage solifluction, talus creep and mud flow.

- Steep slopes encourage rock slumps and rock slides.
- Very steep / vertical slopes encourage rock fall where there is free fall of individual rocks/ boulders.

Climate:

- Heavy rainfall provides water that saturates the rock and weathered material which move down slope leading to mudflow.
- Rain water also acts as a lubricant and reduces cohesion of materials that move down slope as soil creep, mud flow etc.
- The pounding effect of rain drops destabilise the rocks and weathered material leading to mud flow, rock slump.
- Temperature fluctuations/ changes that is alternate freezing and thawing lead to solifluction, Talus creep and avalanches.
- Alternate wet and dry conditions in semi-arid areas lead to mudflow.

NATURE OF THE SOIL

- Clay soil when it absorbs rain water and get saturated becomes heavy there is lubrication by water leading to mudflow.
- Loose soils on gentle slope encourage soil creep.

Tectonic Activity

- Volcanic eruptions destabilize rocks and weathered materials leading to mudflow.
- Earth quakes and tremors shake the ground causing instability that lead to rock slide, rock fall etc.

Heavy moving Objects such as trains, lorries cause vibrations that destabilise rocks and weathered materials leading to rock slump, rock slide etc.

- Over loading of the slopes / accumulation of materials on hillsides lead to overburdening of the slopes leading to rock slump, rock slide etc.
- Over steepening of slopes due to river and wave erosion lead to rock slide.

Human Activities

- Mining and quarrying road and railway create over steepened and hollows over which rock slump and rock slides occur.
- Cultivation / digging down slope weakens/ loosens the rocks that finally set into motion leading to rock slides, rock slumping rock creep etc.

- Deforestation; cutting down of trees along steep slopes. Makes the rocks to become loose leading to mud flows, rock slides in areas of Bundibugyo.

Any 6 x 2 = 12 marks

N.B: Types of mass wasting should be attached to factors.

Impression marking 25 marks.

5. Examine the processes responsible for the formation of wave erosional features in East Africa.

Candidates are expected to;

- Identify and explain the processes through which a wave erodes.
- Explain the formation of wave erosional features.

Wave erosion takes place

Through difference ways or processes i.e;

- Mechanical action/ Abrasion/ corrosive action; this is where boulders, pebbles and sand are thrown with force by breaking waves against the coast causing under cutting and break down of rocks.
- Hydraulic action; water thrown against the cliff face by breaking waves causes air in the cracks to be compressed when the waves retreat air expands, the rocks shatter and cracks become enlarged and extended leading to rock break down and removal.
- Solution/ corrasion: this is a process which involve discharging soluble rock in to rocks like lime stone, salt.

Attrition;

This is a process where boulders, pebbles rub against each other and bigger particles reduction size hence removed.

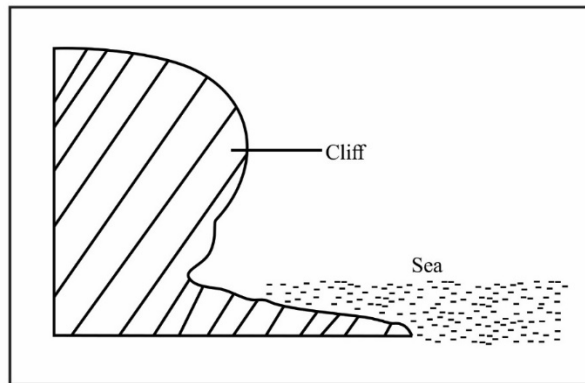
Wave erosion is responsible for the formation of various features in East Africa as explained below;

(04 marks)

Cliff

- This a steep rock face along the coast.
- It is formed due to continued under cutting by hydraulic and corrasion action of waves.

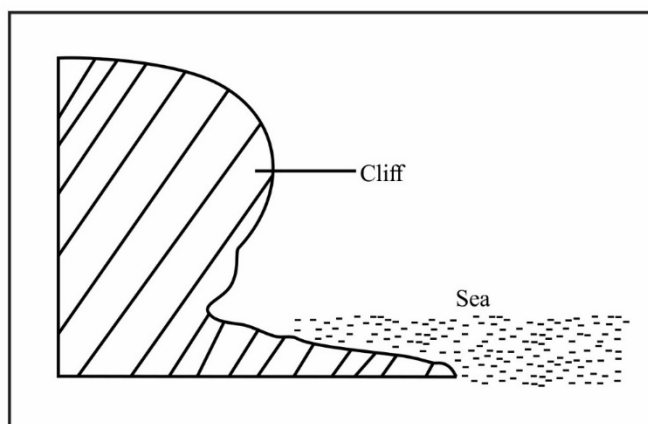
- Hydraulic action where the force of water compresses air in the cracks, causing the rock to weaken, forming a steep rock face called a cliff.
- Examples at Kasenyi along the shores of Lake Victoria, near Watamu beach along the Kenyan coast, Tanga in Tanzania.



WAVE CUT PLAT FORM

- This a wide gently sloping surface formed at the foot of a cliff.
- It is formed when a cliff retreats to form a bench like feature through corrosive action of materials swept to and from the coast by breaking waves.
- A wave cut plat form can be seen at low tide and covered by water at high tide.
- Example: South of Mombasa i.e Tiwi and Diani beaches, Ras Nungwi

Illustration.



Notch

- This is a small opening / depression found at the coast / shore
- It is formed when hydraulic and corrosive action of waves leading to under cutting of the coast and they remove loose wedge from the coast to form a depression.
- It is also formed due to presence of soluble rocks like lime stone rocks which are moved by solution creating a small opening / depression called a Notch.

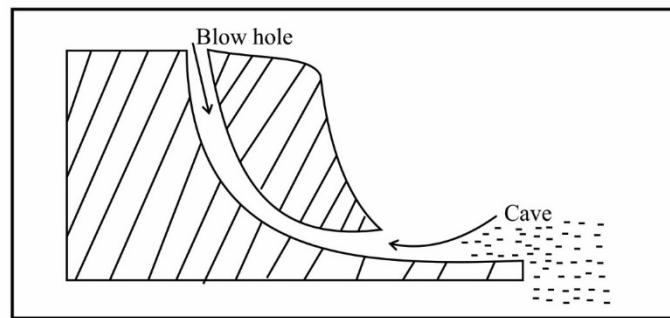
Illustration.**CAVE**

- This is horizontal cylindrical hole at the base of a cliff.
- It is formed by the hydraulic action of wave enlarging an initial crack/ joint in the rock.
- Hydraulic action exerts pressure in the rock joints making air in the cracks to be compressed and expands, loosens the rock and enlarge the cracks forming a cave.
- Example at Lutembe beach, Resort beach in Entebbe, at Mombasa in Kenya.

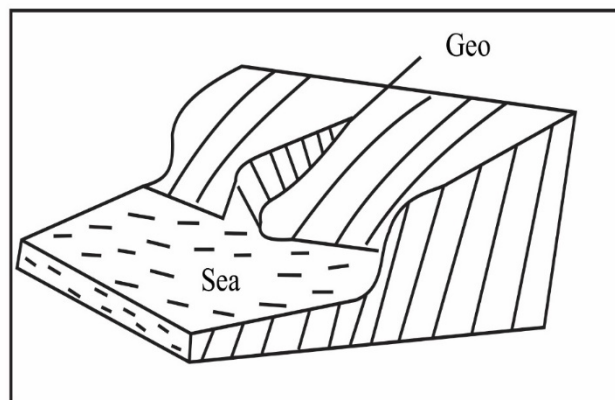
Illustration

Blow Hole:

- This is a vertical cylindrical hole which extends from the roof of a cave to the top of a cliff.
- It is formed when hydraulic force of waves spurt high into the air and weaken the joints in a roof cave creating a vertical tunnel connecting the Cave with the cliff top.
- Example; near Botanical gardens in Entebbe and Kasenyi fish landing site.

Blow hole**GEO**

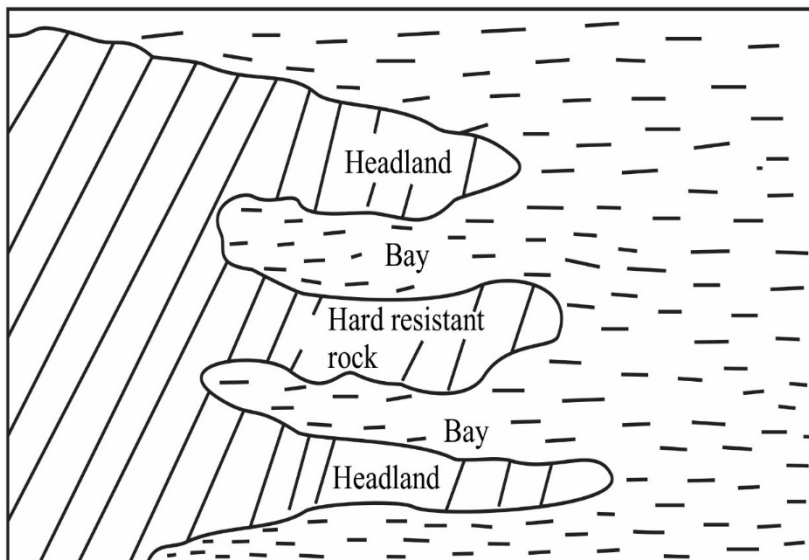
- This is along narrow sea in let along the coast.
- It is formed when there is further erosion by hydraulic and corrosive action of waves which forces the roof of the Cave of a roof to weaken and collapse hence forming a narrow inlet called a geo.
- Example at Kasenyi.



HEADLAND AND A BAY

- A head land is a projection of land in to the sea while a bay is a projection / extension of the sea into the coast line.
- Headlands and bays are formed due to alternating hard and weak rocks.
- The weak / soft rocks are worn and removed by hydraulic and corrosive action of waves to form bays while.
- The hard / resistant rocks stand up as head lands and reman projecting into the sea.
- Examples Entebbe peninsular region, Nakasunda headland in Kasenyi, Nansio peninsular in Masese fish landing site in Jinja..

Diagram Head land and bay



ARCH;

- This is a horizontal cylindrical tunnel or bridge like feature which develops in a headland.
- It is formed when two caves meet / develop back to back by hydraulic and corrosive action of waves on a head land.
- Example: Along the Southern Kenyan Coast near the Tanzanian border, Near Watamu beach in Kenya, Tanga in Tanzania.

STACK

- Is a piece of rocks standing in water / sea opposite a head land
- It is formed when hydraulic and corrosive action of waves erode the roof of an arch and it finally collapses separating it from the main head land.

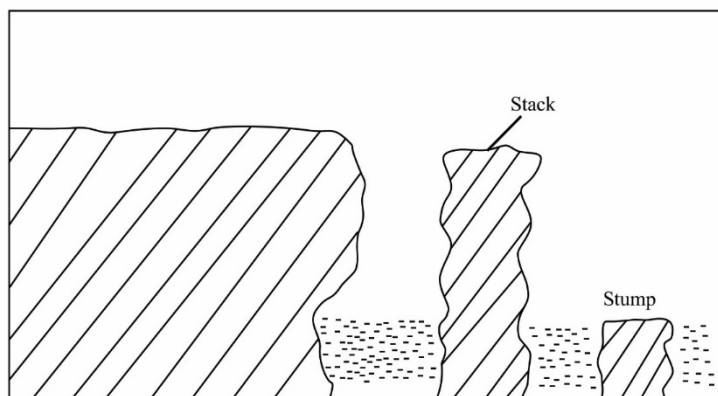
Example:

At Kasenyi fish landing site and Watamu in Kenya, Mombasa.

Stump;

- This is a worn down piece of rock standing into and under the water opposite a headland but can be seen during low tide.
- It is formed when a stack is worn down by hydraulic and abrasive action of waves.

Example at Kasenyi fish landing site, Mombasa, Tanga in Tanzania.



- **Identification and definition of feature**
- **Process of formation of feature**
- **Example**
- **Diagram**

Any 7 x 3 = 21 marks

SECTION C

6. To what extent are human activities responsible for the deterioration of various natural vegetation types in East Africa.

- Candidates are expected to identify, the different natural vegetation types, for each type identified, the candidate should.
- Locate / areas of existence
- Give characteristics
- Give the extent of the human activities towards deterioration of various natural vegetation types in East Africa.
- Evaluate the question and give the other factors (physical factors) that are responsible for deterioration of natural vegetation types.
- The question needs a stand point.
- Emphasis should be on the decline / destruction / degradation / negative transformation of the natural vegetation.
- Definition of natural vegetation. **(01 mark)**

The different natural vegetation types in East African include;

- Tropical rain forests/ equatorial forests growing in tropical land receiving heavy rainfall of 1500mm per annum.
- Areas in East Africa covered by tropical rain forests include Mabira, Bugoma, Maramagambo, Budongo, Kibaale etc in Uganda, Kakamega, Kisri, Bungoma forests in Kenya. They are also found on the foot hills of mountains in East Africa such as Elgon forest, Rwenzori forest.

The tropical rain forests are characterised by;

- Tall trees that grow up to height of 60m and above competing for sunlight.
- Hard wood tree species e.g Mvule, Musizi Mahogany, Rose wood, Iron wood due to enough water, nutrients and long gestation period.
- Ever green trees shedding off leaves at different intervals due to constant rain fall.
- Trees form dense canopies i.e 3 layers.
- They have little or no underground growth.
- They have broad leaves for evaporation and transpiration.
- They have numerous climbing plants.
- They grow in mixed stands
- They have long gestation period.

- Buttress roots that give support to the huge and tall trees.
- Savanna woodland vegetation: is a continuous cover of trees of moderate height of about 8 – 16m due to moderate rain fall: it is characterized by;
- Trees are of hard wood species e.g acacia, baobab, tinny leaves, umbrella shaped, deciduous (shed off leaves in the dry season), twisted trunks and some develop branches close to the ground.
 - It grows near fringes of forests, western and southern Tanzania, Northern Uganda, Eastern Kenya etc.
 - Savanna grass land is another type of natural vegetation located in northern Uganda, rift valley areas in Western Uganda, Eastern Uganda, Nyika plateau in Kenya, Northern Tanzania e.g Bukoba.
 - Tall grass such as elephant and spear grass of about 1 – 4 metres.
 - Trees are short with species such as acacia and baobab.
 - Trees form umbrella shaped canopies e.g acacia.
 - Trees are drought resistant i.e some have swollen trunks and long tap roots.
 - Bush and thickets found in Northern, North western (Turkana land) and North Eastern Kenya, central Tanzania, Karamoja region, Ankole – Masaka corridor and lake Albert flats.
 - Dry savanna is characterized by
 - Trees are thorny and bushy with shrubs.
 - Trees are drought resistant short grass
 - Trees are fire resistant.
 - Mangrove forests these are found along the East African coast particularly Mombasa, Dar-es-salaam, lower valleys of Rufiji and R. Ravuma
Mangrove forests are characterized by:-
 - ever green due to heavy rain fall,
 - Hard wood trees due to long gestation period.
 - Trees have broad leaves to get rid of excessive water.
 - There's a belt of various trees species that grow parallel to the shore.
 - Dense bushy stands of trees because of wet and hot conditions and adequate nutrients.
 - Trees are of medium height of 8 -16 metres due to ample sun light.

- Temperate forests:- grow an altitude of 2500 – 3000m above sea level on the slopes of mountains i.e Rwenzori, Elgon and Kenya etc.

They are characterized by;

- Tall trees with small straight trunks and small branches.
- Ever green i.e do not shed off their leaves due to cool temperatures.
- They are cone-shaped.
- They are of wood species like camphor, podo carp, pines etc.
- Trees grow in pure stands.
- Have a short gestation period.
- Trees have small and soft branches.
- Stamps appear yellowish or greenish in colour.
- Trees have prop roots.

- Vegetation found along rivers and lakes with water logged conditions e.g along river Katonga, Kafu and also in open valleys e.g Neigombwa, Lumbuye etc.

It is characterized by

- Ever green plants due to availability of abundant water supply.
- Small straight spongy like stems.
- Plants develop a uniform canopy.
- Thread like leaves on top
- Tiny fibrous roots which spread on top of water.

- Swampy grass vegetation: grows in low lying semi-arid areas e.g along river valleys.

- It grows in areas like Northern Uganda, North Eastern Uganda and Northern Kenya.
- It is characterized by;
 - Thin and long leaves with sharp blades.
 - Plants grow close to each other.
 - Green during rainy season and turns brown in dry season.
 - Shallow roots
 - Plants have flowers and grow in moderate height.

Any 4 x 2 = 08 marks

To a large extent human activities are responsible for the deterioration of natural vegetation types in East Africa in the following ways

- Increased demand for fuel wood i.e charcoal, fire wood leads to destruction of Luxuriant tropical rain forests changing them into wood lands and grass lands especially in Mabira, Budongo, Kibaale and Kakamega forest etc.
- Construction of transports routes like roads, railways etc has led to the clearing of the tropical rain forests turning the huge and luxuriant trees into woodlands and grass lands e.g many roads through Mabira, Budongo and Kibaale forests.
- Clearing for land crop cultivation hence deteriorating tropical rain forests to wood lands and grass lands e.g parts of Mabira forest and Kibaale.
- Un controlled bush burning by pastoralists to create fresh grass for animals turning grass lands into dry savanna and bare lands e.g North Eastern Uganda and Norther Kenya.
- Industrialization in East Africa has led to destruction of Savanna woodland for industrial land and fuel wood, changing wood land vegetation into grass land vegetation.
- Increased demand for more land for settlement due to increase in population dense destroying tropical rain forests like Mabira, Budongo turning them into wood lands and later grass lands.
- Bore hole drilling that lowers the water table has transformed huge and luxuriant Tropical rain forests into wood lands with fewer and shorted trees and grass lands e.g parts of Mabira forests, Kibaale and Mega forests.
- Mining / quarrying activities has led to destruction wood lands turning them into savanna grass lands especially in Busia, Mubende, gold mining in Kotido and Moroto.
- Over stocking which leads to over grazing hence changing grass lands vegetation to dry bush and thickets like in North-Easten Uganda in Kotido and Moroto districts of Karamoja.
- Cutting down trees for construction and building materials has destroyed tropical rain forests into woods lands to grass lands for example Gulu and Kitgum.

- Increased burning of forests to control pests and hunting practices e.g parts of Bwindi forest were cleared to create land for hunting and Bunya forests were destroyed due to tsetse flies in Mayuge district hence changing tropical rain forests into woodlands and grass lands.
- Clearing of forests for security reasons hence changing tropical rain forests into wood lands, grass lands and bare lands e.g Mt. Rwenzori forests were cleared to fight against the rebels in Kasese and Bandibugyo.

Any 11 x 1 = 11 marks

To a smaller extent, the physical factors are also responsible for the deterioration of natural vegetation types in East Africa;

- Prolonged drought leading to destruction / drying of luxuriant and huge trees; changing tropical rain forests/ equatorial/ forests into wood lands and to grass lands characterized by shorter trees and grasses e.g Budongo and Mabira forests.
- Increased land slides due to heavy rain fall in high land areas have led to increased destruction of tropical rain forests e.g Mt. Elgon forests in Kapchorwa and Bududa hence changing them into wood lands and grass lands.
- Influence of prevailing dry winds which intensify the drying effect has led to degeneration/ destruction of grass land changing them into bush and thickets e.g North- Eastern Uganda and North Eastern Kenya.
- Natural wild fires due to prolonged dry seasons destroy savannal grassland changing it into dry bush and thickets e.g in Northern Kenya and North Eastern Uganda.
- Pests and diseases like termites, caterpillars, harvester ants e.t.c have destroyed Savannah grassland vegetation changing it into dry bush and thickets e.g in Nakasongola, Katakwi, Pallisa and Moroto districts.

Any 5 x 1 = 05 marks

Total = 25 marks

N.B: The candidate show the deterioration / degeneration of natural vegetation i.e from one natural vegetation type to another type.

Impression marking out of 25 marks.

7. (a) Account for the occurrence of arid conditions in East Africa.

Candidates are expected to come up with the following aspects.

- Define arid conditions
- Identify areas experiencing aridity/ arid conditions in East Africa.
- Describe characteristics of arid conditions.
- Describe the factors responsible for the occurrence of arid conditions or describe the causes of arid conditions in East Africa.
- Arid conditions are characterized by low, seasonal, scarce and unreliable rain fall, low humidity, high / hot temperatures, large temperature range low/ no cloud cover and scorching sun.

- Arid conditions in East Africa are experienced in areas such as North Eastern Uganda in Kotido and Moroto, Ankole- Masaka corridor in Rakai, Kiruhura, Rift valley and Albert flats. The rain shadow areas of high lands in Uganda such as Kasese, Nakapiripirit, Northern Kenya, Masai corridor of Kenya and rain shadow areas high lands in Kenya, the Masai corridor of Tanzania.

The conditions/ factors / causes of arid conditions in East African are both physical and human as explained below;

Physical factors;

The influence of trade winds is as follow;

- The North East trade winds that originate from the Arabian desert bring hot conditions over the North Eastern Uganda, North Western Kenya. These pass over the horn of African and pick some little moisture from the red-sea which they deposit on the wind ward side of the Ethiopian highlands. The lee- ward side being North-Eastern Uganda and Northern Kenya, receives little or no rainfall with high temperatures hence arid conditions.
- The South East trade winds bring arid conditions in the North Western shores of L. Victoria when they are deflected to the right by the rotation of the earth as they cross the equator.
- The westerlies from the congo basin cause arid conditions of very hot temperatures and low rainfall over the lee- ward sides of mountain

Rwenzori Rift valley and Albert flats where they descend causing hot temperatures with no little rain fall.

- Absence of high mountain barriers in some areas of East Africa e.g in Turkana land, Karamoja region i.e Kotido and Moroto, Masai land to trap the little moisture. The winds blow over these regions with out rising and cooling to form rain fall hence arid conditions.
- Limited water bodies in some parts of East Africa that is North Eastern Uganda, Northern Kenya the dry winds blowing over these regions cross with out being recharged hence causing arid conditions like little or no rain fall through the year.
- Limited vegetation cover in areas of North-Eastern and North western Kenya, Ankole – Masaka corridor, North Eastern Uganda. This results into low evapo- transpiration rates hence low humidity and low rain fall which are characteristics of arid conditions.
- Rotation of the Earth/ carrolis force effect: according to Ferrell’s law, any wind blowing in the Northern hemisphere are deflected to the right immediately after crossing the equator. This is due to rotation of the earth therefore the South East trade winds are deflected to the right on crossing the equator leading to heavy rainfall on the northern shores of L. Victoria how ever leaving the Ankole- Masaka corridor dry with hot temperatures, little and un reliable rainfall.
- Configuration of the East African coast the North-East trade winds blow parallel to the coast with their moisture however the East African coast is aligned parallel to the direction of movement of these winds, leaving Northern and North Eastern Kenya with little or no rain fall at all and also creating hot temperatures which are arid conditions.
- Perturbation: This is where high temperatures create low pressure in the ocean waters. Therefore, warm moist air over the land is derived to the ocean leaving the land mass areas dry with little / no rainfall and hot temperatures hence arid conditions in the Eastern part of Kenya.

Any 6 x 1 = 06 marks

The human factors/ activities are also responsible for the occurrence of arid conditions in the following ways.

- Deforestation: this is the excessive cutting down of trees. This reduces evapo-transpiration rates hence reduced rain fall which is a characteristic of arid conditions.
- Swamp reclamation for land use types e.g settlement, crop growing etc causes lowering of the water table and therefore reduces evaporation leading to low rain fall hence arid conditions.
- Bore hole drilling / sinking also reduces the water table leading to low evaporation rates and therefore low rain fall.
- Over stocking: this is the rearing of bigger numbers of animals than what pasture land can accommodate. This leads to eating up of all the grasses leading to low evaporation rates and therefore low rain fall e.g in the Ankole-Masaka corridor and Nakasongola.
- Overgrazing is where animals are grazed on a specific pasture land/ area for along period of time without being given time to rest. This results into bare patches of land, low evapo-transpiration rates and low rainfall which is an arid condition.
- Uncontrolled bush burning by pastoralists leads to degeneration of vegetation, low evapo-transpiration rates and low rain fall hence arid conditions.
- Industrialization: the factories release un treated fumes into the atmosphere e.g carbon-monoxide which destroy the ozone-layer leading to increased infiltration of the sun's rays into the atmosphere hence increased temperatures.

Impression marking 17 marks

(b) Explain the influence of aridity on human activities in East Africa.

Candidates are expected to;

- Define aridity
- Identify areas which experience aridity in East Affrica
- Give characteristics of aridity
- Explain the influence of aridity on human activities.
- Aridity is a climatic condition characterized by low, seasonal, scare and un reliable rain fall, low humidity high temperatures, large range of temperature, clear skies and scorching sun.

- Aridity in East Africa is experienced in North Eastern Uganda i.e Kotido and Moroto, Ankole - Masaka dry corridor in Rakai, Kiruhura etc, Rift valley and Albert flats, Northern Kenya, Masai, corridor of Kenya and rain shadow areas of highlands in Kenya.

The influence of aridity on human activities is explained as follows

- Aridity has led to practicing of nomadic pastoralism especially due to the need to look for pasture and water for animals in Kotido and Moroto in north Eastern Uganda.
- Aridity leads to excessive soil erosion which reduces soil fertility hence discouraging crop growing.
- Leads to growing of mainly seasonal crops like millet, sorghum in areas such as Kotido and Moroto in north Eastern Uganda.
- Aridity leads to lowering of the water table, resulting into scarcity of surface water for domestic use hence discouraging settlement in Turkana land in Northern Kenya, Moroto and Kotido in North Eastern Uganda.
- Aridity leads to low soil water which limits the use of land for crop growing in Kotido and Moroto in North Eastern Uganda.
- Aridity leads to pollution/ dust storms which affect the health of people in areas such as Moroto- Kotido hence discouraging settlement.
- Limited industrial development i.e water intensive industries e.g food processing, textiles due to water shortages.
- Farmers rely on irrigation which is costly and limited by scarce water sources.
- Communities invest in bore hole drilling, dam construction which increases the cost of living.
- Arid areas with mineral wealth or scenic deserts attract mining and tourism activities e.g in Karamoja.
- Poor water supply and harsh climate limit the development of transport and communication networks hence discouraging trade.

Impression marking any 8 x 1 = 08 marks

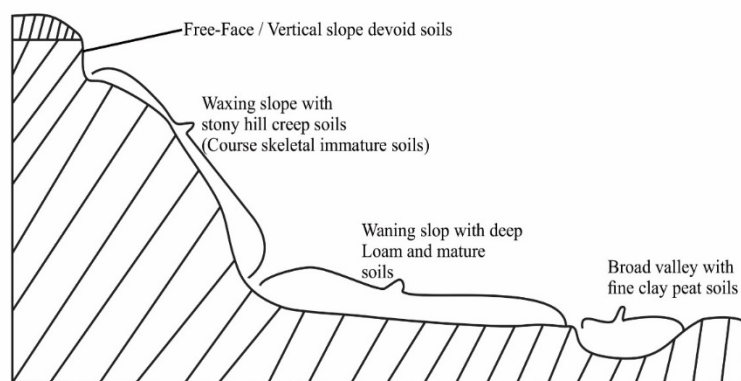
8. (a) Describe a well-developed soil catena

Candidate is expected to define soil catena, draw a well labelled diagram of a soil catena and fully describe the nature of soils on each slope.

- Soil catena is the horizontal sequence of the soil types along a slope derived from the same parent rock materials.

OR

- Soil catena is the horizontal arrangement of soil types down a slope due to soil water movement.
- A well developed soil catena usually has 4 -5 different types of soil with different characteristics.
- The soils along the slope differ in colour texture, depth water retention capacity etc.
- A well developed soil catena like on the Buganda landscape can be illustrated below



Candidates the describe the diagram/ illustration above bringing out characteristics of soils on each slope;

- On the hill top, there is a layer of lateritic capping due to leaching of soluble colloids like silica.
- Below the hills top is a free- face or vertical slope with devoid of sorts constant erosion hence thin, and loose soils.
- Below a free face there is a waxing slope or convex slope with thin skeletal stony hill creep soils because this slope is steep with high rate of erosion.
- Below the waxing slope there is waning slope which is concave in nature with deep and mature soils due to deposition of materials from the steep slopes of free face and waxing slopes.

- Below the waning slope, there is a valley with clay soils / grey soils/ peat soils due to stagnant water or water logging.

Impression marking 10 marks

N.B: Each description must have the

- Slope
- Type of soil
- Reason for the type of soil

- (b) With specific examples, examine the factors influencing the development of soil catena in East Africa.

Candidates are expected to; define soil catena and explain the factors influencing the development of soil catena in East Africa.

N.B: The factors should be linked to the slopes and nature of soils formed on such slopes.

The following factors influence the development of soil catena in East Africa.

1. Relief; influence soil catena development in the following ways;
 - The hill tops have lateritic capping due to leaching of soluble colloids like Silica and precipitation of Iron and aluminium which are insoluble on the surface e.g on the flat topped hills in Buganda region like in Buikwe, Mukono Kampala etc.
 - On the vertical slope / free-face there is no soil instead bare rock due to constant erosion like on hills in Buikwe Mukono etc.
 - On the waxing hill creep soils which are stony/ skeletal, course hill creep soils which are immature due to physical weathering that is dominant and breaks down rocks and also due to high rate of erosion.
 - On the waning slopes which are gentle, the soils are deep and mature due to to high rate of deposition of materials from the steeper upper slopes and also gentle slopes support chemical weathering since they can retain water a medium of chemical weathering.
 - In the valleys, there are grey soils/ clay/ peat soil due to partial decomposition of organic matter since such areas are poorly drained / water logged.
2. Drainage conditions influence soil.
 - Catena development in following ways.
 - Well drained waning slopes have deep mature soils because they encourage high rate of water percolation which promote high rates of chemical / weathering.

- The poorly drained valley with water logging have peat / clay/ boggy soils due to partial decomposition of organic matter e.g the valleys in Buganda region in Mukono, Wakiso
 - Thin stony/ coarse and immature soils are found on the waxing slopes which limit water percolation due to high rate of surface rain off.
3. Climate influences soil catena development in the following ways.
- Heavy rainfall in most parts of East Africa like around Lake Victoria such as Mukono, Wakiso and Buikwe encourage leaching of soluble colloids like silica and precipitation of insoluble iron and aluminium leading to lateritic soils on the hill tops.
 - Heavy rain fall encourages excessive erosion on the waxing slope hence forming the skeletal and thin hill creep soils on the waxing slope.
 - Heavy rain fall also encourage deposition of materials on the lower slopes like the waning slopes and valleys leading to formation of deep and mature soils.
 - The heavy rainfall also provides water that acts as a medium of chemical weathering leading to deep and mature soils on the waning slopes.
 - Heavy rainfall also causes water logging in to valleys resulting into clay soils/ peat soils due to water logged conditions.
4. Vegetation cover influences the development of soil catena in the following ways.
- Soil catena development is faster in areas with out vegetation cover or areas with limited vegetation cover because the rate of erosion in such areas is very fast leading to skeletal and thin soils on the waxing slopes and creation of deep and mature. Soils on the waning slopes due to high rates of deposition of soils eroded from upper slopes.
 - Thick forest grassland cover slows down the rate of erosion on the waxing slopes and therefore the rate of soil catena development is reduced in such areas therefore may not have a well developed soil catena.
5. Nature of the parent rock influences development of a soil catena in the following ways;
- Rocks with iron and aluminium compounds on the hill tops encourage leaching of soluble colloids like silica leading to precipitation of Iron and aluminium compounds on the surface hence forming lateritic capping on the hill tops like on the flat topped hills in Buganda region in Buikwe, Wakiso, Mukono and Kampala.

- Hard rocks like granites remain resistant to weathering and erosion leading to formation free-face/ vertical slopes devoid of soils.
 - Soft rocks like lime stone are easily weathered to form deep and mature soils on the waning slopes like in the Buganda region in Buikwe, Mukono and Wakiso.
6. Influence of man's activities: like deforestation settlement, mining and cultivation result into the removal of surface vegetation which encourage high rates of erosion on the upper slopes and deposition on the lower slopes leading to thin coarse immature soils on the waxing slopes and deep mature soils on the waning slopes.

However human activities like quarrying lead to removal of surface soils from the catena hence exposing the bare rocks especially on the free-face / vertical slope with very thin soils.

7. Time factor were by soil catena is well developed only over along period of time for example the lateritic capping on the hill tops develop after a long period of time that allows leaching of soluble colloids to occur and precipitation of insoluble iron and aluminium to take place.
- Also the deep loam and mature soils on the waning slopes develop after along period of time that allows deposition and accumulation of the materials. Therefore, if the time short, then soil catena will not be well-developed.

Impression mark 15 marks

Any 5 x 3 = 15 marks

N.B: Each factor must explain the different soils and slopes from the hill top to the valley bottom.

E N D

P250/2
GEOGRAPHY
2025

1.

a) CUMMULATIVE TABLE

COUNTRY	HEP (000)KW	% OF HEP USED		
		HEAVY	LIGHT	DOMESTIC
FINLAND	175	45	80	100
SWEDEN	360	50	78	100
NORWAY	781	28	88	100
GERMANY	1203	22	59	100

(02 marks)

Converting into % percentages

$$\frac{175}{1203} \times 100 = 14.5\%$$

$$\frac{185}{1203} \times 100 = 15.3\%$$

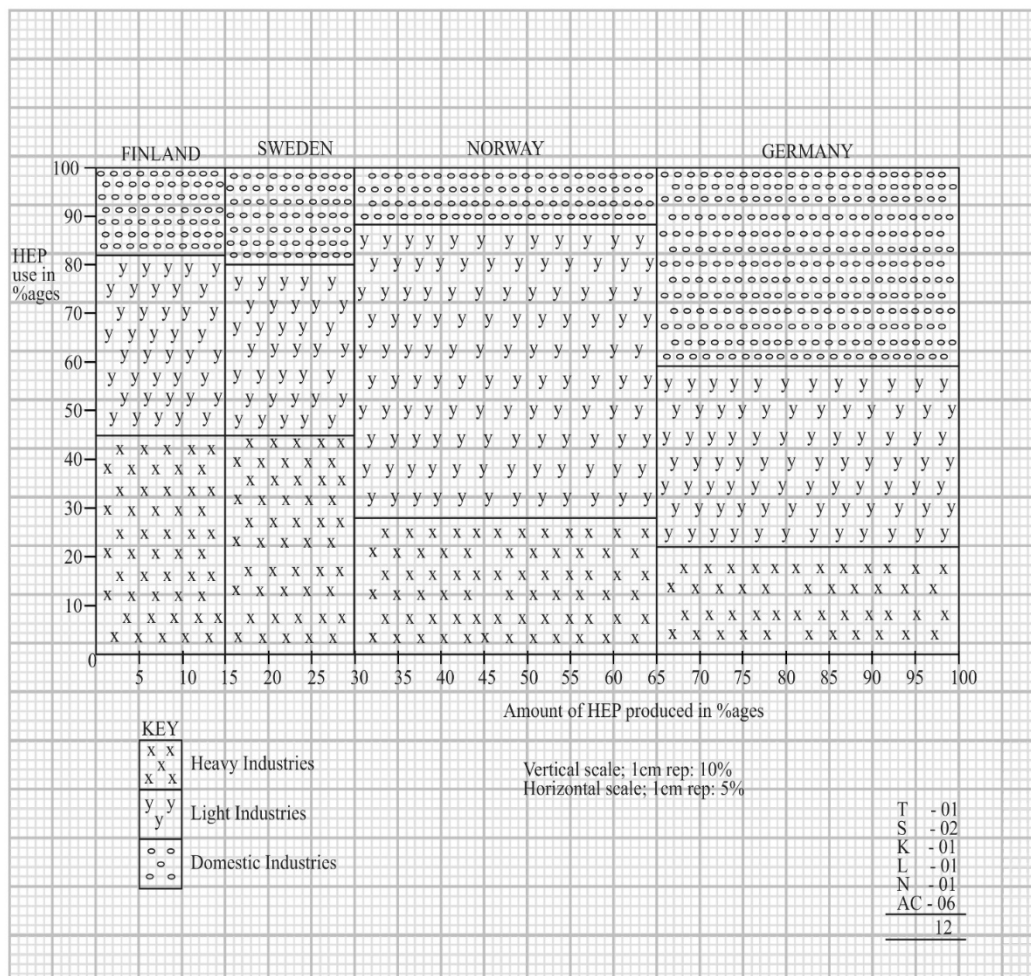
$$\frac{421}{1203} \times 100 = 34.9\%$$

$$\frac{422}{1203} \times 100 = 35$$

NB; A student can convert into %ges or not.

Both graphs are ok (fine) when plotted in %ges or not.

**A COMPOUND DIVIDED RECTANGLE SHOWING THE AMOUNT OF HEP USED IN
SELECTED COUNTRIES IN 210.**



b)

- Involves calculations hence tiresome.
- Drawing takes time
- Consumes a high space

(03mks)

c)

- Germany
- Finland

(01 mark)

(01 mark)

ii.

- Germany

- Advanced technology
- Intensive research
- Adequate capital
- Skilled labor
- Supportive government policy
- Political stability
- Large market
- Large volume of water

Any 8 x1 = (08 marks)

SECTION B

2. Agricultural modernization involves transforming agricultural practices from subsistence to commercial oriented farming.

It involves better crop husbandry like crop rotation, mulching, grafting use of fertilizer herbicides pesticides, growing improved crop varieties, carrying out artificial insemination, cross breeding ranching use of improved animal breeds e.g. Friesians jersey Boer goats.

Tropical African countries are between the tropic of cancer and Tropic of Capricorn e.g. Uganda, Kenya, Tanzania, Congo, DRC, Cameroon etc.

(04 marks)

Factor Limiting

- Pests and diseases affecting crops and animals
- Occurrences of natural hazards like floods
- Infertile sandy soils
- Inadequate nutritious pastures
- Thick forest vegetation limits accessibility
- Rugged relief, hills with steep slopes
- Harsh climate conditions like drought
- Poor land tenure system
- Poor crop varieties
- Poor animal breed

Human factors

- Competition with other sector like industry tourism.
- Government neglect of some areas.
- Political instability
- Limited research
- Low levels of technology
- Remoteness and poor transport network
- Shortage of labour

- Limited capital
- Shortage of power
- Unsupportive government policy
- Poor storage facilities
- Limited market.
- Poor land tenure system.
- Conservativeness of some people.

Any 11x 1 = (11marks)

3. Define irrigation farming, where its done crops factors.

Irrigation is the provision of water to growing crops.

Irrigation is the artificial supply of water from rivers, swamps, lakes and underground sources to growing crops.

Irrigation in Sudan is done at Gezira scheme. Senna dam

In Sudan the scheme is found between the Blue and White Nile, North of Senna dam and south of khartoun, water for irrigation is obtained from the Blue Nile and Senna dam major crops are cotton, ground nuts, Sorgum, Millet Lubia.

Irrigation in California/ USA major

Irrigation projects may include

- The central valley water transfer in California
- The Imperial Valley.
- The Coachella valley. However, major fawns are found in the central valley. Irrigation water is got from rivers Sacramento , san jouquin Colorado major crops include fruits such as lemons, grapes, apples, oranges, plums vegetables onions cabbage, cereals millet, wheat basley, rice orits. Water is supplied to fawns by canals like Delta Mendota, Friant-Kernal, All American inlio

(05 marks)

Factors

- Presence of permanent rivers for constant water supply
- Hard basement rock to support dam construction
- Vast land
- Gentle land scape
- Low incidence of pests and disease.
- Dry climate calling for irrigation
- Fertile soil
- Adequate capital for investment
- Skilled labour
- Political stability

- Intensive research
- Advanced technology
- Ready market for products.
- Ready water for products
- Supportive government policy
- Efficient transport and communication
- Large supply of power

Impression marking

4. Deforestation is the massive or destructive felling of trees/ forested land.

Mention tree species, x-tics export countries for either Amazon or Congo, forested

Causes are;

- Increased demand for wood, charcoal and fire wood
- Increasing population creates the need for settlement land
- Mining and quarrying companies destroy forest cover
- Increased demand for agricultural land
- Ignorance of masses about environmental conservation
- Poor farming methods for example shifting cultivation
- Creation and extension of urban Centres
- Construction of transport routes e.g. Trans- African high way, railway.
- Pest and diseases destroying vegetation
- Constant fire outbreak.
- Destruction tendencies by wild animals.
- Poor government policies.
- Natural hazards e.g. landslides.
- Uncontrolled lumbering.
- Advanced technology.

Effects of Deforestation

- Loss of valuable tree species.
- Pollution due to loss of absorbers/ reduction in purification
- Saltation of rivers and lakes
- Flooding of river destroying property.
- Energy crisis
- Displacement of animals.
- Decline in revenue.
- Loss of employment to people e.g. game rangers.
- Encourages leaching.
- Destruction of natural habitats of animals and birds.

- Aridity/ desert extensions.
- Absence of wind breaks hence properly destruction by strong winds.

Impression marking

5. Define mining Give mining, Centres, types of minerals, methods of mining, explain the challenges.

Mining is the extraction of valuable minerals from the crust of the earth.

In Zambia, the Zambian copper belt is the major mining area, minerals include lead, zinc, copper mine centres Ndurcosi, kile in Germany it's the Rhoe lead mining centers, Essen, wupperted, Doleburg, Solleger. Dusalde

Challenges

- Low grade ores in some mining centres.
- Minerals existing in small quantity.
- Harsh climatic conditions.
- Competition for market.
- Depletion of minerals
- Competition for labor
- Profit repatriation
- Occasional accidents
- Pollution of air
- Occasional labor strikes.

The following apply to Zambia only;

- Political instability.
- Poor transport.
- Low levels of research.
- Unsupportive government policy.
- Limited power supply.
- Limited capital.
- Low levels of technology.

Impression marking

6. Define conurbation as the merging of two or more nearby towns into one urban complex, mention some x-tics of conurbations.

Give merits and demerits, mention the x-tics that make a conurbation.

- Consists of towns living together.
- Presence of large population
- Varied economic activities

- Planned settlements
- High energy consumption
- Different races of people

(06 marks)

Merits of conurbation.

- Provision of social service like school
- Urban tourism
- Offer better security
- More employment
- Cultural integration
- Wide market.
- Encourages innovation and competition
- Stimulates industrial development
- More government revenue

(10x1 marks)

Demerits

- Pollution of different forms, air, sand, light, hand.
- Inadequate land for expansion
- High unemployment rate
- High crime rate.
- Strain on social facilities
- Increased government expenditure.
- Racial discrimination.
- Easy spread of diseases.
- Traffic congestion.
- Slum development.
- Regional imbalance.
- Increased insecurity.
- Increased cultural erosion.

Any 9 marks

Impression marking

7. The candidate is expected to select one country and explain the causes and effects of desertification in tropical Africa.

Desertification is a process whereby desert conditions e.g. very dry / very hot conditions are extended to the marginal lands.

(04 marks)

Causes

- Persistent drought conditions.
- The absence of water bodies.
- The influence of the rain shadow / leeward effect.
- The effect of ocean currents leading to dry conditions on shore.
- The influence of distance from the sea / continentally.
- The presence of poor / unproductive soil.
- The decrease of vegetation cover/ scanty vegetation.
- The influence of pests and diseases that eat up the vegetation cover.
- The poor farming methods, over grazing, overstocking, monoculture, bush burning.
- The destruction of the vegetation cover by man, swamp reclamation leads to depletion of water resources.
- The sinking of boreholes and construction of valley dams.
- Pollution especially through industrial emissions mining and quarrying.
- Population pressure causing vegetation destruction.

Effects.

- Destruction of trees has caused crisis.
- Persistent famine.
- Loss of biodiversity.
- Refugee problem.
- Poverty due to limited economic activities.
- Generation of conflicts over resources.
- Soil infertility.
- Low government revenue.

8. Define tourism attraction major attractions, mention resort towns.

Tourism is the movement of people from one country to another or from one place to another for research, pleasure, curiosity, relation, site seeing, study purposes and pay for the service.

Switzerland attraction may include climate glaciated scenery, the Alps glacial, lakes. Major towns Zurich, Bern, Davos, St. Moritz, Geneva St. Crutten, Lugano, Lausanne.

Kenya attraction includes lakes climate National parks and game reserves major towns Nairobi, Kisumu, Nakuru, Eldoret, Malindi, Mombasa etc.

Positives.

- Conservation of tourist sites.
- Acquisition of skills.
- Makes use of idle land.
- Provision of social services.

- Attraction of foreign investments.
- Promotion of international relationship.
- Employment opportunities.
- Urban development.
- Development of craft industry
- Development of hotel industry.
- Source of government revenue.
- Diversification of the economy.
- Forex earning.
- Transport and communication.
- Conservation of culture.
- International relationships.

Demerits

- Cultural erosion.
- Profit repatriation.
- Increase insecurity as some tourist come in as spies.
- Increased crime rate in towns.
- Increased cost of living in tourist centres.
- Increased pressure on social services and other resources.
- Seasonal unemployment.
- Poaching and smuggling of wild game.
- Spread of communicable diseases.
- Urban development and associated problems.

E N D

P250/3

GEOGRAPHY

(Uganda & Fieldwork)

Paper 3

2025

GUIDE LINES

- Candidates should exhibit ability to raise points, explain and illustrate them.
- Mere outline of points should not get more than half of the marks allocated.
- Marking is by impression unless stated otherwise.

AWARDS

- 21-25 Excellent answer
- 18-20 Very good answer
- 15-17 Good answer
- 10- 14 Average answer.
- 07 – 09 “O” level answer
- 01 – 06 Fail answer.
- 00 - Irrelevant answer.

1. (i)

- Candidates are expected to bring out the topic of study showing what was studied and where the study took place. The name of the plantation farm should be brought out.
- The topic should bear a geographical relationship
- N.B - mere mentioning of a name of plantation farm with no name. (01 mark)
- No geographical relationship but with a name of a plantation farm. (01mark)
- No idea of a plantation farm studied. (00 mark)

(ii) Candidates are expected to identify the objectives of the study which should be;

- Related to topic
- Specific and measurable.

- Achievable and time bound.

Accept phrases like;

- To find out -----
- To identify-----
- To establish-----

Do not accept phrases like;

- To know-----
- To see-----
- To understand-----
- To appreciate-----

Any 5x1 = 05 marks

- (b) Candidates are expected to describe how they used the following methods.
- Observation – is the use of naked eyes and other senses to see geographical information from the area of study.
 - Interviewing is the interaction between the researcher and respondent where the researcher ask oral questions and the respondent gives oral answer in the area of study.
 - Documentation – involves the use of tools like pen pencils and note book to write down the geographical information obtained from the area of study.
 - Measurement is the use calibrated tools like meter rulers, tape measures e.tc and non-calibrated tools like sticks, ropes, strides e.tc to establish length, distance, size, weight, area etc. of specific geographic aspects in the area of study.
- Candidates are expected to choose any 3 methods of their choice.
 - Identification and definition - 01
 - Description /explanation - 01
 - Information obtained/ illustration - 01

03

3 methods x 3 = 09 marks.

N.B. Consider the first three methods chosen by the candidate and ignore the fourth.

- (c) Candidates are expected to bring out merits of each of the following methods chosen in (b) above.

- One merit per method = $3 \times 1 = 03\text{mks.}$

N.B.

- Merits should be attached to the methods chosen in (b) above.
- Should state a merit and show how it was a merit.
- Without showing how it was a merit – No mark.
- Merits must be stated in past tense.
- Accept merit which cut a cross.
- A merit to a method not identified in (b) above should not be marked.

- (d) Candidates are expected to bring out the post field work activities carried out;

- We organized? Arranged the data.
 - We presented and discussed the data
 - We analyzed and interpreted data
 - We made comparison of data collected.
 - We edited the data collected.
 - We polished and redrew sketches.
 - We made meaningful conclusions.
 - We made recommendations.
 - We wrote the final report of our field work study.
- Any $6 \times 1 = 06$ marks.

Note:

- The post field work activities should be presented in past tense.
- Evidence of every activity must be illustrated.
- Without evidence no mark.

Total = 25 marks.

2. (a)

- (i) Candidates are expected to state the topic of study clearly showing what was studied and where the study took place. The topic should bring out a geographical relationship.

(02 marks)

- (ii) Candidates are expected to outline the objectives of the study which should be;

- Specific
- Measurable
- Achievable
- Time bound
- And related to the topic of study.

Do not accept phrases like;

- To know
- To learn
- To understand.
- To appreciate.
- To see. Etc.

(03 marks)

- (b) Candidates are expected to come up with a land scape sketch / panaromic view which should show.

- (i) Physical features such as hill, valleys, slopes, flat lands, wetlands, swamps, streams, rivers, forest, lakes, etc.
- (ii) Land use types such as roads railways, ports, trading centers, markets, farms, settlements, etc.

The land scape sketch / pan aroma should have;

- A complete tittle with a view point.	1mk
- Features appearing in a picture form.	1mk
- 2 varied physical features.	2mk
- 2 varied land- use types.	2mk
- Triangular frame.	1mk
- Key/labeling.	<u>1mk</u>

Total 08 marks

N.B: Features must have local names.

- (c) Candidates are expected to come up with Pre-parations made before going out to the field for data collection.

They should include;

- Pilot study.
- Formulation of the topic of study.
- Formulation of objectives of the study.
- Selection of methods.
- Selection of tools.
- Seeking for permission.
- Literature review.
- Formation of groups.
- Briefing.
- Departure.

NB.

- The first four activities must be in that order.
- The activities must be explained and not mere out lines.
- The activities must be stated in past tense.
- Candidates who start with identification of the area of study should merge it with the pilot study.
- Candidates who identify the area of study without pilot study for the first four activities

Scores (00 marks)

- First four activities 04mks
- 2 other activities 02mks

Total (06mks)

(d) Candidates are expected to explain the relationship between relief and the land-use types in the area studied.

- Relief feature include;
- Hill tops
- Gentle slopes.
- Step slopes.
- Flat land / low lands
- Valleys.

Land use types include;

- Roads.

- Railways.
- Ports
- Farms.
- Quarries.
- Villages.
- Fawns.
- Planted forests.
- Shops.
- Markets. Etc.

NB.

- The relief features should be varied.
- No accountability the candidate scores. (1mark)
- No place name or direction the candidate scores (00mks)
- No clear connecting words no mark at all.
- Accept negative relationships.

Any 3x2 = 06 marks

Total (25mks)

SECTION B

3. Account for the deterioration of natural vegetation in Uganda.

- A candidate is expected to bring out the definition of natural vegetation and different vegetation types.

Natural vegetation, type of vegetation that grows due to natural factors with limited man's influence.

(2 marks)

Types of natural vegetation.

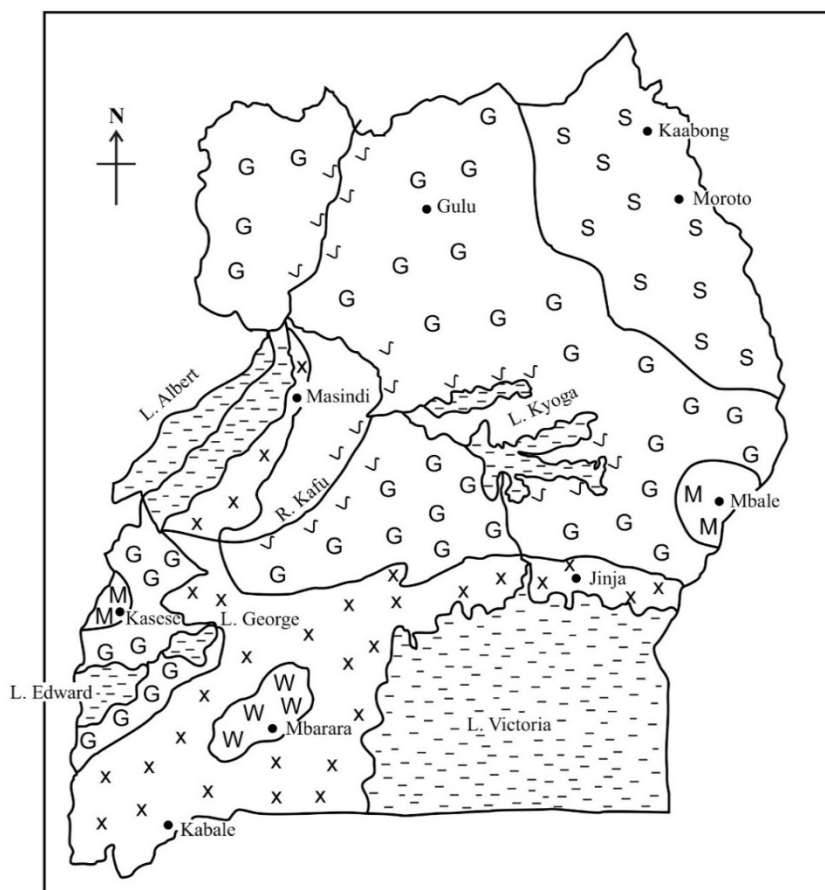
- Equatorial/ tropical rain forest in Buikwe, Masindi, Hoima etc.
- Savana vegetation.
 - Savanna woodland like Morongole in Kaabong, kei in Koboko, Timu in Kotido.
 - Savanna grass land like in Soroti, Kumi, Gulu, Iira.
 - Dry savanna vegetation in Moroto, Napak, Kotido etc.

- Montane vegetation like slopes of mt. Elgon in Mbale, slopes of mt. Rwenzori in Kasese etc.
- Swamp vegetation e.g. papyrus around River Kafu in Masindi, river Nile in Jinja, shores of Lake Victoria in Mukono, shores of lake Kyoga in Lwampanga.

Any three vegetation types with examples (03 marks)

Any three vegetation types with examples on a map. (05marks)

A SKETCH MAP OF UGANDA SHOWING THE DISTRIBUTION OF NATURAL VEGETATION.



KEY

XXX	Equatorial Vegetation
W WW	Woodland
VV V	Swamp Vegetation
MM	Montane Vegetation
SS	Semi arid Vegetation
GG	Grassland Vegetation

Causes of the deterioration of natural vegetation in Uganda.

Physical factors

- Prolonged drought.
- Wild animals.
- Wild fire.
- Land slide.
- Pests and diseases.

Human factors.

- Settlement
- Mining
- Lumbering activities.
- Road construction.
- Crop growing.
- Unfavorable government policies of degazeting forest and swamps.
- Poor farming methods like over grazing and over stocking.
- Industrialization.
- Corruption.
- Urbanization.
- Increased demand for fire wood and charcoal.

Any 9 x2 = 18 marks.

Note;

- A candidate should identify the type of vegetation and area.
- Without the type of vegetation only 1mk.

4. To what extent has poor farming methods contributed to environmental degradation in Uganda?

- A candidate is expected to bring out the definition of environment degradation.
- Environmental degradation refers to the decline in productive value of the available renewable and nonrenewable resources in man's surrounding.

(2mks)

Forms of environmental degradation.

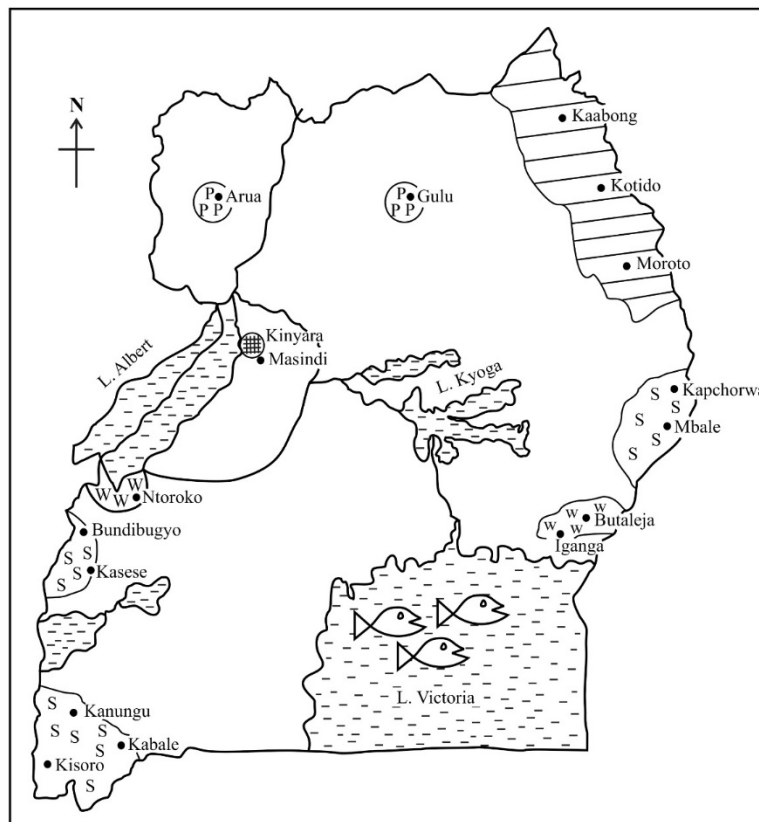
- Pollution of air, water and land in urban areas like Jinja, Mbarara etc.

- Deforestation in areas like Buikwe, Masindi, Kibaale etc.
- Over fishing around Lake Victoria and Lake Edward.
- Soil erosion & landslides in highland areas of Kasese, Kanungu, Kisoro, Kibaale.
- Over grazing and overstocking in kaabong, Nakasongola, Napark.
- Soil exhaustion in plantations like Kakira sugar plantation in Jinja.

**Any three forms of environmental degradation with area,
3 marks.**

Any three forms of environmental degradation with area with a map, 05mks.

A SKETCH MAP OF UGANDA SHOWING AREAS EXPERIENCING ENVIRONMENTAL DEGRADATION



KEY	
	Over stocking and over grazing
	Soil exhaustion
	Soil erosion and Land slides
	Over fishing
	Flooded areas
	Pollution

A candidate is expected to bring out how poor farming methods have led to environmental degradation then transitional statement & other factors.

How poor farming methods have contributed to environmental degradation.

- Over grazing and over stocking
- Monoculture
- Use of agro-chemicals e.g artificial fertilizers and pesticides.
- Up and down cultivation of steep slopes
- Bush burning by pastoralists

Any 3 x 2 = 06 marks

Other factors

- Industrial activities
- Mining activities
- Over fishing
- Lumbering
- Road construction
- Unfavourable government policies of degazetting of forests and swamps
- Urbanization
- Increased demand for fire wood and charcoal
- Steep slopes
- Sand soils
- Influence of climate e.g strong winds, heavy rainfall.
- Natural occurrences like volcanic eruptions, land slides, floods etc.
- Pests and diseases.
- Corruption
- Drilling of boreholes reduces and lowers the water table

Any 12 x 1 = 12 marks

Note

- Each point should have a form of environmental degradation and area.

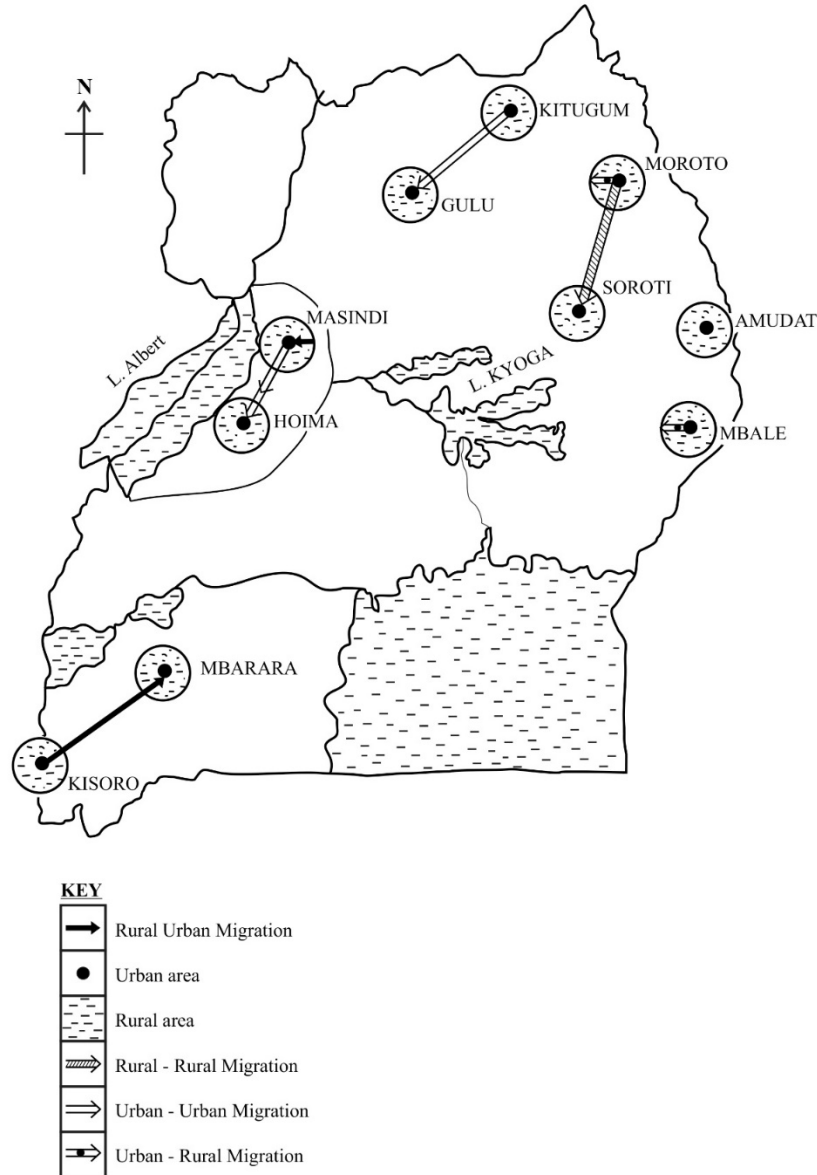
5. Examine the causes and effects of migration in Uganda.

- A candidate is expected to bring out the definition of migration and the four major forms of migration.

- Migration refers to the movement of people from one place to another involving change of residence.

(02marks)

A SKETCH MAP OF UGANDA SHOWING FORMS OF MIGRATION



Forms of migration.

- Rural urban migration, it involves the movement of people from villages to towns e.g. people move from rural areas of Kiboga to Wakiso town.

- Urban rural migration this involves the movement of people from towns to rural areas e.g. people migrating from Kampala city to rural areas of Masaka.
- Rural- rural migration this involves the movement of people from one village to another village for example people migrating from rural areas of Kibaale to rural areas of Hoima.
- Urban- urban – This involves the movement of people from one town to another e.g. people migrating from Mukono town to Wakiso town.

Any three forms of migration with examples (03 marks)

**Any three forms of migration with examples / areas on a map
(05marks)**

Candidates are expected to bring out the causes and effects of migration. (both positive and negative effects).

Causes of migration.

- Shortage of land.
- Persistent food shortage.
- Limited social services.
- High level of poverty.
- Occurrence of natural hazards.
- Political instability.
- Bad cultural practices.
- Social misfits.
- Availability of economic activities such as trade, employment.
- Availability of better social amenities like schools, hospitals, clean water supply etc.
- The desire to maintain family ties with family members.

Any 6x1 = 06 marks.

Effects of migration.

Positive effects;

- Reduction in population pressure on land.
- Encourages effective utilization of resources in urban areas.
- Provision of cheap labor force in urban areas such as Kampala city.
- Widens the market size for commodities in urban areas of Arua Gulu.

- Encourages creativity and innovation in urban areas of Jinja, Mbale.
- Encourages development of social infrastructures like schools, hospitals.

Any 5 x1 = 05 marks.

Negative effects.

- Overcrowding and congestion in urban areas of Wakiso, Mukono.
- Increase in unemployment in urban areas like Kampala city.
- Shortage of food in urban areas like Soroti, Pallisa.
- Increase in crime rates like theft, robbery.
- Easy spread of diseases in urban areas like Kampala city, Masaka.
- Increase in pollution of land, water and air in urban areas of Mukono, Buikwe.
- Increase in the cost of living in urban areas like Wakiso, Mukono.
- Growth of slums/ shortage of accommodation / poor housing.
- It has led to a decline in market size for goods and service in rural areas of Gulu, Pakwach.
- Reduction in labour supply in rural areas of Adjumani, Madi.
- Reduction in tax revenue collected in rural areas of Bugweri, Ibanda, etc.

Any 7 x1 = 07 marks.

6. (a) Describe the challenges facing mining sector in Uganda.
- (b) Outline the steps being taken to improve on the mining sector in Uganda.

Candidates are expected to identify mining centers in Uganda together with minerals mined there.

- Gold in Kotido, Moroto, Bushenyi, Busia.
- Oil in Bulisa, Hoima.
- Clay and sand in Mukono, Wakiso, Mpigi, Masaka etc.
- Copper & cobalt in Kasese.
- Limestone in Kasese & Tororo.
- Vermiculite in Manafwa.
- Phosphates in Tororo.
- Tin in Kisoro and Kanungu.
- Gypsum in Bundibugyo, Wakiso.
- Marble in Moroto.
- Wolfram in Kabale & Kisololo.

- Any 3 centers with varying minerals on a map 05 marks.**

- Oil mining in l. Albert flats is in advanced stages.
- Mineral exploration and prospecting is still on going.
- A gold refinery has been established in Entebbe.
- Mining contributes 2.3% to GDP.
- Most of large scale mining is done by foreign investors.
- Most minerals are exported in raw form.
- Low levels of technology are being used in most of the minerals extraction.
- Some minerals are exhausted like wolfram in parts of Kisoro.
- New minerals have been discovered like Uranium in Buyende, Kaliro, Nakasongola, Luwero etc.
- Kabalega air port is almost complete to facilitate oil mining in Hoima.
- Construction of the oil pipeline is on going from Hoima to Tanga in Tanzania.
- Plans are underway for construction of an oil refinery in Hoima e.c.t

Any 2 x = 02 marks

Candidates are expected to bring out the challenges facing the mining sector in Uganda.

- Some minerals occur in small quantities e.g gold in Moroto, Busia.
- Some minerals are of a low grade e.g copper from Kasese.
- Some minerals occur in hard basement rock e.g copper in Kilembe.
- Most minerals are inaccessible/ remote areas e.g gold in Moroto, gypsum in Bundibugyo.
- Climatic changes e.g salt at Lake Katwe.
- Exhaustion of minerals e.g tin in Ntungamo wolfram in Kabale.
- Inadequate capital e.g oil in Hoima
- Outdated / inappropriate technology e.g salt mining at lake Katwe in Kasese.
- Shortage of skilled labour e.g vermiculite mining in Mbale.
- Price fluctuation e.g copper mining in Kasese.
- Unreliable power supply e.g wolfram in Kabale, oil in Hoima.

- Political insecurity e.g gold in Kotido.
- Stiff competition e.g limestone mining in Kasese.
- Corruption e.g oil in Hoima.
- Limited processing industries e.g Lake Katwe salt processing planed in Kasese.
- Profit repatriation e.g phosphate in Tororo.
- Smuggling of minerals e.g gold Busia.
- Occurrence of accidents e.g copper mining in Kasese.
- Restrictions by environmentalists such as Nema e.g oil in Hoima

Any 10 x 1 = 10 marks.

(b) Candidates are expected to bring out the steps being taken to improve on the mining sector in Uganda.

- Extending power to mining areas e.g Cobalt in Kasese.
- Giving tax holiday to foreign investors e.g Vermiculite mining in Mbale.
- Training of labour force in form of surveyors, engineers, e.g oil in Hoima
- Sensitizing the people e.g gold in Kotido.
- Importing modern technology such as derricks for oil / mining in Hoima.
- Rehabilitating transport routes e.g Sironko Kapchorwa road to collect limestone from Kapchorwa.
- Rehabilitating mining plants e.g Tororo lime stone plant.
- Recycling of minerals bi-products cobalt in Kasese.
- Carrying out market research e.g gold mining Busia.
- Improving on security e.g gold mining in Busia.
- Privatizing the mining sector e.g oil mining in the Hoima
- Constructing processing industries e.g gold processing plant at Entebbe.
- Arresting the corrupt officers e.g oil exploration in Hoima

Any 8 x 1 = 08 marks.

Total 25 marks

7. (a) Explain the factors favouring the growth of Kampala capital city.

Candidates are expected to bring out the current status of Kampala capital city.

- It is Uganda's capital city.

- It is managed by Kampala capital city authority.
- It has a high population density.
- It contains mashrooming slums like Kamokya, Kalerwe etc.
- It contains well developed infrastructures like Mapeera house, charm towers crested towers etc.

(Any 2 x 1 = 02 marks)

Kampala is divided into 5 major divisions and they include.

- Kawempe division with urban areas like Bwaise, Kazo, Makerere, Kawempe, Kanyanya, Mpererwe, Kyebando, Mulago, Wandegeya.
- Nakawa division with urban areas like Naguru, Bukoto, Nakawa, Bugolobi, Luzira, Butabika, Mutungo, Mbuya, Kyambogo, Kiwatule, Ntinda.
- Central division with urban areas like Kisenyi, Mengo, Nakasero, Old Kampala, Nakivubo, Bukasa, Kagugube, Kololo Kamokya, industrial area e.t.c
- Makindye division with urban areas like Salama, Buziga, Ggaba, Luwafu, Makindye, Nsambya, Kisugu, Kibuli, Katwe, Kabalagala, Kansanga, Lukuli.
- Rubaga division with urban areas like Mutundwe , Kabowa, Najjanankumbi, Ndeeba, Rubaga, Nateete, Busega, Lungujja, Namirembe, Nakulabye, Luby, Kasubi.

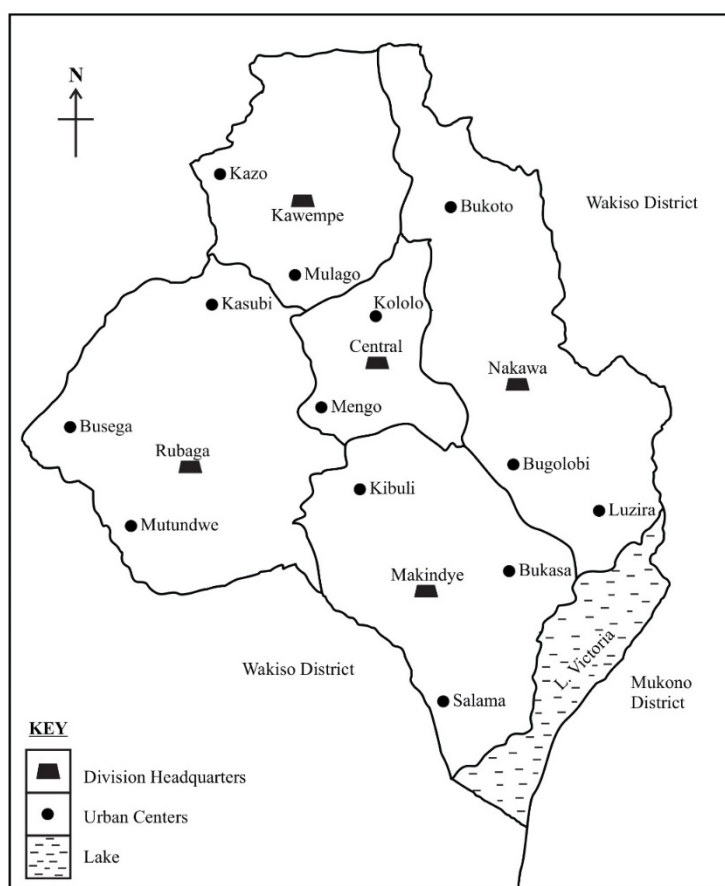
Note

Any 3 divisions with varying urbans areas (03 marks)

Any 3 divisions with varying urban areas on a map (05 maps)

A SKETCH MAP SHOWING URBAN AREAS IN KAMPALA CAPITAL

CITY



Factors for the growth of Kampala city include;

- Rurals urban migration for examples in Makindye division, Bwaise, in Kawempe division.
- Political stability e.g in
- Constant water supply from Lake Victoria e.g Luzira in Nakawa division.
- Many social services like health, education e.g in Old Kampala in Kampala central division.
- Focal point for most transport routes e.g Nakasero in Kampala and central division.
- Abundant land e.g Kyebando in Kawempe division.
- Rich hinter land e.g Mutundwe, Kabowa in Rubaga division.

- Favourable climate for settlement e.g Makindye and Nsambya in Makindye division.
- Gently sloping favoured construction of infrastructures e.g Kanyanya in Kawempe division.
- Modern transport routes e.g Naguru and Bukoto in Nakawa division.
- Many industries e.g in Kazo, Mpererwe in Kawempe division.
- Mining of sand around Buziga, Ggaba in Makindye division.
- Limited incidence of pests and diseases in areas of Nakasereko, old Kampala in central division.
- Natural increase e.g Ndeeba Rubaga division.
- Favourable government policies e.g Kololo, Mengo in central division.

Any 10 x 1 = 10 marks

(b) Candidates are expected to bring out the problems facing Kampala capital city.

- Increased unemployment e.g in Makerere Kikoni Kawempe division.
- High crime rates such as theft, murder e.g Ggaba, Salaama in Makindye division.
- Growth of slums e.g Kamukya in Kampala central division.
- Shortage of land for expansion e.g Nakasero in Kampala central division.
- Seasonal flooding during rainy season e.g Bwaise & Kyebando in Kawempe division.
- Easy spread of disease e.g in Kisenyi and Mengo in Kampala central division.
- Increased pollution of water and land e.g industrial area and Nakasero in Kampala central division.
- Traffic congestion in Nakulabye, Namirembe in Rubaga division.
- Increased government expenditure e.g Kololo in Kampala central division.

- Street children e.g Mulago in Kampala central division.
- Break down of infrastructure which leads to loss of lives e.g Ndeeba in Rubaga.

Any 8 x 1 = 08 marks

Total 25 marks

8 (a) Divergencies

$$\frac{844+807+946+1151+1197+1206}{6}$$

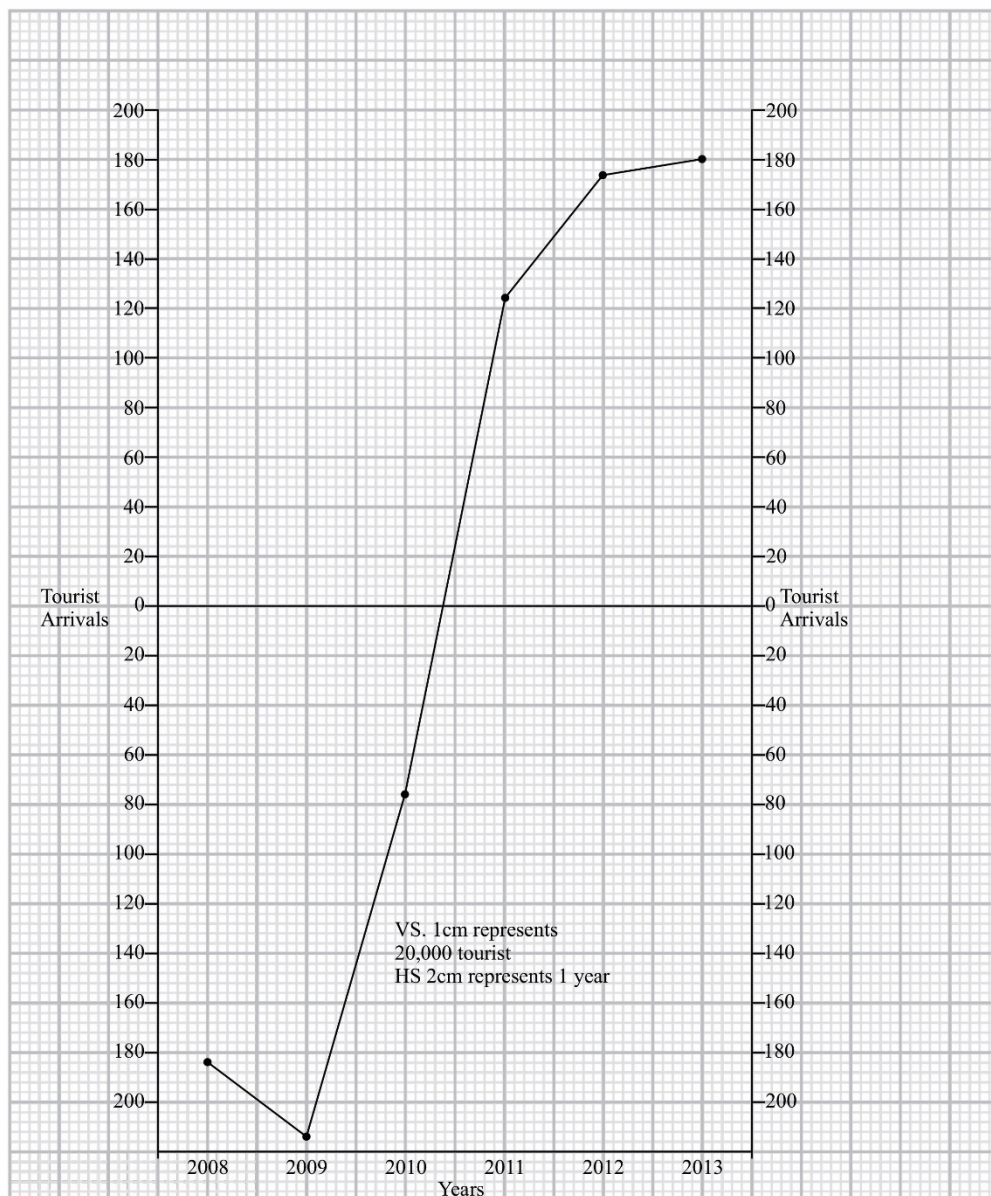
$$\frac{6151}{6}$$

$$= 1025.2$$

Table of divergencies

Year	Total tourists	Divergencies
2008	844- 1025.2	-181.2
2009	807 – 1025.2	- 218.2
2010	946 – 1025.2	- 79.2
2011	1151 – 1025.2	125.8
2012	1197 – 1025.2	171.8
2013	1206 – 1025.2	180.8

A DIVERGENCE LINE GRAPH SHOWING TOURIST ARRIVALS IN UGANDA (2008 – 2013)



(b) Merits

- It is easy to draw
- It gives goods visual impression if well drawn
- It does not involve a lot of calculations.
- It is easy to interpret.
- It is good for comparison.

Any 3 x 1 = 03 marks

- (c) A candidate is expected to bring out both position and negative roles of tourism sector to the development of Uganda.

Positive roles

- Provides employment opportunities like tour guides at pain-upe wild life reserves in Moroto.
- Source of revenue e.g Queen Elizabeth National Park in Kasese.
- Source of Foreign exchange e.g Murchison fall National Park.
- Promotion of international cooperation e.g Bwindi impenetrable National Park in Kanungi
- Encourage development of infrastructure e.g Amabere ganjiramwiru caves in Kabarole.
- Provides large market for other section e.g source of the Nile in Jinja.
- Encouraged preservation of traditional cultures e.g circumcision rituals among Bagisu in Mbale.
- Encourages conservation of wild life e.g Queen Elizabeth National park in Kasese.
- Development of urban centres e.g Mt Rwenzori National park in Kasese.
- Promoted economic diversification e.g Tororo rock in Tororo.
- Acquisition of skills e.g queen Elizabeth National Park in Kasese.

Negative

- Displacement of people e.g L. Mbuho National Park.
- Over grazing by the large number of wild animals e.g elephants at Kidepo valley in National park in Kabongo
- Profit repatriation e.g Murchison falls N.P in Masindi.
- Increase in the cost of living e.g Bwindi impenetrable national park in Kanungu.
- Growth of urban centres with their associated problems like congestion on e.g Mt. Rwenzori N.P in Kasese.
- Smuggling of some rare animal species e.g Chimpanzees and parrots and Bwindi impenetrable N.P in Kanungi.
- Pollution

- Accidents
- Any 12 x 1 = 12 marks**
- Negative = 06
- Positive = 06

Note:

Points should be explained and illustrated using a tourist attraction and where.

Total 25 marks

E N D

SECTION A

1. (a) (i) Risk assessment is the process of determining potential success arising out of a risk not happening and potential failure arising out of a risk happening.

- (ii) Steps involved in risk assessment

- Assessing or analyzing the risk
- Determining goals and objectives
- Clarifying alternatives
- Gathering information and weighing alternatives
- Minimizing risks
- Planning and implementing the best alternative

- (b) Perspectives of analyzing a business idea

- Company
- Competitors
- Collaborators
- Consumers

- (c) (i) Gender partnership is a situation of men and women having a harmonious working relationship as joint partners in business.

While/ Whereas/ Yet,

Empowerment is a process by which people take control and action in order to overcome obstacles.

- (ii) Objectives for promoting gender partnership in business.

- To overcome cases of exploitation and victimization according to gender
- To ensure that all employees are rewarded justly for their services.
- To enable each member feel satisfied by participating in activities of the business

- To ensure that the development of each member is promoted or enhanced
- To promote effective communication among men and women.

Any 2 x 1 = 02 marks

(d) (i) Gross profit ratio $\frac{\text{Gross profit}}{\text{Net sales}} \times 100$

Net sales

$$\frac{27,930,000}{42,000,000} \times 100$$

66.5%

(ii) Stock turnover period in weeks = $\frac{\text{Average stock}}{\text{Cost of sales}} \times \text{No of weeks in a year}$

But average stock $\frac{\text{Opening stock} + \text{Closing stock}}{2}$

$$\frac{3,400,000 + 2,800,000}{2}$$

$$\frac{6,200,000}{2}$$

Shs 3,100,000

$$\frac{3,100,000}{14,070,000} \times 52$$

11.5 weeks

(02 marks)

(e) (i) Equity financing is a method of raising long-term funds/ capital/ finances for a quoted company involving selling shares to the public.

(01 mark)

(ii) Demerits of equity financing

- External supervision by Capital markets authority
- Company ownership is given to many people
- Business secrets are disclosed to the public by publishing books of accounts
- It takes a long period of time to raise enough capital
- High degree of ignorance of the public about investment in shares
- Fluctuation in share prices on the open market
- Company profits are distributed amongst many shareholders

SECTION B

2. (a) Characteristics of creative people

- They are independent thinkers
- Originality in nature
- They are flexible/Adaptable
- They are sensitive
- They are innovative
- They ask relevant questions
- They believe in growth and change
- They search for better ways of performing tasks
- They are divergent thinkers
- They are intelligent or bright
- They are risk takers/Tolerate with ambiguity.
- They have a compelling vision.
- They are inquisitive

6 x 1 = 06 marks

(b) Factors that influence the level of creativity among entrepreneurs

- Degree of negativity
- Level of fear of failure
- Nature of goals and objectives set
- Availability of funds
- Degree of self confidence
- Degree of application of logic
- Nature of assumptions made
- Degree of acceptance of the set rules and regulations
- Nature of working conditions
- Level of quality of the decisions made
- Level of research making
- Availability of the thinking time
- Nature of time given to the mass media

- Level of education

Any 7 x 2 = 14 marks

3. (a) Demographic factors that influence entrepreneurial intentions and Attitudes.

- Population size and growth rate
- Gender differences
- Level of education
- Level of incomes
- Family/ family background/ changing roles of the family/ inheritance size of the family.
- Age structure
- The changing age structure

Any 5 x 2 = 10 marks

(b) Ways of improving entrepreneurial environment

- Ensuring economic stability/ price stability/ controlling infective/ exchange rates.
- Ensuring political stability/security
- Improving infrastructures
- Extending economic incentives to entrepreneurs
- Extending financial assistance to entrepreneurs/ soft loan/ grants/ donation.
- Enacting strong laws to protect entrepreneurs.
- Rewarding successful entrepreneurs to motivate other people
- Organizing workshops and seminars to promote entrepreneurship
- Vocationalising the education system
- Changing the land tenure system to increase access to land
- Discouraging negative cultural and religious beliefs and activities
- Fighting corruption and bribery among government officials
- Increasing access to raw materials and other factor inputs
- Encouraging technological transfer and development
- Embracing economic unions and being active members

- Promoting activities of business associations to develop entrepreneurship
- Searching for virgin markets in foreign countries
- Promoting research and development in entrepreneurship
- Ensuring business training and workshops.
- Ensuring favourable government policies.

4. (a) Process of preparing a business plan

- Deciding/ selecting on the business opportunity to undertake
- Carrying out market research about the business opportunity selected
- Collecting relevant data about the business opportunity
- Preparing a draft business plan
- Discussing the draft business plan about the business
- Finalizing the process of preparing the business plan
- Preparing an action plan for implementation
- Commencing business using the business plan prepared

Any 6 x 1 = 06 marks

(b) Conditions that fail the implementation of a business plan.

When /If/Incise.....

Inadequate capital

- Limited market for the proposed business products
- Limited research done by the entrepreneur
- Limited entrepreneurial skills
- Political interferences
- Negative public will
- Poor infrastructures
- Natural disasters
- Limited access to raw materials and other factor inputs
- Limited access to good technology
- Economic instabilities
- Political instability
- Failure to involve stakeholders

- Personal weaknesses of the entrepreneur
- Un clear goals and objectives set by the entrepreneur
- Stiff competition in the industry
- Un supportive cultural and religious beliefs

Any 7 points x 2 = 14 marks

5. (a) Factors that influence choice of a business site

- Personal interest
- Availability land for expansion
- Nature of public will
- Level of stability of the area
- Degree of accessibility to the market
- Family influence
- Government policy regarding business location
- Degree of accessibility to raw materials
- Level of competition
- Level accessibility to the required Labour force
- Availability of business support services eg banking
- Level of development of infrastructures
- Environmental considerations

Any 5 points x 2 = 10 marks

(b) Causes of variations in sales made by entrepreneurs

Differences/ Variations in.....

- Size of the businesses
- Size of stock maintained
- Terms and conditions of sale
- Size of the market served
- Level of sales promotion and advertising
- Reputation of businesses
- Quality of products offered

- Prices charged
- Suitability of business location
- Customer care services offered
- Objectives of the business/ entrepreneurs
- Level of competition in the business area
- Nature of customers served by the businesses.

Any 5 points x 2 = 10 marks

6. (a) Ways of retaining good employees besides timely remuneration,

- Providing job security
- Giving employees fair wages
- Involving employees in decision making
- Promoting team working spirit
- Promoting effective communication
- Organizing get together parties for employees
- Ensuring objective promotion of employees/ merit
- Respecting employees regardless of their status
- Supporting employees in times of need
- Appreciating outstanding employees in a special way
- Giving supportive tools to employees
- Training employees to improve their level of efficiency
- Giving fringe benefits to employees/ Allowances/ added advantages
- conducting performance appraisals.

Any 10 points x 1 = 10 marks

(b) Factors considered when determining remunerations of employees

- Nature of work done
- Number of hours worked
- Level of education and training
- Cost of living
- Level of demand of the employees
- Working experience

- Degree of supply of Labour in the Labour market
- Company policy on wages
- Discrimination the Labour market
- Government policy on wages
- Nature of wages paid by other businesses
- Level of profitability of the business

7. (a) Implications of competition in business management

Positive

- Production of high quality products
- Promotes research and development
- Production of a variety of goods
- Customers enjoy free services
- Good customer care given to employees
- Reduced prices of goods and services
- Effective utilization of resource
- Better payments to employees
- Promotes creativity and innovations

Negative

- Misallocation of resources
- Collapse of weak firms
- Wastage of resources
- Misunderstandings among entrepreneurs
- High Labour turnover
- Duplication of resources
- Emergence of monopoly firms
- Over exploitation of resources
- Increases the cost of production
- Geographical relocation of business
- Loss of entrepreneurial spirit and courage to work hard

(b) Factors considered when evaluating competition

- Number of competitors
- Quality of goods sold
- Price level for goods and services
- Level of demand or market size
- Business location
- Volume of sales
- Level of substitution of business products
- Level of sales promotion and advertising
- Degree of the profitability of the business

E N D

1. a). Guidelines for developing an effective marketing strategy for the business.

- Title; business name and address with the statement, guidelines for developing an effective marketing strategy for the business.
- Workers/ entrepreneur shall network with customer.
- Workers shall enjoy referrals from old customers.
- Workers shall give free information to the interested prospects.
- Employees shall give/ offer guarantee/ warrantee to customers about the rate of the product.
- Employees shall avail customers with new information about the business through writings.
- Employees shall involve customer to reach at the right decision.
- Employees shall negotiate/ bargain with customers to reach an agreement.
- Employees shall display products in an attractive way.
- Employees shall carryout cold calling to create a conversation about the product.

(Any 7 points x 1 = 07 marks)

b). A management plan for the business include;

- Business name and address
- Document name i.e. Management plan.
- People to work in the business
- Responsibilities of the workers and their supervisors.
- The skills and qualifications of the workers/ Education levels /experience.
- Expected fringe benefits to be given to employees/ allowances/ added advantages.
- Number of workers.
- Position of workers.
- Remuneration of workers/ payments to workers/ salaries.
- Administrative expenses
- Organizational structure.

Any 7 items x 1 including the title = 07 marks.

c). A newspaper advert for promoting the business product.

- Name and address of the business
- Background of the business
- Location

- Business logo
- Distance of the location from the nearest key place.
- Business contract; website, e-mail, telephone.
- Types of products.
- Uniqueness of the juice
- Health benefits.
- Price for the products.
- Experience in the business.
- Legal status i.e. licensed, registered.
- Working days and hours.
- Illustrations
- Persuasive /attractive statements/ appealing phrase.
- Promotion purposes of the business.
- Frame.

(Any 6 items x 1= 06 marks)

d). Letter of appreciation to the employee of the year brings out;

- Name and address of the business.
- Date.
- Inside address
- Salutation.
- Reference/ our reference
- Subject line/ Reason
- Body.
 - Statement of appreciation.
 - Benefit/reward granted to employee.
 - Word of encouragement to the employee.
- Complementary clause.
- Carbon copy
- Enclosure.

Body = 02 marks.

Any other 6 items x 1/2 = 03 marks.

2. (a) Management tasks for the family members of the business;

- Planning for all business activities.
- Coordinating all business activities.
- Monitoring and supervising activities.
- Staffing /recruiting staff.
- Leading other departmental members i.e. delegation, decision making, directing.
- Communication.

- Budgeting.
- Organizing different factors of production.
- Evaluating performance standards.
- Controlling discipline, attendance, production.
- Control, one management, stock control.

(Any 5 items x 1 _____ 05 marks).

b) Program for promoting the business products brings out;

- Title; Business name and address with the document name i.e. promotional program
- Date/ period/days.
- Activities.
 - Identify the target audience/ market.
 - Determining the communication objective
 - Designing the message.
 - Choosing the media.
 - Selecting the message source.
 - Collecting feedback.
- Persons responsible.
- Remarks.
- Drawn by, signature, name & title.
- Approved by, signature, name & title.

Title = 01 mark

Any 3 activities x 1 = 03 marks.

Any other 4 ticks x 1½ = 02 marks.

06 marks.

c) Guidelines to revive the family business from the challenge.

- Title; business name and address with the statement, guidelines to revive the family business from the challenge.
- Employee's role and duties shall be clearly spelt out in terms of authority.
- Family business shall be registered to have a separate legal entity in order to spell out authority and succession.
- Family members who violate set procedure shall be guided.
- Family member shall invite expatriates to give technical advice on controversial issues.
- There shall be clear instructions/policy in hiring external professionals.
- Workers' remuneration shall reflect/ be based on work done and also in line with other enterprises.
- Family members shall keep the business contacts at a higher level.

(Any 7 points x1 = 07 marks)

d) Presentation to educate the family members about the need for hired management in business.

- Title; name, address and presentation to address about need for hired management in family business.
- Introduction; Greeting, self-introduction.
- Body that brings out need for hired management in family business.
 - To promote professionalism and objectivity.
 - To encourage specialized expertise.
 - To improve governance and succession planning.
 - To mitigate conflicts.
 - To encourage/ promote merit- based culture.
- Conclusion.
- Details of the authors; signature, name & title.

(Any 7 points x1 = 07 marks)

3 (a)

i. Turnover = sales – returns in wards.
= 9,000,000,000 – 100,000,000
= shs.8, 900,000,000.

ii. Cost of sales = opening stock + Net purchases – closing stock
But Net purchase = Total purchases – returns out wards
= purchase + carriage in wads – return out wards
= 6,000,000,000 + 50,000,000 – 500,000,000
Net purchases = shs.5, 550,000,000

Cost of sales = 5, 00,000,000 + 5,550,000,000 – 380,000,000
= shs. 5,670,000,000.

b) i) Rate of turnover = $\frac{\text{Cost of sales}}{\text{Average stock}}$

But Average stock = $\frac{\text{Opening stock} + \text{Closing stock}}{2}$
= $\frac{500,000,000 + 380,000,000}{2}$
= Shs. 440,000,000

Therefore Rate of turnover = $\frac{5,670,000,000}{440,000,000}$
= 12.886 times/turns

= 13 times/turns.

Interpretation: it took the business approximately 13 times to sell and replace its average stock during the financial year 2016.

$$\text{ii) Gross profit ratio} = \frac{\text{Gross profit}}{\text{Net sales}} \times 100$$

But Gross profit = Net sales – cost of sales.

$$= 8,900,000,000 - 5,670,000,000$$

$$= \text{shs. } 3,230,000,000$$

$$\text{Therefore gross profit ratio} = \frac{3,230,000,000}{8,900,000,000} \times 100$$

$$= 36.29\%$$

$$= 36\%$$

Interpretation; for every shs.100 of net sales the business generated shs.36 of gross profit during the financial years 2016.

$$\text{ii) Working capital ratio} = \frac{\text{current Assets}}{\text{current liabilities}}$$

But current Assets = stock + cash at hand + cash at bank + Accounts receivables.

$$= 380,000,000 + 1,200,000,000 + 4,800,000,000 + 460,000,000$$

$$= \text{shs. } 6,840,000,000$$

Current liabilities = short term loan + Accounts payable

$$= 600,000,000 + 250,000,000$$

$$= \text{Shs. } 850,000,000$$

$$\text{Therefore working Capital ratio} = \frac{6,840,000,000}{850,000,000}$$

$$= 8.047:1$$

$$\cong 8:1$$

Interpretation: The business was able to clear/ pay/ finance its immediate debts (current liabilities) 8 times using its current assets during the financial year 2016.

$$\text{iv) Cash ratio} = \frac{\text{absolute liquid Assets}}{\text{current liabilities}}$$

$$\begin{aligned}
&= \frac{\text{cash at bank} + \text{cash at hand}}{\text{current liabilities}} \\
&= \frac{4,800,000,000 + 1,200,000,000}{850,000,000} \\
&= 7.0588:1 \\
&\cong 7:1
\end{aligned}$$

Interpretation: The business was able to clear/ pay/ finance its immediate debts (current liabilities) approximately 7 times using its absolute liquid assets during the finance year 2016.

$$\text{v) Rate of returns on capital employed} = \frac{\text{Net profit}}{\text{capital employed}} \times 100$$

But net profit = Gross incomes – Expenses

But gross incomes = gross profit+ bad debts recovered +commission received

$$\begin{aligned}
&= 3,230,000,000 + 150,000,000 + 600,000,000 \\
&= \text{Shs. } 3,980,000,000
\end{aligned}$$

Expenses = Electricity + salaries+ Bad debts + carriage out wards

$$\begin{aligned}
&= 100,000,000 + 800,000,000 + 60,000,000 + 70,000,000 \\
&= \text{Shs. } 1,030,000,000
\end{aligned}$$

Net profit = 3980,000,000 – 1,030,000,000

$$= \text{shs. } 2,950,000,000$$

Capital employed = fixed Assets+ working capital.

Fixed Assets = premises +equipment + furniture + motor vehicles

$$\begin{aligned}
&= 9,220,000,000 + 3,220,000,000 + 4,400,000,000 + 10,000,000,000 \\
&= \text{shs. } 26,840,000,000
\end{aligned}$$

Working capital = current Assets- current liabilities

$$\begin{aligned}
&= 6840,000,000 - 850,000,000 \\
&= \text{Shs. } 5,990,000,000
\end{aligned}$$

$$\text{Rate of return on capital Employed} = \frac{2,950,000,000}{26,840,000,000 + 5,990,000,000} \times 100$$

$$= \frac{2950,000,00}{32,830,000,000} \times 100$$

$$= 8.985\%$$

$$\cong 9\%$$

Interpretation: for every shs 100 of capital employed, the business generated shs 9 of net profit during the financial year 2016.

$$\text{vi) Debt collection period} = \frac{\text{total debtors}}{\text{net sales}} \times \text{number of days in a year / months / weeks in a year.}$$

$$= \frac{460,000,000}{8,900,000,000} \times 366/52/12$$

$$= 18.916 \text{ days} / 2.68 \text{ weeks} / 0.62 \text{ months}$$

$$\cong 19 \text{ days} / 2.7 \text{ weeks} / 0.6 \text{ months}$$

Interpretation: it took the business approximately 19 days/2.7 weeks/0.6 months to collect money from debtors during the financial year 2016.

$$\text{vii) Average credit payment} = \frac{\text{Total creditors}}{\text{Net purchases}} \times \text{Number of days / weeks / months in a year.}$$

$$= \frac{250,000,000}{5,550,000,000} \times 366/52/12$$

$$= 16.6 \text{ days} / 2.36 \text{ weeks} / 0.54 \text{ months}$$

$$\cong 17 \text{ days} / 2.4 \text{ weeks} / 0.54 \text{ months}$$

Interpretation: it took the business approximately 17 days/2.4 weeks / 0.54 months to pay money to suppliers / creditors.

4. a) A well designed Credit recovery program for the business.

<i>Name and addresss of the business</i> } Title <i>Credit recovery programme</i>			
Date/ time frame	Activity	Peron in Charge	Remarks
	- Collection of all records on debtors - Arranging and making a list of debtors according to their payment dates. - Contacting debtors on phone reminding them . - Sending written debt reminder to debtors		

Fill in	• Collection of payment and updating /reconciling debtors accounts. • Issuing of statements of accounts to debtors. • Issuing of last reminder notes to debtors who have defaulted. • Hiring a debt collection firm to demand payments from defaulters. • Compiling and publishing the list of defaulters and giving them the final date to clear. • Taking legal action against the defaulters.	Fill in Name/title	Don't fill in

Designed by;

Approved by;

Signature: _____

Signature: _____

Name: _____ fill in

Name: _____ do not fill in

Title: _____

Title: _____

Title

01 mark

Any 12 ticksx $\frac{1}{2}$

06 marks

Total

07 marks

b) The sources from which to establish the customer's credit worthiness.

- Bankers
- Suppliers
- Trade associations
- Business records
- Referees provided
- Local authorities
- Employees of the business.
- Employers of the business.
- Other customers.
- Insurance companies.

Any 4 points x1 = 04 marks.

c) Guidelines for management of Credit Sales.

- Title: Name and address of the business with the statement guidelines for management of credit sales.
- Credit sales to any customers shall not exceed shillings (shs----) at a time.
- The maximum credit period shall be days/ weeks/ months/year.
- Payment for credit sales shall be made in a maximum of ----- installments.
- Debt reminders shall be given to credit customers----- weeks/ months/days before the payment date.
- Credit sales shall be granted to well know and trust worth customers.
- Credit sales exceeding shs----- shall be granted to customers with collateral security.
- Payment made within----- week/ month/days shall attract a cash discount.
- Goods sold on credit shall attract a higher price than goods sold on cash basis.
- Payment for credit sales shall be made by customers to the business account at any branch of ----- banks.
- A penalty of -----percent shall be charged in case of delayed payment.
- All credit sales shall be properly documented clearly indicating all payments made and when.
- An agreement shall be signed between the business and the credit customers before taking goods on credit.
- All disputes shall be settled by mediation before taking a court action.

(Any 6points x1 = 06 marks)

d) A newspaper advert for sale by auction of furniture and computers.

- Name and address of the business.
- Business contact.
- Documents name i.e. sale on auction of furniture and computers.

- Back ground information/ purpose of the auction.
 - Condition of sales; assets shall be sold as it is.
 - Date of writing the notice.
 - The audience/ target/ intended audience.
 - Catching words/ attractive phase; read me urgent sale, alert, attention.
 - Details of the property (furniture and computers).
 - Relevant illustration /photograph of furniture and computers.
 - Terms and conditions viewing the assets.
 - Date and time of auction.
 - Method/terms of payment; cash, cheque bank draft, where and when for payment to be made.
 - Viewing the assets.
- Use of shall/ shall be.

(Any 8points x1 = 8 marks)

5 (a) i) VAT odama paid to URA;

VAT on iron sheets = VAT on sales – VAT on purchases.

$$\begin{aligned}
 &= \left(14,000,000 \times \frac{18}{100} \right) - \left(9,000,000 \times \frac{18}{100} \right) \\
 &= 2,520,000 - 1,620,000 \\
 &= \text{Shs. } 900,000
 \end{aligned}$$

VAT on cement = VAT on sales _ VAT on purchases

$$\begin{aligned}
 &= \left(16,000,000 \times \frac{18}{100} \right) - \left(10,000,000 \times \frac{18}{100} \right) \\
 &= 2,880,000 - 1,800,000 \\
 &= \text{Shs. } 1,080,000
 \end{aligned}$$

VAT on Angle lines = VAT on sales – VAT on purchases

$$\begin{aligned}
 &= \left(15,000,000 \times \frac{18}{100} \right) - \left(12,000,000 \times \frac{18}{100} \right) \\
 &= 2,700,000 - 2,160,000 \\
 &= \text{Shs. } 540,000
 \end{aligned}$$

VAT on Nails = VAT on sales – VAT on purchases

$$= \left(38,000,000 \times \frac{18}{100} \right) - \left(20,000,000 \times \frac{18}{100} \right)$$

$$=6,840,000 - 3,600,000$$

$$= \text{Shs. } 3,240,000$$

Therefore paid to URA = VAT on (iron sheets + cement + Angle lines + Nails)

$$= 900,000 + 1,080,000 + 540,000 + 3,240,000$$

$$= \text{Shs. } 5,760,000/=$$

b) Total taxes payable by Odama's second business to URA;

Step I

CIF value = Cost + insurance + Freight

$$= 5,000 + 300 + 500$$

$$= \$ 5800.$$

Step II

Customs value = CIF value x Exchange rate

$$= 5800 \times 3750$$

$$= \text{Shs. } 21,750,000$$

Step III

Determining the taxes

Import duty = import duty rate x customs value

$$= \frac{25}{100} \times 21,750,000$$

$$= \text{shs. } 5,437,500$$

Step IV

Excise duty = Excise duty value x Excise duty rate

$$= (\text{customs value} + \text{import duty}) \times \frac{50}{100}$$

$$= (21,750,000 + 5,437,500) \times \frac{50}{100}$$

$$= 27,187,500 \times \frac{50}{100}$$

$$= \text{Shs. } 13,593,750$$

Step V

VAT = VAT value x VAT rate.

= (customs value + import duty + Excise duty)

= (21, 750,000+ 5,437, 500 + 13, and 593,750)× $\frac{18}{100}$

=40,781,250 × $\frac{18}{100}$

=Shs. 7,340,625

Step VI

Withholding Tax = Rate x customs value

= $\frac{6}{100} \times 21,750,000$

= Shs. 1,305,000

Step VII

Infrastructural levy = Rate x customs value

= $\frac{1.5}{100} \times 21,750,000$

=Shs. 326250

Step VIII

Environment levy = rates x customs value

= $\frac{50}{100} \times 21,750,000$

=Shs.10,875,000

Total taxes payable on the passenger vehicle above nine years since manufacture period (2010) by Odama to URA;

= Import duty +Excise duty + VAT + withholding Tax + Infrastructural levy + Environmental levy

= 5,437,500 + 13,593,750 + 7,340,625 + 1,305,000 + 326,250 + 10,875,000

= Shs. 38,878,125

c) Advice on the adverse consequences of non- tax compliance to Odama's business in case he fails to meet his tax obligations;

- Leads to temporary/ permanent closure for the business.
- It exhibits a bad public image for the business.

- Leads force full payment of arrears/ unpaid tax from entrepreneurs (Odama's) personal resources/ business profit.
- The business meet penalty from nonpayment of tax /prosecution in courts of law/ imprisonment.
- The business is denied public tender/ it may be black listed by tax authorities.
- Leads to denial of government support where tax compliance is considered a prerequisite.
- Business loses its entity hence it cannot sue
- Leads to loss of smuggled goods that are confiscated.

(Any 4 points x 1= 04 marks)

6. (a) A budget for working capital requirements;

Title i.e. Business name and address with statement/ document name i.e. working capital budget.

Particulars/ requirements	Unit cost (Shs)	
• Payment of labor/wage and salaries	xx	
• Purchase of raw material (tomatoes)	xx	
• Payment of utility bills.	xx	
• Transport cost	xx	
• Advertising/ marketing/promotional cost	xx	
• Repair and maintenance costs	xx	
• Recruitment of labor	xx	
• Market research	xx	
• Rent payment	xx	
Total working Capital requirement		0,000

Any 6 requirements with a figure $\times \frac{1}{2} = 03$ marks

Totals = 01 mark

Title = 01 mark

05 marks

b) Guidelines for enhancing innovation in the business;

Title; Name and address with the statement, guide lines for enhancing innovation in the business.

- Chang shall always be expressed.

- New rules shall be implemented by the business
- The business shall develop innovative strategies.
- Barriers shall be avoided in business.
- The business shall be fast in implementing customers' needs.
- Workers shall think like an entrepreneur.
- The business shall think globally.
- The entrepreneur/ workers shall always be a learner.
- The business shall consider doing well.
- Performance indicators shall be measured.

(Any 7 points x 1 = 07 marks)

c) A well designed job application form for the business brings out;

- Business name and address.
- Document name i.e. job application form.
- Post applied for
- Job reference number.
- Personal details.
- School attended/ institutions/ colleges.
- Responsibilities held at school.
- Hobbies.
- Employment records.
- Availability for appointment if selected.
- Any criminal offence/ conviction.
- Referees.
- Declaration statement, signature and date.
- Official use parts/ comment
- Official stamp
- Signature, name and title.

(Any 14 items x $\frac{1}{2}$ = 07 marks)

d) A daily work schedule for workers.

• Business name and address • Document name i.e. daily work schedule							
Time	workers	Description of work	Employee responsible	Start time	End time	Work order	remarks
Fill in	Fill in	Fill in	Fill in	Fill in	Fill in	Fill in	
Designed by; Signature: _____ Name: _____ Title: _____ fill in Authorize by; Signature: _____ Name: _____ Title: _____							

(Any 12 items $\times \frac{1}{2} = 06$ marks)

1 - PS
 2 - KS
 3 - BL
 4 - AP
 5 - AS
 6 - NE
 7 - ES

8 - SK
 9 - TL
 10 - EE
 11 - MR
 12 - MH
 13 - WL
 14 - NR

END.

SECTION A

1. (a) Entrepreneurial skills possessed by the entrepreneur
- Decision management skills – Restricting of management
 - Leadership skills – Succeeding in revving the image of the business
 - Finance management skills – Financial statements/ books of account (Trading, profit & loss accounts)
 - Communication skills – records of financial statements.
 - Marketing skills – increased sales
 - Interpersonal skills
 - Planning skills – Restricting management
 - Time management skills – stocking taking.
 - Delegation skills- i.e employees are given duties.
 - Creativity skills – i.e reviving the business into success.
 - Negotiation skills – Former customers coming back on board.

N.B: Evidence is needed

Points = ½

Evidence = ½

6 points x 1 = 06 marks

- (b) Forms of innovations that were introduced to revive the business

- Financial innovations
- Organizational innovations
- Marketing innovations
- Service innovations

No evidence needed

Any 4 points x 1 = 04 marks

- (c) (i) Cost of sales = Average stock x Rate of stock turn

1,000,000 x5

Cost of sales = shs 5,000,000

$$(ii) \text{ Net profit ratio} = \frac{\text{Net profit}}{\text{Net sales}} \times 100$$

But Net profit = Gross profit - Expenses

Gross profit = Turn over - Cost of sales

$$9,000,000 - 5,000,000$$

Gross profit = shs 4,000,000

Expenses = 5% of gross profit.

$$5\% \times 4,000,000$$

Expenses shs 200,000

Net profit = Gross profit – Expenses

$$4,000,000 - 200,000$$

Shs 3,800,000

$$\text{Net profit ratio} = \frac{3,800,000}{9,000,000} \times 100$$

42.2% OR $\approx 42\%$

(d) Ways of controlling fraud and also increasing cash inflows

- Ensuring tight supervision of workers
- Receipting for all monies received and spent
- Having money received by only authorized personnel
- Ensuring that proper accountability is given for money received and spent
- Training cashiers on how to effectively handle resources
- Minimizing the wage bill by reducing on the number of workers
- Seeking for loans from cheaper sources
- Seeking for government donations or incentives
- Post ponding some payments to the future dates
- Selling un used business assets
- Regular banking of money received.
- Keeping the money jealously under key & lock.

No evidence needed

Any 8 points x 1 = 08 marks

SECTION B

2. (a) Profile of the business

- Business name and address
- Physical location of the business
- Date of establishment of the business
- Legal form of the business
- Purpose of the business
- Products offered by the business
- Nature of the target consumers
- SWOT analysis
- Sources of capital
- Description of the fixed assets
- Uniqueness of the business

Any 4 points x 1 = 04 marks

(b) Aspects considered when developing a financial plan

- Fixed capital requirements
- Working capital requirements
- Business startup expenses
- Sources of capital
- Projection of the profitability of the business
- Break even analysis
- Sensitivity analysis
- Income statement of the business
- Cash flow statement of the business
- Budgets for the business

Any 6 points x 1 = 06 marks

(c) Factors that enhanced the establishment of the business

- Presence of students with the required skills
- Presence of adequate capital
- Large market size in the school
- Weak competitors in the school
- Presence of enough raw materials
- Favorable school policy on projects
- Good public will in the school community
- Presence of enough land for business activities
- Adequate security in the business area
- Presence of developed infrastructures
- Presence of adequate utilities.

Evidence is must / needed

Any 7 points x 1 = 07 marks

(d) Benefits of the club to the members

- Provision of jobs to club members
- Access to high quality goods
- Enjoying favorable prices
- Acquisition of entrepreneurial skills
- Social recognition achieved
- Dividends obtained
- Unity among club members promoted
- Competences for answering exams acquired
- Generation of viable and feasible ideas for the future

3. (a) Description of the business.

- Business name and address
- Physical location of the business
- Date of establishment of the business
- Legal form of the business
- Purpose of the business
- Products offered by the business
- Nature of the target consumers
- Sources of capital
- Description of the fixed assets
- Uniqueness of the business
- SWOT analysis

Evidence is needed / must

Any 4 points x 1 = 04 marks

(b) Ways of ensuring customer satisfaction

- Providing high quality products
- Charging low prices
- Providing a variety of goods
- Providing adequate information about products to consumers
- Giving free deliveries
- Ensuring good packaging
- Ensuring good customer care
- Working in a clean environment
- Being available for many hours
- Collecting feedback from customers

(c) Steps involved in market assessment

- Identifying the product
- Deciding on the research area
- Deciding on the research methods
- Collecting data from the field
- Analyzing data collected
- Preparing a research report
- Determining the profitability and feasibility of the product

(d) Principles considered when purchasing inputs

- Right quality
- Right quantity
- Right place
- Right time
- Right price
- Right source

Evidence is must

Any 8 points x 1 = 08 marks

4. (a) Description of the nature of the enterprise

- Business name and address
- Physical location of the business
- Date of establishment of the business
- Legal form of the business
- Purpose of the business
- Products offered by the business
- Nature of the target consumers
- Sources of capital
- Description of the fixed assets
- Uniqueness of the business
- SWOT analysis.

Any 7 points x 1 = 07 marks

(b) Measures to increase cash inflows

- Increasing prices of goods and services
- Giving a short credit period to debtors
- Reducing prices to increase sales
- Post ponding payments
- Increasing cash sales
- Seeking for government incentives
- Minimizing the wage bill
- Selling un used business assets

- Minimizing cash drawings
- Selling shares to the public
- Reducing cash donations
- Giving discounts to increase sales

Any 4 points x 1 = 04 marks

(c) Production activities of the business

- Carrying out market research
- Developing product idea
- Translating the product idea into designs
- Purchasing inputs
- Carrying out actual production
- Packaging of the products
- Branding of the products
- Storing of the products
- Distributing the products
- Making a follow-up
- Making an improvement in the product.

Any 7 points x 1 = 07 marks

(d) Measures for proper management of wastes

- Re cycling wastes
- Burning wastes
- Re using some of the wastes
- Treating wastes before disposal
- Contracting waste management companies
- Selling wastes to companies that can use them
- Enacting strong laws against poor waste disposal
- Installing garbage bins around the business
- Separating garbage according to type
- Sensitizing workers about waste management.

Any 6 points x 1 = 06 marks

5. (a) Background of the business.

- Business name and address
- Physical location of the business
- Date of establishment of the business
- Legal form of the business
- Purpose of the business
- Products offered by the business

- Nature of the target consumers
- Sources of capital
- Description of the fixed assets
- Uniqueness of the business
- SWOT analysis.

Any 4 points x 1 = 04 marks

(b) Business secrets being maintained by the entrepreneur

- Essential documents
- Records of profitability of the business
- Cheaper sources of raw materials
- Details of potential consumers
- List of good suppliers
- Production secrets
- Technology used
- Marketing strategies
- Business set backs
- Future plans of the business.

Evidence is needed

Any 7 points x 1 = 07 marks

(c) Ways of controlling indiscipline among workers

- Terminating undisciplined workers
- Suspending undisciplined workers
- Fining undisciplined workers
- Organizing workshops and seminars on discipline management
- Appreciating highly disciplined workers
- Setting rules and regulations
- Avoiding cases of discrimination of employees
- Ensuring close supervision of workers
- Giving fringe benefits to employees
- Paying workers on time
- Giving workers a fair wage/remunerations
- Promoting job security

Evidence is needed

Any 8 points x 1 = 08 marks

(d) Importance of carrying out monthly performance appraisal

- It helps to determine the future use of employees

- Helps to decide whether to increase the pay of employees or not
- Helps to identify the training needs of employees
- Helps to motivate employees to do better
- Helps to find out whether employees have performed to the required standards or not
- Provides performance standards needed by the donors
- Helps to monitor progress of employees
- Promotes productivity and efficiency of employees
- Helps to obtain feedback on the performance of employees
- Helps to re enforce the desired Labour competences
- Helps in setting realistic job targets for work to be done
- Creates a positive working relationship between management and employees
- It validates selection techniques and human resource management policies for equal opportunities to workers.

No evidence is needed

Any 6 points x 1 = 06 marks

E N D

P245/1

C.R.E

(The Old Testament)

Paper 1

2025

1. (a) Examine the teaching of Genesis 1 and 2 about the subject of marriage.

- Marriage refers to as a sacred covenant between a man and a woman, reflecting the relationship between Christ and the church.
- Marriage is a blessing from God. He is the one created male and female and therefore blessed them to live together.
- Marriage is meant to Procreation. Having created male and female, God told them to go and fill the world.
- Marriage should be monogamous i.e. one husband and one wife.
- Marriage is meant for companionship. God saw that man was lonely and created woman to give him company.
- Marriage should be out of love. According to God woman and man were to stay together permanently and man was happy when God created woman for him.
- Married couples should be faithful to one another. God intended one woman for one man as a symbol of faithfulness to each other.
- Marriage should be out of happiness that is why Adam was so happy when God created Eva out of his rib.
- According to God man will leave his father and mother and be united with his wife hence a permanent institution.
- Man and woman are equal to each other in Genesis male and female were created equal in God's image.
- There should be peace and harmony in marriage when man and woman were created by God, they stayed in peace and harmony.
- There should be mutual understanding in marriage when God created man and woman there was mutual understanding between the two.
- There should be unity between married partners. When God created Adam and Eve there was unity between the two.
- Marriage is a holy institution. This is because it was started by the God who is holy.
- Man is the head of the family. This is because it is out of his rib that woman was created.

- Married partners should depend on God as their provider. This is because when he created man and woman he provided them with a garden for their survival.
- Marriage should be between opposite sexes. This is because for Adam God created Eve the opposite sex for marriage.
- Woman should be submissive to man in marriage. Since she was created out of his rib.
- Man should give protection to his wife in marriage. Since she was created out of his rib.

01 OT1 12 OT 13 marks

(b) For what purpose did God create man and woman in Genesis 1 and 2. God wanted: -

- To bless man and woman.
- Man and woman to procreate.
- To make marriage monogamous.
- To make marriage heterosexual (male & female).
- Man and woman to give each other company.
- Love to exist in marriage.
- Man and woman to be faithful to each other.
- Man and woman to co-create with him.
- To make marriage permanent (No divorced).
- To make man and woman equal in marriage.
- Peace and harmony to exist in marriage.
- Unity to exist between man and woman in marriage.
- To make marriage a holy institution.
- To make man the head of the family.
- To make man and woman depend on him in marriage.
- To make woman submissive to man in marriage.
- Man to give woman protection.

12 SH

2. (a) Account for God's orders to Israel through Moses to celebrate the Passover festival Exodus.

- Passover - refers to a significant festival in the Jewish faith that commemorates the Israelites liberation from slavery in Egypt.
- God wanted to show his powerful nature to pharaoh and Israelites.

- God wanted to end the suffering of the Israelites in slavery.
- God wanted to fulfill his promise to Abraham.
- God wanted to show his determination to fight for and protect Israelites.
- God wanted to bring about the rebirth of Israel as a nation.
- God wanted to unite the Israelites together as a nation.
- God wanted to confirm Moses as a leader and mediator between him and his people the Israelites.
- God wanted to increase the faith of his people of Israel.
- God wanted to sign a covenant with his people Israel.
- He wanted the Israelites to worship him.
- He wanted to give his people accord of laws in form of the commandments.
- He wanted to show that he is the source of life.
- He wanted to separate the Israelites from Egyptians.
- God wanted promote monotheism among his people.
- God wanted to show the Israelites as his chosen special people.
- God wanted to show his care, love and concern for the Israelites.
- God wanted the Israelites to occupy their Promised Land Canaan.

01 OT1 12 OT 13 marks

(b) Explain the significance of the Passover to the current Christians.

- Passover event encourages Christians to worship God alone since he is the God who liberated the Israelites from suffering.
- Encourages Christians to unite together as followers of Jesus Christ as the Israelites united together in the celebration of the Passover.
- It enables them to have faith in God who liberated the Israelites from Egyptian slavery.
- Enables them to accept Jesus as the New Passover lamb whose blood and body was offered at the cross for their salvation.
- Encourages them to obey God as the Israelites obeyed God and his instructions in the celebration of the Passover.
- Enables Christians to love God who gave his own son Jesus Christ as the New Passover lamb to bring salvation to them.
- Encourage them to exercise the gift of sharing and loving with one another as the Israelites in small families shared the Passover lamb.
- Enables them to respect religious leaders like priests, pastors, rev etc who lead religious ceremonies just as the Israelites respected Moses who had the Passover festival.

- Promotes the spirit of offering to God just as the Israelites sacrificed a one year old lamb as a Passover sacrifice.
- Enables Christians to drink the wine during continues Holy Communion in memory of Jesus' body which was offered on the cross as the new Passover festival.
- Enables them to prepare for heavenly feast as Jesus went to prepare for those who follow him as their final Passover.
- Enables Christians to love, care and concern for their neighbors as God loved and cared for the Israelites.
- Enables Christians to cerebrate religious holy days like Easter, Good Friday in remembering of Jesus's death and resurrection as the new person.

12 PS

3. (a) **Explain the teaching about food prohibitions in the New Testament?**

- Food prohibitions refer to the dietary laws given to the Israelites in Leviticus 11. These laws specified which animals were considered or unclean.
- Jesus observed that nothing that goes into a person from the outside can make him ritually unclean.
- Jesus emphasized that what goes into a person from the outside goes into the stomach after which it comes out of the body.
- He is of the view that it's from the persons heart that comes evil ideal that can lead him into doing immoral things.
- Jesus declared all types of food fit to human consumption.
- He went ahead to challenge his disciple for the failure to understand and hold the same views like the Pharisees.
- Jesus observed that eating food has got nothing to do with one's spiritual life.
- He emphasized that what matters in the spiritual growth of a person is faith but not following the laws.
- He observed that the ritual cleansing cannot purify the defilement of the heart.
- Paul teaches about the freedom of human conscience and allows all types of food to be eaten (1 Cor 8:13).
- Paul declared that food offered to idols has no harm on an individuals for he noted that an idol is non-existent.
- However, Paul gives a warming if consumption of such food would make an individual weak in faith then an individual should stay away from it.

- Peter advised that there is nothing to be eaten as long as God declared.

01 OT1 12 OT 13 marks

(b) Account for food prohibitions among the Israelites.

- The instructions were meant to promote the Israelites culture as a component in their lives.
- The instructions were given because most of the unclean animals were being used in worship by pagan nations.
- The laws were developed partly to preserve the society from diseases which were caused by some of the foods.
- They were given to distinguish the children of God (the Israelites) from pagans of one nation who were eating such foods.
- The laws aimed at showing them the right animals they would use to offer sacrifices without offering-defeated animals.
- The instructions were given because most of the unclean animals were being used in the worship by the pagans nation for example sacrifices for superstition and magic which surrounded their cultures.
- It was believed that eating such foods would cause unholiness and it directed them on how to keep holy.

12 SH

4. (a) Analyses the concept of the act of here in ancient Israel.

- The act of Herem meant total destruction of Israel's enemies including their property.
- The Israelites were required to destroy all their enemies having no mercy on any.
- Even innocent children had to be destroyed completely without mercy.
- The people's property including their animals and plants were equally to be destroyed.
- The Israelites were not to make alliance with their enemies and neither were they to marry them.
- The Israelites were required to tear down the enemies alters break their sacred stone pillars to pieces, cut down the symbols of godness Asherah and to burn the idols of their enemies.
- By following this command the Israelites would be showing their obedience to God and maintaining the covenant relationship.

- By carrying out this command the people expressed their faith in Yahweh who had loved them so much.
- By destroying the enemies the Israelites would be able to survive the negative influence of the enemies like worshipping idols.
- The act meant cleansing process for Israelites' i.e. making the Canaan land pure and free from pagan practices.
- Moses showed that destroying the enemies was in line with the divine election of Israel.
- They were to destroy all the gods they found so that they would practice monotheism worship of one God.
- It meant that the Israelites had entered an everlasting covenant with God and they were special nation.
- God would also protect the Israelites from any kind of trouble including bodily sickness if they obeyed the command.

01

OT1

12

OT

13 marks

(b) What is the Christian attitude toward Herem?

- Christians should forgive those who sin against them according to Jesus.
- They should be humble and accept to be rebuked by their enemies since Jesus himself humbled before his enemies even though when he was innocent.
- Christians should do well to those who mistreat them as Jesus did well to those who came to arrest him.
- Christians showed reconcile with those who are enemies as Jesus reconciled with those who put him on the cross.
- Christians should use peaceful means to solve conflicts with their enemies other than violence.
- Christians should work for co-operation and not conflicts or enmity since Jesus himself worked with everyone educated/illiterate, male, female etc.
- Christians should forgive instead of revenging on their enemies as Jesus forgave those who came to arrest him.
- Christians should invite their enemies and talk to solve their conflicts like Jesus in the parable of the prodigal son showed a parent solving a conflict with his son.
- Christians should handover their enemies to God since God is the supreme Judge.

- Christian should wish their enemies well/ Gods blessings as Jesus wished well those who put him on the cross.
- Christians should call their enemies to repentance so that they receive God's forgiveness.

12 P S

5. (a) Discuss Samuels reaction to Israel's demand for a king .

- Samuel was born into an Ephraimite family of Ramoth whose parents were Elkannah and Hannah.
- The name Samuel mean "I asked the Lord for him".
- Samuel reacted to this disappointing demand for a king by turning to God in prayer.
- Samuel expressed his disappointment and warned the Israelites of the likely dangers of the king.
- He showed that their request for a king was a direct rejection of their theocratic background as a nation.
- Samuel noted that the request was against the covenant laws as Yahweh had promised to be their father.
- He declared that he request to have an earthly king was premature.
- He showed the people that copying other nation was useless you the nation of God as it would be other nations to copy Israel.
- To Samuel the request was a personal resection as it was lack of appreciation of his leadership.
- He showed the people that they were not appreciating the role of God in their lives.
- He showed to them that they had lost trust confidence and patience with Yahweh.
- He expected the people of Israel to have consulted him before making up their minds to come up with such a request.
- He was not happy with their demand for asking since it exposed the weakness of his sons and therefore his weakness as a parent.
- He was not happy with the demand since it was provoking Gods anger as it showed resection of Gods rule and leadership.
- He was not happy with these demand since it was a resection of his sons whom he had appointed as judges.
- He pointed out that the institution of Kingship was something foreign and new to the Israelites and it would introduce a new political and social steps.

01

OT1

12

OT

13 marks

(b) Examine the features of the ideal king of Israel as described by Samuel.

- The king would be chosen by God himself therefore the people of Israel were not the ones to decide.
- The King had to be an Israelite by birth and therefore no foreigner would ever be accepted.
- The King would not marry for it would make him turn away from God.
- The King was not to make himself rich especially with silver or gold.
- The King would be the one who would observe and maintain monotheism in Israel.
- The King would be required to marry only from Israel i.e. Intermarriage was prohibited.
- The King would have to depend on God alone i.e. he was prohibited from seeking foreign support in the name of making foreign alliance.
- The King would be the one to show respect and co-operate with other servants of Yahweh particularly the priest and the prophet.
- He was expected to be a servant of God and his people. Therefore he was not expected to be a human king to the extent of being worshipped.
- The King of Israel was supposed to promote and provide peace and security, justice, righteousness in the covenant society.
- The King had to be kind, exemplary in character and morally upright to represent the conduct of Yahweh in Israel.
- The King of Israel was to be chosen by God himself, identified by the priest/prophet of God under God's command.

12 SH

6. (a) Analyse the circumstances that led King David to fall into sin. 2Samuel 11.

- David was a young shepherd and a son of Jesse. He was anointed by the ageing Samuel when Saul was still alive but without the spirit of the Lord.
- The war which the Israelites were fighting with Amorites made Uriah to be away in the battle field thus David sleeping with Uriah's wife.
- David's idleness at the time when others were fighting with Amorites made David to sleep and go on top of his roof.
- Bathsheba's beauty equally attracted David and it was this that led to David's sexual intercourse with her.

- Bathshebas bathing in the open aroused David's sexual feelings and made him to send the servant to call her.
- Bathsheba's pregnancy made situation worse for it made David think of a plan to avoid responsibility.
- Uriah's refusal to sleep with his wife for it annoyed David who then developed a plan to eliminate Uriah leading him to commit a sin.
- David's ignorance to Israel law contributed to Uriah's death. He has sexual course with Bathsheba even when it was against the law.
- Bathsheba's acceptance to have sex with David led to Uriah's death, yet she was a married woman.
- Uriah's faithfulness to Israel's law. He had known it was against the law to have sex during war.
- Uriah's ignorance of the content of the letter that David wrote and gave him to deliver to Jacob.
- Jacob's loyalty and obedience to David's instruction led to Uriah's death i.e. putting Uriah's at the frontline.

01 OT1 12 OT 13 marks

(b) What is the significance of Uriah's death to political leaders today?

- Encourages political leaders to uphold a constitution unlike David who went against the covenant laws.
- Helps political leaders to keep themselves busy with work because David committed Adultery because of idleness.
- Encourages political leaders to be firm in the case of difficulties like Uriah.
- Encourages political leaders to defend their nation like Uriah who died in a battle field defending Israel.
- Encourages political leaders to serve with obedience like Uriah who delivered David letter to Joab even when David was annoyed with him.
- Enables political leaders to repent of their sins like David who prayed to God to forgive him.
- Enables political leaders to realize and accept their mistakes when serving others like David who accepted his mistakes when Prophet Nathan approached him.

- Enables political leaders to fulfill their responsibilities and obligations unlike David who had to be at war with the soldier.
- Encourage political leaders to use their authority to preserve human life unlike David who killed Uriah.
- Encourage political leaders to respect other people views and opinions unlike David who never respected Uriah's.
- Encourages political leaders to listen to religious leaders.
- Enables political leaders to respect themselves.

12 PS

7. (a) Assess the reign of Jehu as king of Israel 2 Kings 9: 1 ff

- King Jehu was the son of Jehoshaphat and grandson of Nimshi and was chosen to be King by God at the time of Prophet Elisha.
- The following are the achievement of King Jehu.
- King Jehu killed Joram who had succeeded his Father Anab as king. This was because Jehu knew that Joram supported his fathers' Baal worship.
- He killed the descendants of Ahab living in Samaria who and had supported Baal worship.
- Jehu killed Jezebel wife to King Ahab who had brought Baalism in Israel.
- Jehu killed all Anab's relatives, when he reached Samaria, Jehu organized to have all the worshippers of Baal killed and destroyed in Israel.
- King Jehu brought out of the temple the sacred pillar of Baal and burn it.
- King Jehu brought down the Baal temples in Israel. This revived monotheism in Israel.
- King Jehu killed all Anab's chiefs and friends.
- Jehu killed everyone in Jezreel who had remained in the house of Anab.
- Jehu killed all the Prophets of Baal as God had commanded him in order to bring spiritual revival in Israel.
- Jehu ordered for the killing of King Ahaziah of Judah.
- Jehu restored true worship in Israel by eliminating Baal worship.
- King Jehu killed all the relatives of King Ahaziah because they misled Gods people.
- However, negatively Jehu had the following contributions in Israel.
- King Jehu failed to turn away from the sins of Jeroboam.
- He worshipped the golden calves at Bethel.
- King Jehu led to God reducing the size of Israel as a punishment to him.
- King Jehu did not remove all the forms of Canaanite worship in Israel.
- King Jehu didnt completely obey Gods law with all his heart.

8. (a) **Account for prophet Amos singing of a funeral song over Israel.**

- Prophet Amos singing of a funeral song over Israel was a call to repentance basing on the way the Israelites had disgraced from true covenant worship. The following account for his singing of a funeral song over Israel.
- The many sins the Israelites had committed caused Amos singing of a funeral song over Israel.
- He had seen that exile was the expected destination of the Israelites for the sins they had committed.
- Amos had realized that Israel was going to fall without anyone helping her up and would never rise again.
- He realized that Israel was to be swept down like fire which was going to rage on without any one putting it out.
- The cities and places of worship of Bethel and Beersheba were to come to nothing or were to be destroyed.
- Even the city of Gilgal and her people were doomed to exile.
- The Lord had a plan to bring destruction on Israel's might and strong holds.
- Amos was also not happy with the Israelites twisting of justice and cheating people out of their rights.
- He had seen that Israel was going to be defeated decisively in her wars with her enemies, a city that would send 1000 soldiers will have only to return and that would send 1000 would have only 100 return.
- He was not happy with the Israelites who hated those who challenged injustice and spoke the truth in courts of law.
- Amos was not happy with the oppression and robbery of the poor that was going on in Israel.
- He was not happy with the Israelites who hated those challenged injustices and spoke the truth in courts of law.
- Amos was not happy with the oppression and robbery of the poor that was going on in Israel.
- He was not happy with the social and economic inequality that was going on in Israel.
- There was religious hypocrisy among the Israelites, they pretended to love God by offering sacrifices and singing useless songs.
- The Israelites had refused God's Prophets to speak out God's messages so God was going to punish them.

(b) Discuss the usefulness of prophet Amos funeral song over Israel to Christians today.

- Enables Christians today to worship only one God so that they can escape Gods punishment or wrath.
- Encourages Christians today to listen to the word of God if they are to live in peace and harmony with him.
- Enables Christians today to follow Gods laws and commands for them to escape Gods anger.
- Encourages Christians to accept criticism for their wrong doing unlike the Israelites who hated whoever criticized them for their wrong doing.
- Helps Christians to promote social and economic equality which was lacking among the Israelites and had caused Amos to sing a funeral song.
- Encourages Christians to tolerate those persecute them for God's message or word the same way prophet Amos stood for those who were being persecuted.
- Enables Christians to let justice prevails among the people the same way Amos felt bitter because of the injustice that was going on in Israel.
- Encourages Christians to always speak the true in the courts of law unlike the Israelites whom prophet Amos condemned for hating those who spoke the truth.
- Enables Christians to repent of their sins that they commit in order to restore the good relationship between them and God.
- Encourages them to be open and talk about the evils fellow Christians commit unlike the Israelites Amos was criticizing for keeping quiet.
- Encourages Christians to pray to God to give them courage to stand against and resist the many temptations they face.
- Enables them to allow agents like the priests, pastors and prophets to carryout or spread God's message right the Israelites who refused God's messengers to speak out Gods messages.
- Helps them to feel free to call evil bad and good unlike the Israelites who called evil good and good evil.

12 PS

9. (a) Justify Hoseas Condemnation to the priests of Israel.

- The name Hosea means salvation. He was a son of Beri and we prophesied in the Northern kingdom of Israel. He condemned the priest of Israel because of the following;
- Priests were not extemporary since most of them failed to repent yet they had sinned against God leading to Hosea's accusation.
- Priests were feeding themselves instead of feeding God on the peoples sacrifices leading to Hosea's accusations.
- Priests were disrespectful to the covenant law by promoting idol worship hence Hosea's accusation.
- Priests worshiped idols which was against the Ten Commandments which required them to worship only one God hence Hosea's accusation.
- Priests gave empty sacrifices to God since sacrifices they gave were not different from those of the pagans as they lacked faith but went ahead to sacrifice.
- Priests abused Gods temple since some of them played sex with worshippers in the temple hence Hoseas condemnation.
- Some priests ate sacrifices which belonged to Yahweh yet they had their share on those sacrifices hence Hoseas accusations.
- Priests worshipped both Yahweh and Baal gods for fertility and prosperity which was against the covenant faith hence Hoseas condemnation.
- Priests stopped Gods prophets from prophesying God's message hence Hoseas attack.
- Priests hunted for life of Gods prophets leading to prophet Hosea's accusation.
- Israelites looked like lost sheep without shepherd yet it was the work of the Priests to look after the sheep hence Hoseas accusation.
- Priests were no longer listening to the voice of God hence Hosea condemning them.

01 O T I 12 O T 13 marks

(b) What circumstances may priests in Uganda be condemned.

- Priest in Uganda may be condemned if/when, in case;
- When they misuse Christian money.
- When they become proud.
- When they favor the rich and ignore the poor.
- When they force Christians to give them more money e.g. Pastor Imerida Namutebi.
- When they divide up Christians instead of writing them.
- When they promote tribalism e.g. Pastor Bujingo.

- When they enslave Christian.
- When they hate Christians.
- When they drink and loose senses in place of worship.
- When they commit adultery e.g. Pastor Bujingo.
- When they lack commitment to Christian affairs.
- When they are selfish.
- When they worship both Baal and small gods.
- When they are jealous of peoples' success.
- When they involve themselves in politics more than Christians.

10 PS 02 SH 12 marks

10. (a) Comment on what Isaiah experienced during his call.

- Isaiah was a son of Amos, a citizen of the southern kingdom of Judah. He was called by Yahweh to prophesy to Jerusalem in particular and Judah in general.
- Isaiah was in the temple when he got his call.
- He saw the lord sitting on his throne, high and exalted.
- The lords robe filled the whole temple.
- Isaiah saw the lord surrounded by heavenly creatures each of which had six wings.
- The creatures were singing praises to God "Holy, Holy, Holy"-The lord almighty is a holy and his glory fills the world.
- Their voices made the foundations of the temple shake.
- The temple became filled with smoke.
- Isaiah realized his sinfulness and how he was not worthy being in God's presence.
- He also realized that he was living among people who were sinful.
- One of the heavenly creatures flew to Isaiah carrying coal and touched Isaiah's lips.
- This showed the purification and forgiveness that Isaiah had been offered.
- Isaiah heard the lord ask as to whom he would send.
- Isaiah accepted to be sent.
- Isaiah was then commissioned to go and speak on behalf of the lord.
- Isaiah was told that his task was going to be difficult.
- Isaiah asked to how long he was to preach to people who would not listen.
- God told him that he was to continue preaching until judgment fell on the land.
- He was also told that after judgment, there would be a remnant, some people would remain.

01 OT1 12 OT 13 marks

(b) What is the relevance of Isaiah's experience to Christians in Uganda today?

- The following are the relevance of Isaiah's experience to Christians in Uganda today.
- Encourages Christians to accept to be sent by God just as Isaiah accepted God's mission.

- Encourages Christians to attend church services just like Isaiah was in the temple by the time of his call.
- Encourages them to be obedient to God. Just as Isaiah obeyed God's commands.
- Encourage them to sing praises to God. Just like the creatures were singing to God.
- Encourages Christians to accept their sins just like Isaiah accepted his sins.
- Encourages them to depend on God just like Isaiah depended on God for guidance.
- Encourage Christians to accept cleansing from God however difficult it is.
- Encourage Christians to continue preaching even when they meet challenge.
- Encourages them to take up difficult roles in the ministry.
- Encourages them to proclaim God's judgment to the sinners.
- Encourages Christians to also give messages of hope to others.

11 PS

11. (a) Show the significance of God's answer to Job's petition regarding his suffering Job 38.

- Job was a rich man in the Old Testament with a steadfast faith.
- Following Job's suffering that was in various forms or afflictions, he complained to God asking him why he suffered righteous as he was, God responded to his suffering by asking him many questions which had the following significance;
- It showed that God is the sole creator of the universe and all that is on or in the universe.
- God's response showed that he is the sustainer of all that he created for example holding the pillars that support that earth.
- It showed the omniscient or all-knowing nature of God as he knew what was under the sea and the earth and in heaven.
- It showed the omnipotence or powerfulness as Job was told by God that was impossible for him (Job) was so easy for God e.g. turning them into darkness.
- It showed that all historical events in Job and the Israelites' life owed their Occurrence to God himself.
- It showed that God was the source of wisdom as he was the one who gave wisdom to the animals and some he denied them like Wisdom the ostrich.
- It showed God's ability to humble those who are proud and his ability to bring down who are proud.
- It showed that God was the source of everything for example he gave animals strength and their way of life.
- It showed God's love for his creation e.g. enabling his creatures survive by providing them with security, accommodation, food and other provision.

- It showed that God is God of justice e.g. he challenged job by asking him whether he wanted to show that it was him ,job who wanted to be called just.
- It showed that God tolerated his creatures that are not perfect e.g. he tolerated job despite his annoying him.
- It showed to job that suffering is brought about not only by one's wickedness but can also come to those who are righteous and faithful.
- It showed to job that he need to worship God, his creator.
- It showed that job had no authority to challenge his creator.

01 OT1 12 OT 13 marks

(b) Discuss the help Christians get from the petition Job presented to God.

- Enables Christians to accept God's sovereignty just as Job later realized that the God he had asked Questions was a powerful sovereign God.
- Enables Christians to remain righteous even when they fail to get answers from God as far as their challenges are concerned.
- Encourages Christians to depend on God during times of trouble also depend on him for solutions to whatever problems they have.
- Encourages Christians to be ready to meet God in situations that necessitate them to get answers to particular problems the same way Job met with God as he was trying to respond to his complaints.
- Enables Christian to respond to God's call positively the same way job responded to God's call and answer positively.
- Enables Christians to seek or to ask for blessing from God just like job following his repentance and acceptance that he had sinned received blessings from God.
- Enables Christians to always to pray to God as job did.
- Encourages Christians to practice monotheism.

12 PS

12 (a) In what ways is the message of the psalmist in Psalm 137 a reflection of Israel's repentance?

- Psalm 137 was national lament you to the destruction of Jerusalem and the temple. It was reflection of Israel repentance.
- The psalmist shows that the exiles sat down beside the river and wept which was a sign of heart repentance.

- The Israelites psychological torture remind them of their sin. It was a time of reflection of their readiness to reconcile with God.
- By remembering the fall of their city they showed their commitment to shun apostasy a sign of repentance.
- The refusal of the demands of captors one way of wishing to ally with Yahweh, this a manifestation of a spirit of repentance.
- They insisted on forgetting their skills in music which a step towards repentances.
- Their refusal to sing and amuse their captors is an indication of refusal to commit again the sin.
- Their Israelites' rebellion is a way of acceding their past mistakes and readiness to seek their God and return to the covenant values.
- Their defiance to use the very instrument they used to apply in Jerusalem temple is indicative of their determine to avoid mixing Israel religions with other foreign religion.
- The absence of the city and the temple, which they refereed to meant the absence of Yahweh, so they yearned for God which is a sign of repentances.
- Their reflection on Zion, where they worshipped God was a sign to their captors their remembrances of Jerusalem city the seat of God.
- Their pride for Jerusalem and the temple although now fallen, showed their sense of nationalism and anew love for God, a sign repentance.
- The Israelites could not forget their city Jerusalem and their temple find their God Yahweh.
- Their need for the temple and Jerusalem now provoked in them the earlier prophetic notice of the necessity of exile in order for them to repent.

01 OT1 12 OT 13 marks

(b) Explain the lessons Christians can draw the from psalms 137?

- Christians should trust in God against all other gods. The Israelites needed to trust in God after the destruction of the temple.
- Christians should find joy in God other than other things. The Psalmist states that sorrows and grief's stems joy in other thing instead of God.
- They should do only those things which bringing to them God than things which put God name to ridicule.

- They should use their musical instrument to sing for God. The Israelites hanged their musical instrument while in the foreign land.
- They learn to feel proud of what they believe in the Israelites felt proud of their belief in God and worshiping in the temple.
- They learn to have God as their ally. The Israelites needed God as their ally amidst the destruction of the temple.
- They should always yearn for God's presence during the in worship the Israelites thirsted to worship God.
- They should always refuse orders which lead them into Syncretism and apostasy and accept believe in God.
- They should have a broken heart where they go wrong.
- Christian's should accept the suffering they go through because of our Sin Just as like Israelites accepted to suffer because of the sins they had committed.
- They should reconcile with God and seek for his intervention in their lives.

12 marks

E N D

1. (a) Examine the problems that were faced by the Early Church Christian during their spread of the Gospel. (13 marks)

Early Church Christians refer to the first set of believers in Christ that lived between 33AD – 100 AD after Jesus had resurrected and ascended back to heaven. They included his apostles / disciples and eyewitnesses. The problems they encountered or challenges they encountered during the spread of the Gospel are as examined below: -

Delay of the parousia made many/ people lose hope in Jesus second coming. The apostles were then considered as liars preaching about Jesus's return which was in vain.

Poverty hindered many church activities. The apostles were too poor to share with the needy, too poor to afford writing materials leading the challenge in the spread of the Gospel.

The preachers were few in number yet the church was expanding rapidly both geographically and numerically.

Divisionism/ Splinter groups also hindered the spread of the Gospel in the apostolic age the spread of the Gospel in the apostolic age.

In churches like Corinth people follow personalities and had groups like I follow Paul partly, I follow Apollos party, I follow Peter partly and I follow Christ partly. Each group thought it was more superior than the other.

Sexual promiscuity affected the spread of the Gospel Prostitution and fornication featured in churches like that of Corinth. A man was even sleeping with his step mother.

Some apostles were doubted and therefore the message they preached was considered as second handed. For example Paul was doubted.

Persecution of the apostles/ Christians was another problem during the spread of the Gospel many of them were arrested, imprisoned and even killed under the orders of St. Stephen was stoned to death.

The doubting of Jesus resurrection was another challenge. Some people thought that when Jesus died, that was the end of his ministry.

Tiresome long missionary journeys were also a problem during the spread of the Gospel. The preachers could more very long distances on foot.

There existed disunity amongst the Christians. This was based on the personalities they followed. So Christ had been divided.

There was abuse of the Lords supper some people celebrated it without first examining themselves. Others got drunk and staggered during the events. The rich discriminated the poor during the went hence the challenge.

Discrimination existed in the early church. The rich did not want to share with the poor, the Jews discriminated the Gentiles yet Christianity called for love.

Boasting about spiritual gifts also hindered the spread of the Gospel. Those who spoke in tongues considered those who could not are sinners. Those who performed miracles also thought they were more special.

NT 1 = 01 NT = 10 SH 02 T = 13 marks

(b) How can church leaders today solve the problem of poverty affecting the Christians? (12 marks)

Church leaders today can solve the problems of poverty affecting Christians through the following ways: -

Through encourage rich Christians to share with the poor ones in the Church.

Through giving jobs to poor Christians in the church to serve as cleaners, builders and others.

Through setting up income generating projects for the poor Christians to take part of poultry.

Through encourage poor Christians to work hard because even God was a worker.

By providing educational opportunities to the children of the poor. These will be able to get employed after school such that they can help their poor parents.

By providing capital to poor Christians such that they can start up small scale businesses.

By encouraging the poor Christians to take part in agriculture. This way, the poor Christians will always have food.

By encouraging the poor Christians to recover their talents. The church leaders can then promote them and help them become rich using their talent.

By teaching poor Christians vocational and technical schools like building, baking tailoring and others.

By connecting the poor Christians to sponsors like foreigners who give donations and gifts to the poor.

2. (a) Account for the Gospels between 64 AD – 100AD.

The term Gospel refers to the good news about Jesus Christ the son of God. The Gospel was originally preached by word of mouth however between 64 AD – 100AD i.e was put into written because of the following reasons:-

The Oral period became outdated and writing became the order of the day hence put the Gospel into written.

Rich Christians joined the church and helped to buy writing materials so the Gospels were put into written.

The Holy Spirit inspired the Gospel writers to write so the Gospels were put into written between 64 AD – 100 AD.

Literate people joined the church these put the Gospels into written.

The Gospels were written for evangelical purposes.

People had learnt to read and write so the Gospels were put into written.

The preachers had also learnt to read and write and therefore they wrote the Gospels.

The Church had expanded both geographically and numerically so the Gospels were put into written.

The delay of the Parousia led to the writing down of the gospels as the apostles wanted to leave evidence of spreading the Gospel before Jesus would return.

The apostles realized they were not the last generation so they wrote the Gospel for the next generation.

The Gospels were written for liturgical purposes.

The Gospels were written so as to preserve it in its original form since Jesus' eye-witnesses were beginning to die/ death of eye witness.

They were also written so as to show that Jesus fulfilled the Old Testament scriptures about the Messiah e.g Isaiah 52 and 53.

The Gospels were written so as to instill faith among believers.

The Gospels were written so as to promote good morals in society.

Gospels were also written as to guard it against false teachings of Docetism and gnosticism.

NT1 = 01 NT = 12 T = 13 marks

(b) Explain why it is important for preachers to follow the Bible when preaching the Gospel.

It is important for preachers to follow the Bible when spreading the Gospel because of the following reasons:-

Following the Bible when preaching the Gospel will enable the preachers convince their audience that Jesus is the son of God.

It will enable them to give catechetical instructions to new converts.

It will enable them to convince their audience that Jesus is the promised Messiah talked about in the Old Testament.

It will also enable them to show how Jesus fulfilled the Old Testament teachings about the Messiah like Isaiah 35:5 – 6.

It will enable the preachers to give a uniform message about Jesus to their audience. This will be similar to the rest of the preachers regardless of where they are.

This will enable the preacher promote faith in Jesus Christ who died so as to bring saturation to the world.

It will enable preachers to engage their audience in liturgical activities like praise and worship.

Following the Bible will enable the preachers to instill hope amongst suffering Christians. They will teach them that suffering is part and parcel of Christianity.

Following the Bible will enable the preachers to give live examples of faithful people from the scriptures e.g Abraham, Job etc.

It will also save them from promoting false gospel but instead teach the truth about Jesus Christ the son of God.

3. (a) Give an account of the death of John the Baptist in the Gospel of Mark. (13 marks)

King Herod heard about Jesus reputation which had spread everywhere.

Some people were saying that John the Baptist had come back to life that is why he had the power to perform miracles.

Others said that Jesus was Elijah.

And others said he was a prophet like those of long ago.

When Herod heard it, he said it was John the Baptist whose head he had cut off but had come back to life.

Herod himself had ordered for the arrest of John the Baptist.

He had him chained and put in prison.

Herold did it because of Herodius whom he had married despite being his brothers wife (Philip).

John always condemned Herod's marriage to Herodius because she was his brother's.

Herodius kept a grudge against John and wanted to kill him but she could not because of Herod.

Herod was afraid of John because he knew he was a good and holy man so he kept him safe.

He liked to listen to him even though he become greatly disturbed every time he heard him.

Herodias finally got her chance on Herod's birthday when he gave a feast for all the government officials, military commanders and leading citizens of Galilee.

The daughter of Herodias came in and danced and pleased Herod and his guests.

The king then agreed to the girl that he would give her anything she wanted.

He swore to give her even anything she asked for even if it was as much as half his kingdom.

The girl then went out and asked her mother for what to ask for.

The mother advised her to ask for the head of John the Baptist.

The girl hummed back at once to the king and demanded there and then for the head of John the Baptist on a dish.

This made the king very sad but he could not refuse because of the rows he had made before his guests.

So he sent off a guard at once with orders to bring John's head.

The guard left, went to the prison and cut John's head off.

He then brought it on a dish and gave it to the girl who gave it to her mother.

When John's disciples heard about this, they came and took away his body and buried it.

NT1 = 01 NT =12 T = 13 Marks

(b) How can a preacher faced with blackmail go through the horrible situation.

(12 marks)

A preacher faced with blackmail can go through such a hard / difficult situation through the following ways;

Such a preacher can cry out to God in prayer so as to be rescued.

He can endure the suffering of blackmail bearing in mind that it is part and parcel of Christianity.

A preacher faced with black mail can read Biblical stories like that of John the Baptist in order to search for answers from God.

Such a preacher can go through black mail by forgiving the black mailers.

He can also go through this situation by going for guidance and counseling from other religions leaders.

Such a preacher can spend sometime meditating.

A preacher faced with black mail can go through the situation of black mail by staying humble as he waits for God's intervention.

Such a preacher can also go through the situation by going for fellowship in order to write with fellow Christians and therefore get encouragement.

He can also openly declare what he is going through so as to get sympathy.

A preacher faced with black mail can choose to praise and worship God amidst this horrible situation.

Such a preacher can also go through the situation by going for fellowship in order to write with fellow Christians and therefore get encouragement.

He can also openly declare what he is going through so as to get sympathy.

A preacher faced with black mail can choose to praise and worship God amidst this horrible situation.

Such a preacher faced with black mail should take a break from active church service in order to calm down as investigations are carried out.

4. (a) To what extent does the Gospel of Mark present the Messianic Secret of Jesus?

The term Messian secret refers to the situations in which Jesus concealed/ had his messiahship in the Gospels of Mark

To a large extent, the Gospel of Mark presents the Messianic secret. This is are discussed below:-

Jesus accepted to be baptized by John the Baptist amongst sinners in ruler Jordan yet he was sinless.

Jesus was tempted by Satan while he stayed in the wilderness for 40 days.

During the healing of the paralysed man, Jesus referred to himself as son of man.

After healing Simon-Peter's mother in law, Jesus cast out demons from people without letting them say a word because they knew who he was.

Jesus ordered the demons at Gerasa to be quiet and get out of the man when they recognized him as God's son.

He also silenced the evil spirits at Capernaum when they referred to him as God's holy messenger.

To hide taught using parables so as to hide his messiahship.

Jesus called ordinary men, fishermen to be his disciples.

However, to a small extent, Jesus revealed his messiahship in the Gospel of Mark through the following ways:-

During Jesus baptism, the holy spirit descended down on him in form of a dove and a voice was heard stating "This is my dear son with whom I am pleased"?

Jesus performed healing miracles like the healing of a woman who had bled for 12 years.

Jesus performed nature miracles like walking on water.

Jesus fed the 5000 men on 5 loaves of bread and 2 fish.

Jesus raised Jairus' daughter back to life.

Jesus resurrected from the dead after 3 days of his burial.

NT1 = 01 NTS = 01 NT 15 SH = 08 = 25 marks

5. (a) Analyze the role of women in the Gospel of Mark and that of John.

Women refer to the adult females. These include Mary mother of Jesus, Mary Magdalene, Salome, Mary mother of James to mention but a few.

In the Gospel of Mark, Women played the following roles:

Mary was the mother of Jesus who went to look for him together with his brother.

A woman anointed Jesus at Bethany with an expensive perfume made of pure nard.

The woman who had bled for 12 years had faith that she could get healed if only she touched Jesus' cloak, she touched it and got healed.

The Syro-Phoenician woman begged Jesus to heal her daughter who had a demon in her hence showing that she had faith in Him.

Jairus' daughter was raised by Jesus from the dead.

The slave girl made Jesus' prophecy come true when she reminded Peter that he was one of Jesus' followers. Peter denied and the cock crowed for the 3rd time.

Mary Magdalane, Salome and Mary mother of younger James witnessed the death of Jesus on the cross.

Mary Magdalene and Salome took spices to anoint the body of Christ but they found him missing.

Mary Magdalene and Salome were informed by the young man seated in Jesus tomb that he had been raised from the dead.

In the Gospel of John, women also played the following roles:-

Mary was the mother of Jesus.

Mary attended the wedding at Cana together with Jesus and his disciples.

Mary influenced Jesus to perform the first sign when she reported to him that the wine was done Jesus then turned water into wine.

The Samaritan woman had a conversation with Jesus at the well of Jacob.

The Samaritan woman referred to Jesus as a prophet when he said everything about her.

The Samaritan woman also informed other Samaritans that if Jesus was the Messiah and they wondered.

Mary anointed Jesus at Bethany on the feet with an expensive oil as a way of preparing Him for this ministry.

Martha helped to serve dinner during the anointing of Jesus at Bethany ministry.

A woman caught in adultery was saved by Jesus from being stoned to death.

Mary and Martha, sisters of Lazarus were Jesus' best friends.

NT1 = 01 NT = 07 SH = 07 = 15 marks

(b) Why are so many women disrespected in the church today?

Women are disrespected in the church today because of the following reasons:-

Some women are disrespected in the church because of being single as in their marital status.

Because they are unemployed i.e lack jobs that keep them busy and have money.

Because they are adulterous.

Because they dress indecently

Because they are single mothers

Because they are poor

Because they are liars and give false testimonies.

Because they are uneducated and cannot speak English.

They are also disrespected because they have incurable diseases like AIDs.

Women are disrespected in the church today because they look ugly and shabby.

PS = 12

6. However, the stories have the following differences

In Mark, Jesus was anointed by a woman while in John the woman who anointed Jesus was Mary.

In Mark, Jesus was anointed on the head while in John, he was anointed on the feet.

In Mark the people criticized the women for wasting the perfume while in John, it was Judas the Iscariot who criticized many.

In Mark the perfume could have been sold for 300 silver coins while in John it could have been sold for more than 300 silver coins.

In Mark, Jesus was anointed from the house of Simon who had been healed from a dread skin disease while in John, it was in the house of Lazarus.

In Mark Jesus was with people during his anointing while John, Jesus was with his disciples during his anointing.

7. (a) Explain why Jesus used I am statements in the Gospel of John.

I am statement refer to the metaphors that Jesus used in the Gospel of John. They include I am the bread of life, I am the real vine yard, Before Abraham I am, I am the good shepherd, I am the resurrection and others, I am, the way, truth and life, I am the light of the world.

Jesus used I am statements in the Gospel of John because of the following reasons:-

Jesus wanted to show that he was the son of God.

He also used metaphors to show that he fulfilled the Old Testament scriptures.

Jesus used metaphors to show his divinity.

He also used metaphors so as to show his humanity.

Jesus used metaphors so as to reveal God's glory

Jesus used metaphors so as to show that with God everything is possible.

Jesus used metaphors to show that he was going to die.

He used metaphors so as to expose the lack of understanding of the Jews.

Jesus used metaphors so as to show God's love for mankind through him.

He also used metaphors to show that he was the source of life.

Jesus used metaphors so as to prove that he was going to die.

He used metaphors to show that he was greatest than the Old Testament prophet like Moses.

NT1 = 04 NT = 12 TT = 13

- (b) In what ways do Christians today recognize Jesus Christ as the Lamb of God that takes the sins of the world.

Christians today recognize Jesus Christ as the lamb of God that takes away the sins of the world through the following ways:-

Through accepting to be baptized in the name of Jesus.

Through asking and praying in Jesus' name.

Through enduring suffering and persecution for the sake of the Gospel.

Through engaging in charitable works.

Through accepting to serve as church leaders/ elders.

Through patiently waiting for Jesus' second coming.

Through establishing churches so as to extend the Gospel.

Through having faith in Jesus that he will give them miracles in their lives.

Through composing songs that praise Jesus the lamb of God.

Through engaging in sessions of praise and worship of Jesus Christ.

Through celebrating the Lord's supper so as to commemorate the death and resurrection of Jesus Christ.

Through giving testimonies of what the Lord has done for them.

PS = 12

8. (a) Explain the view prove Jesus resurrected in the Gospel of John.

Resurrection refers to coming back to life in the Gospel of John, Jesus died and was buried. However, he resurrected after 3 days. This view is as explained below:-

When Peter and other disciple ran to the tomb, the other disciple who reached before Peter saw the linen wrappings though he did not go in.

Peter also saw the linen wrappings lying there and the cloth which had been round Jesus' head when he came in from behind and went straight into the tomb.

Mary Magdalene went to the tomb and saw that the stone had been taken away from the entrance.

Mary Magdalene saw angles there dressed in white sitting where the body of Jesus had been. One at the head and the other at the feet.

When Mary turned around, she saw Jesus standing there although she did not know he was him.

Jesus told Mary not to hold on to him because he had not yet gone back to the Father.

Mary Magdalene went and told the disciples that she had seen the Lord and related to them what he told her.

Jesus appeared to his disciples late that Sunday evening. He stood among them and said “peace be with you”.

Jesus showed his disciples his hands and his side. The disciples were with joy at seeing the Lord.

Jesus breathed on the disciples and told them to receive the Holy Spirit.

Jesus appeared to doubting Thomas and told him to put his finger there and look at his hands. He told him to stop doubting.

Jesus also appeared to seven of his disciples once more at Lake Tiberias.

When the other disciples (John the beloved) caught a lot of fish, he told Peter that it was the Lord.

Jesus called the disciples to come and eat and none of them asked him who he was because they knew it was the Lord.

Appearing to the 7 disciples was the 3rd time Jesus was seen risen from death.

Jesus instructed Peter to take care of his flock before ascending back to Father.

NT1 = 01 NT = 12 T.T = 13 marks

(b) How can Christians that doubt the resurrection be helped to believe?

By engaging them in sessions of prayer so as to receive the gift of faith.

By reading them Biblical scriptures in John which show Jesus’ resurrection.

By giving them testimonies of what the Lord has done.

By preaching to them the Gospel about Jesus Christ the son of God that died so as to bring salvation to sinful mankind. He resurrected after 3 days of his burial.

By encouraging them to repent their sins of blasphemy in order to receive a fair judgement when Jesus returns to judge the living and the dead.

Through engaging them to take part in the Lord's supper so as to commemorate the death and resurrection of Christ.

By engaging them to have journeys to places like Golgotha a place where Jesus died from, they can also be taken to visit the tomb.

By showing movies about Jesus like the passion of Christ.

PS = 12 marks

9. (a) Account for the writing of 1 Corinthians by St. Paul.

1 Corinthians is one of the Pauline letter that was meant for the Corinthians it was written by Paul because of the following reasons.

To address the problem of splinter group or Divisionism where people followed personalities like the I follow Peter party, I follow Paul party, I follow Apollos party and I follow Christ is party.

To teach about true wisdom and false wisdom.

To prove that Jesus died and resurrected.

To condemn the incestuous man who was sleeping with his step mother.

To handle the problem of legal dispute as Christians took fellow Christians to Pagan courts.

To teach about the duties of an apostle.

To answer questions about marriage. He encouraged those who could not control their sexual feelings to go ahead and get married.

To give instructions about the celebration of the Lord's supper which had been abused.

To teach about gifts of the holy spirit; adding that love is the greatest.

To encourage women to veil their heads during public worship.

To create order during public worship.

(b) What problems did Paul attempt to solve in 1 Corinthians?

Paul attempted to solve the following problems in 1st Corinthians:-

The problem of divisionism where by people follow personalities like Peter, Paul Apollos and Christ. Christ had been divided.

He attempted to solve the problem of sexual promiscuity / prostitution.

The problem of incest where by a man was having sex with his step mother Christians took their cases to Pagan courts.

The problem of boasting about spiritual gifts. Those who had the gifts thought that those without were sinners.

The problem of discrimination of which the rich discriminated the poor and did not want to associate with them.

Selfishness was another problem that Paul attempted to solve. The rich did not want to share with the poor.

Questions about marriage in which the problem of divorce featured, Paul attempted to solve it.

The problem of hatred featured in the Corinthian church and Paul attempted to solve it.

Doubting of Jesus' resurrection was another problem that Paul attempted to solve in the Corinthian church.

10. (a) Explain why Paul attacked Peter at Antioch as seen in Galatians.

This was the event in which Paul, formerly Saul rebuked Peter at Antioch. He attacked him because of the following reasons.

Paul attacked Peter at Antioch because he was clearly wrong.

It was because Peter had been eating with Gentile brothers and sister but when he saw some men sent by James, he withdrew from eating.

Peter had withdrawn from eating with Gentiles so Paul rebuked him at Antioch.

Peter had been afraid of those Jewish brothers started acting like cowards alongside him.

Peter's act of withdrawing from eating was realized the Peter and the Jewish path in line with the truth of the Gospel.

Even Barnabas had been swept along by their cowardly action. So Paul rebuked Peter at Antioch.

He wanted to show that no one can fully fill every requirement of the law.

He wanted to show that Christianity is a religion of equality.

Paul was reminding Peter that all along he was a Jew but living like Gentile so he did not have to withdraw from eating with them.

Paul was condemning Peter from withdrawing from eating Gentiles because it was equivalent to discriminating them.

Paul did not want to force Gentiles to live like Jews.

(b) What advice can you give to Church leaders that humiliate others on Church pulpits?

I advise Church leaders that humiliate others on church pulpits to do the following:-

I advise such church leaders to stop humiliating others on church pulpits as this expressing a negative fellow Christians.

I advise such church leaders to instead talk to the people they intend to humiliate in private Humiliating them on church pulpits will cause the people shame.

I advise such church leaders to provide guidance and counseling to the people they intend to humiliates in public. This will make them change.

I advise such church leaders to instead leave the people they intend to humiliate under God's judgement. Humiliating them in public means that the church leaders are judging them.

I advise such church leaders to fairly treat the people they intend to humiliate on church pulpits. This way the church leaders will not be hated.

I advised such church leaders to invite the people they intend to humiliate to their offices and then correct them private.

I also advise those church leaders to publically apologise to pulpits as this made them feel a bad about themselves.

I advise those church leaders to instead write letters to those people they intend to humiliate

11. (a) What prompted James to teach about Pride and Prejudice in his letter".

(13 marks)

pride refers to being proud and arrogant while prejudice means discrimination. The fore wing reasons prompted James to teach about pride and prejudice.

James wanted to warn Christians against treating people in different ways according to their outward appearance.

To warn those that should more respect to the well dressed rich at the expense of the poorly dressed poor Christians. Jamess noted that these were

guilty of creating distinctions among them selves and making judgments based on evil motives.

To teach that God chose poor people of this world to be rich in faith.

To create hope among poor Christian that they will possess the kingdom which God promised to those who love him.

James wanted to show that the poor where dishonoured in society.

James also wanted to expose the rich for speaking evil of that good name which had been given to Christians.

James wanted to encourage Christians to love their neighbours as they love themselves.

James wanted to show that anyone who treated others basing on outward appearance was guilty of sin.

He wanted to teach that whoever broke one commandment was guilty of breaking the all.

(b) Why do one church leaders discriminate the poor in their churches?

Some church leaders discriminate the poor in their churches because of the following reasons:-

The poor are always shabbily dressed and can not earn respect from them.

The poor one discriminated because they are penniless and fail to give offertory and tittle to God.

The church leaders have hatred for the poor so they discriminate them.

The poor may be uneducated yet the church leader is educated. This educational difference makes church leader to discriminate them.

Church leader discriminate some poor people due to language barrier. The poor can not speak English yet it's the official language in the church hence the discrimination.

Some church leaders are just selfish and don't want to share with the poor so they discriminate them.

Some church leaders discriminate the poor basing on tribal differences.

They also discriminate the poor who engage in sexual immoralities like prostitution as to survive.

Some church leaders discriminate the poor because of influence from other church leaders.

They also discriminate them because poor are always lamenting and complaining about how they are ignored.

Some church leaders discriminate the poor because the poor engage in witchcraft with an aim to become rich.

Church leaders discriminate the poor people in their churches because they are fond of romourmonging.

12. (a) Analyse Peter's teaching on relationships in 1 Peter.

The term relationships refer to the state of being related. This state influence peoples behaviour before others. In 1 Peter, Peter taught about relationships between masters and slaves and then between husbands and wives.

Peter's teaching on master and slaves is as analyzed below:-

Peter encourages servants/ slaves to submit to their masters.

He also encourages them to show complete respect to their masters not to only those who are kind and considerate but also those who are harsh.

Peter teaches that God will bless the servants for respecting their masters whether kind or harsh.

He also teaches that servants will be blessed by God if they endure the pain of un-deserved suffering because they are conscious they will.

He wanders about the credit that is there if servants endure the beatings they deserve for having done wrong.

He teaches that if servants endure suffering even when you have done right, God will bless them for it.

He teaches that slaves were called by Christ.

He teaches that also Christ suffered and left an example for upon slaves to submit to every human authority to the emperor and to the governors.

Analyse peter's teaching on relationships in 1 Peter.

Peter teaches the following about wives and husbands:-

He calls upon wives to submit to their husbands.

He teaches that when wives submits to their husbands who don't believe in God's words, their conduct will win them over to believe even with out saying a word.

He warns wives against using outward aids to make themselves beautiful e.g Jewellery they put on or the dresses they wear.

He encourages wives to beauty consisting of their true inner self, the ageless beauty of a gentle and quiet spirit which is of the greatest value in God's sight.

He reminds wives of devour women of the past who placed their hope in God.

Those women used to make themselves beautiful by submitting to their husbands.

He reminds them of Sarah who obeyed Abraham and called him master.

Peter taught that wives who submitted to their husbands were daughters of Abraham. Such women do good and are not afraid of anything.

Peter encouraged husbands to live with their wives with the proper understanding that they are a weaker sex than them.

He also urged husbands to respect their wives because they will also receive together with them God's gift of life.

Peter taught that men should do this and nothing will interfere with their prayers.

NT1 = 01 NT = 12 T.T 13 marks

(b) How can misunderstandings between husbands and wives be solved by Christians? (12 marks)

Misunderstandings between husband and wives can be solved by Christians through the following ways:-

Christians can give guidance and counseling to husbands and wives with misunderstandings

Christians can encourage husbands and wives with misunderstandings to apologise to each other.

Christians can pray for the husbands and wives with misunderstandings.

Christians can visit the husband and wives with misunderstandings so as to connect with them.

They can also encourage the husband and wife to rekindle their love by going out together oftenly.

Christians can involve the parents of husband and wife with misunderstandings. The parents can always guide their children.

Christians can encourage the husband and wife with misunderstandings to forgive each other.

Christians can solve misunderstandings between husband and wife by encouraging them to stay together for the sake of their children.

By encouraging the husband to respect his wife bearing in mind that she is a weak sex.

By encouraging the husband and wife with misunderstandings to be faithful to each other.

By advising them to entrust their marriage with God.

PS = 12 marks

E N D

SECTION A

1. (a) Discuss the works of the deity in the African traditional society. (13 marks)

The Word Deity refers to the Almighty God and His Works

Included the Following;

- ❖ God created the universe
- ❖ He protected people from any danger
- ❖ He acted as a judge
- ❖ He enabled the people to have children
- ❖ He provided rain to the people
- ❖ He promoted love and unity among the people
- ❖ He punished those who wronged him by creating difficult situations such as drought
- ❖ He enabled people to have win wars and over come Conflicts.
- ❖ Enabled people to good yields harvests.
- ❖ He enabled people to choose good marriage partners.
- ❖ He enabled / Africans to succeed

1 ATS – 01 ATS – 10 SH - 02 Total = 13

(b) Of what relevance are the above works to believers in the contemporary world? (12 marks)

- ❖ Believers should love one another as God loves man creating him in his image
- ❖ Believers should treat each other equally without segregation as God is considered to be a God of all people
- ❖ Believers should help or provide for those in need as God provides to those who pray to him.
- ❖ Believers should do what is right and pure as God is considered to be holy, who does not do wrong?
- ❖ Believers should do what is right and pure as God is considered to be holy.

- ❖ Believers should have mercy or pity to one another as God is merciful with the expression of “may the God of mercy be with you.”
- ❖ Believers should be morally good by doing what is expected from them like caring for one another as God upholds his creation together.
- ❖ Believers should be honest to one another by telling the truth since God is considered all knowing.
- ❖ Believers should treat each other equally without segregation as God is considered to be God of all people.

2. (a) With relevant examples, analyses how adolescents were introduced to life at puberty stage in the African traditional society. (13 marks)

- ❖ They were taught military skills e.g among kikuyu of Kenya, adolescent boys were trained military skills of defending and raiding other communities,
- ❖ They were secluded from others.
- ❖ They under went into the ritual of circumcision as preparation for adult hood example the Bamasaba of Eastern Uganda.
- ❖ They were taken to bush schools e.g among the Baganda for purpose of pulling
- ❖ They carried out piercing of their ears for beauty purpose – Masai / Karamajong.
- ❖ The successful initiates were given gifts e.g cows, goats.
- ❖ Removal of the fore tooth. e.g among the Acholi of northern Uganda.
- ❖ They were encouraged to kill fierce animal e.g leopard, lions etc among the Masai to show brevity.
- ❖ Sacrifices and prayers were carried out to welcome them into adulthood.
- ❖ The limitations were smeared with millet flour for identification.
- ❖ Involved shedding of blood on grounds as sign of making a pact with ancestors.
- ❖ Carried out libations as sign of making pact with ancestors.
- ❖ Evoking spirits through drumming, singing.
- ❖ Through tattooing e.g the madi of west Nile, Karamojongs of northern eastern Uganda.
- ❖ Carried out clitoridectomy among the Sabin of eastern Uganda.

1 ATS = 01 ATS = 10 SH = 02 Total = 13

(b) How were puberty rituals relevant in the African traditional society? (12 marks)

- ❖ They enabled them to communicate to the devine being.
- ❖ Enabled them to worship their gods.
- ❖ Enabled them to cross the initiates from childhood to adulthood. Enabled initiates to cross from childhood to adulthood.
- ❖ They joined the initiates with the ancestors through shedding blood on the ground.
- ❖ They promoted unity among the African societies.
- ❖ They enabled the initiates to acquire sex education e.g during the pulling of the labias among the Baganda girls were taught a lot about sex.
- ❖ Some rituals promoted brevity among the youth e.g circumcision and detoothing.
- ❖ African culture was preserved from one generation to another e.g piercing.
- ❖ They enabled the youth to get married.
- ❖ some rituals helped to control sexual immorality in the society e.g clitoridectomy among the sabiny of eastern Uganda.
- ❖ Through puberty rituals, the initiates acquired blessings from the ancestors.
- ❖ They enabled them to identify future marriage partner' s e.g during the Kadodi dance among the Bagisu. It created by the society Africans
- ❖ They promoted entertainment in society because some rituals like circumcision involved drumming, singing & dancing.
- ❖ They enabled them to acquire wealth in form of gifts like cows, goats etc .
- ❖ It enabled to preserve hygiene e.g circumcision.

ATS = 10 SH 02 Total = 12

3. (a) Discuss the moral values expected of all people in African traditional society.

(13 marks)

- ❖ Morals are expected conduct of an individual in a given society
- ❖ All people were expected to the married.
- ❖ They were also expected to keep their virginity before marriage.
- ❖ People were expected to go through sex education before getting married.
- ❖ They were supposed to practice initiation rituals at puberty stage.
- ❖ People were to dress decently especially women
- ❖ They were supposed to worship god, gods and ancestors.

- ❖ All people were expected to sacrifice to the devine beings.
- ❖ They were expected to produce many children.
- ❖ They were expected to respect the elders and leaders.
- ❖ They were expected to observe food taboos
- ❖ They were expected to show love and social concern for each other.
- ❖ They were expected to carry out courtship before marriage.
- ❖ They were expected to provide hospitality to visitors.
- ❖ They were expected to be hard working.

1 ATS = 01 ATS - 10 SH -02 Total = 13 marks

(b) How have Christians deviated from the expected moral conduct today?

(12 marks)

- ❖ Some married Christians have divorced
- ❖ Some have abused sex in different ways e.g fornication.
- ❖ Some have dressed indecently especially women.
- ❖ Some practiced human sacrifice.
- ❖ Some are jealous and envious of others.
- ❖ Some have discriminated others basing on sex, status.
- ❖ Some have disrespected elders.
- ❖ Some have accused others falsely.
- ❖ Some have engaged themselves in corruption.
- ❖ Some have promoted pornography by selling pornographic literature.
- ❖ Some have engaged in fornication.

SECTION B

4. (a) Analyze the influence of Christianity on the coastal communities in East

Africa.

(25 marks)

- ❖ Christianity led to the establishment of mission stations and churches at the coast e.g rabai mpya
- ❖ it led to conversion of many Africans at the coast.
- ❖ It is because of Christianity mission schools were built e.g St Paul theological college, Mengo S.S, Wanyange.
- ❖ It led to establishment of communities of free slaves – Bagamoyo & salvation.

- ❖ Peace was restored because of Christianity as it condemned slave trade.
- ❖ It led to establishment of hospitals e.g Bagamoyo – Lubaga hospital, Namirembe hospital.
- ❖ It led to introduction of medicine / Krap quinine
- ❖ It led to treatment of people at the coast against tropical diseases.
- ❖ It led to the promotion of legitimate trade.
- ❖ It led to civilisation due western culture being introduced at the coast.
- ❖ It increased European political interests and influence at the coast – Uganda railway line.
- ❖ It led to development due to the construction of roads and railways at the coast.
- ❖ It provided employment opportunities due to the social services provided – Bombay Africans.
- ❖ Christianity led to the translation of bible scriptures into local languages – Krapf N.T from English to Kiswahili.

Negatively

- ❖ It caused religious confusion wars in Buganda.
- ❖ It caused divisionism among the people of east African coast along political and religious lines.
- ❖ Christianity eroded African cultural practices like the spirit of brotherhood and unity.
- ❖ Because of Christianity freed slaves were exploited at the coast – Bombay Africans / Bagamoyo.
- ❖ It caused forced baptism at the coast.
- ❖ It made people at the coast poor due to abolition of slave trade.
- ❖ Christianity led to decline of African culture accepting western culture.
- ❖ Christianity led to loss of independence of people at the coast.
- ❖ Africans lost their land.

5. (a) Account for the controversy between the Kikuyu people of Kenya and the missionaries. (13 marks)

- ❖ The practice was in favor of Islam instead of Christianity.
- ❖ It was forcefully done without the consent of initiates.
- ❖ The practice was so painful.

- ❖ It was unifying factor which missionaries needed to break so as to penetrate them with Christianity.
- ❖ Circumcision could cause infectious diseases.
- ❖ The practice caused over bleeding to the young girls.
- ❖ It caused death in case it failed to heal.
- ❖ Missionaries regarded it as an abuse of human rights of those who were forced into it without their consent.
- ❖ The need to undermine African education through initiation.
- ❖ It was sabotage to Gods creation because of cutting off some body parts.
- ❖ Missionaries had the desire to rise of splitters churches in kikuyu land.
- ❖ The need to promote western civilization through destruction of cultural practices.
- ❖ It was promoting religious syncretism among the kikuyu.
- ❖ Circumcision embarrassed the initiates since their private parts were exposed to public.
- ❖ Because the practice of circumcision caused psychological torture to the initiates.

(b) Discuss the cause of controversy among Christian religious leaders today.

(12 marks)

- ❖ Greed of wealth
- ❖ Doctrinal conflict
- ❖ Competition for followers.
- ❖ Transfer of some religious leaders to rural areas.
- ❖ Pride among some religious leaders.
- ❖ Misinterpretation of scriptures by some Christian religious leaders.
- ❖ Need for cheap popularity.
- ❖ Influence of politics in the church.
- ❖ Misuse of spiritual gifts.
- ❖ Power struggles among religious leaders.
- ❖ Sexual immorality e.g adultery.

6. Account for the fact that Muteesa 1 who invited the missionaries died neither a Christian nor a Muslim.

(25 marks)

- ❖ He was more interested in a stronger foreign power which supply guns and other communities than in a foreign religion.
- ❖ He could not give up polygamy which the Christian missionaries were against.
- ❖ Muteesa was also indecisive; he could not decide where he belong in matters of the new faith.
- ❖ To some extent, the roman Catholics and Anglicans were fighting for him and discredited each other which scared him.
- ❖ Christianity and Islam never met his demands at desperation when he was sick needing healing; he went back to traditional practices.
- ❖ Authority and pride, he wanted to be a judge of the various religious at the palace.
- ❖ On the side of Islam, the Kabaka could not give in to circumcision which was seen as muti lotion on Ugandans culture religious affairs also a spiritual leader. he therefore did not want to be under other new religions.
- ❖ Christianity had not yet well penetrated in many people's hearts.
- ❖ The kabala did not pay much attention to Christianity because at one time he had been rebuked by MacKay (1878) that should not have traded with muslims which belittled him and hence refused to accept Christianity.
- ❖ He trusted more in the ancestors than in new religion and could not even be baptized neither to take it seriously.
- ❖ he wanted to please Arabs and at the same time please Christians; Catholics and protestants yet he played his political cards to please all of them.
- ❖ The food prohibitions from muslims were against the culture of the Baganda.
- ❖ The dressing fashions of the muslims conflicted with the dressing culture of the Baganda.
- ❖ The palace officials like the prime minister were opposed to foreign religions.
- ❖ Conflicts between Christians and muslims made him to remain neutral.
- ❖ He was conscious of losing the political independence of Buganda to the foreigners.
- ❖ The burden of praying five times was not welcomed by him.
- ❖ Early Arab muslims in Buganda concentration on trade rather than converting people into Islam.
- ❖ Buganda traditions did not allow kings to shed blood.
- ❖ He feared to annoy his ancestors by converting to foreign religions.

7. (a) “Christianity eroded the African cultural practices.” Justify the statement.

(13 marks)

- ❖ The African initiation practice of circumcision was replaced with baptism
- ❖ African polygamous marriages were replaced with the Christian monogamous marriages
- ❖ Shrines which were worshiping places were replaced with churches
- ❖ The African music dance and drama were replaced with Christian music, dance and drama
- ❖ African religious symbols such as spears were replaced with Christian objects like the cross
- ❖ African informal education was replaced with formal education
- ❖ African dressing fashion was replaced with western dressing fashions
- ❖ The practice of sacrificing animals to god and gods was replaced with giving tithe and offertory in form of money
- ❖ The African religious leaders were replaced with Christian leaders like reverends, priests etc
- ❖ Belief in polytheism was replaced with the belief in monotheism
- ❖ The African names were replaced with the Christian names
- ❖ Taking of herbal medicine was replaced with prayer and taking of western medicine

(b) In what ways is the church trying to reconcile the gospel with the African cultures?

(12 marks)

- ❖ By baptizing people with African names
- ❖ By allowing Africans to serve as church leaders
- ❖ By translating sermons from English into local languages
- ❖ By recognizing African dead Christians as saints like saint Balikuddembe
- ❖ By playing African music dance and drama during worship
- ❖ By allowing Christians to dress in African fashions during worship
- ❖ Through using African art and craft pieces to decorate churches
- ❖ By recognizing customary marriage and making it a requirement for church marriages
- ❖ By accepting offering of African items like chicken goats etc in church
- ❖ By using of African music instruments like local drums during worship

- ❖ Translating scriptures into local languages
- ❖ By accepting some African practices like circumcision

8. Examine the effort of indigenous evangelists in the propagation of the church in east Africa in the 19th century. (25 marks)

- ❖ These were Africans who joined church work and assisted the missionaries in spreading the gospel among fellow Africans e.g apollo Kivebulaya, adrian atman, bombay Africans, Ezekiel apindi.
- ❖ They preached the gospel to fellow Africans e.g apollo Kivebulaya preached to Bantu people.
- ❖ They carried out missionary journeys.
- ❖ They translated scriptures into local languages e.g apollo Kivebulaya.
- ❖ They guided the missionaries into the interior e.g Bombay African especially William J ones who guided Dr. Hannington.
- ❖ They knew some local languages which they easily used to preach to Africans e.g Bombay African
- ❖ They knew some local places in east Africa where they easily reached out to the people.
- ❖ Being Africans, they were easily accepted by fellow Africans.
- ❖ They boosted up the missionary man power which was not enough e.g Bombay Africans.
- ❖ They supported some African cultural practices like circumcision which attracted blacks to join the church.
- ❖ They condemned missionary mistreatment of the ex-slaves.
- ❖ They established churches e.g Semeia Kakungulu put up abamalaki church in eastern Uganda.
- ❖ They taught Africans how to read and write e.g apollo.
- ❖ They condemned African evil practices e.g witchcraft.
- ❖ They carried out charity work which attracted many people into Christianity.
- ❖ They inspired other Africans to preach Christianity e.g Apollo inspired Ssebulimba Rachael to spread Christianity on Seese island.

However, they faced some challenges as shown below;

- ❖ Hostile tribes e.g the Nandi of Kenya.

- ❖ Inadequate funds e.g apollo Kivebulaya.
- ❖ Threatened by wild animals.
- ❖ Limited man power e.g apollo Kivebulaya worked alone.
- ❖ Illiteracy of the Africans.
- ❖ Righty /conservatism of the Africans.
- ❖ Conflicts with the missionaries e.g the Bombay Africans conflicted with the missionaries.
- ❖ Slave trade and its insecurity
- ❖ Religious wars in Buganda.
- ❖ Language barrier.
- ❖ Harsh African leaders ‘ e.g Kivebulaya was flogged by the Bambuti leaders.
- ❖ They moved long journeys.
- ❖ Geographical barriers.

SECTION C

9. (a) Account for the increased number of women in the revival churches today.

(13 marks)

- ❖ These are churches that broke away from the traditional churches and they emphasize inspiration of the holy spirit.
- ❖ Presence of women pastors in the church.
- ❖ Women are allowed to play active roles in these churches.
- ❖ Need for women to get marriage partners.
- ❖ Presence of youthful male pastors has also attracted women to these churches.
- ❖ Counseling and guidance carried out in these churches
- ❖ The charitable works done by their churches.
- ❖ The spirit of social concern for one another which is common in these churches.
- ❖ Some revival churches give meals which has attracted women.
- ❖ Some of these churches give academic scholarships to children hence attracting women.
- ❖ Some of them offer health services to the sick hence attracting women.
- ❖ Many of these churches have given jobs to women.
- ❖ Some promise women going abroad hence their big numbers.
- ❖ The presence of miracles in these churches has also attracted women.

- ❖ They always have lively and entertaining Sunday services which attracts women.

(b) Why is the Uganda joint Christian council skeptical of the activities of these churches? (12 marks)

The council is skeptical of their activities because of their weaknesses as shown below.

- ❖ In the revival churches, people give false testimonies to the public in order to attract more people.
- ❖ There is also forced public confession of sin in some churches.
- ❖ Most church leaders in these churches are untrained and have led to misinterpretation of the scriptures.
- ❖ The movement has failed to bring about complete moral discipline among its followers as most of them fornicate steal etc.
- ❖ The night fellowships organized have been misused sexually by some Christians.
- ❖ The movement is good at over condemning the positive good news of God's love and grace.
- ❖ Many born again churches have been turned into business where pastors take too much from the people.
- ❖ There are a lot of false miracles and that is why the ujcc is skeptical of these churches.
- ❖ There are a lot of conflicts among born again Christians and pastors based on different bible interpretations.
- ❖ Many of these churches are cults making the ujcc skeptical of their activities.
- ❖ Some pastors of the born again churches tend to be proud of themselves.
- ❖ There are a lot of false prophecies in their churches.

10. In East Africa today, Christians hardly fulfill their religious commitments. Comment. (25 marks)

Christians are the followers of Christianity and they believe in Jesus Christ as a messiah and son of God.

- ❖ They hardly fulfill their religious responsibilities as shown below.
- ❖ Some Christians are sexually immoral i.e they fornicate commit adultery etc.

- ❖ Some of them dress indecently which is against Christianity.
- ❖ Some Christians tell lies and give empty promises.
- ❖ Some of them have killed innocent people.
- ❖ Some are thieves and have stole other people's property.
- ❖ Many Christians practice witchcraft.
- ❖ Some are corrupt and practice bribery.
- ❖ Some Christians are hypocrites and good at pretending.
- ❖ Some have sacrificed children for wealth.
- ❖ Some are good at abusing others.
- ❖ Some have accused other falsely.
- ❖ Many Christians are jealous, envious and full of hatred.
- ❖ Some miss prayers and payment of tithe and offertory.
- ❖ Some church leader preaches falsely preach and forge miracles etc.

however, many Christians fulfill their religious responsibilities as shown below

- ❖ They preach the gospel.
- ❖ They carryout missionary journeys.
- ❖ They carryout charitable works to the needy.
- ❖ They have organized crusades, seminars and conferences.
- ❖ They have attended bible studies lessons and Sunday services.
- ❖ Christians pay tithe and offertory hence fulfilling their Christian obligations.
- ❖ They contribute toward church construction by buying, building materials.
- ❖ Many Christians have baptized their children.
- ❖ They attend catechism and confirmation classes.
- ❖ They are reading the bible and other Christian literature.
- ❖ They have composed and sung gospel music.
- ❖ They pray and fast for spiritual strength and growth.
- ❖ They organize and attend fellowships and over nights etc.

11. (a) Analyze the beliefs, teachings and practices of Sikhism as a religious faith.

(12 marks)

Sikhism is the world's fifth largest religion with about 25 million followers called Sikhs only in India. it was founded by Punjab religion of India.

- ❖ It believe sin devine founder known as guru Nanak who founded it.

- ❖ It believes in the existence of God the creator of the universe.
- ❖ Sikhism is a monotheistic religion which discourages the belief in other gods.
- ❖ It teaches that anyone can lead worship and that is why it lacks ordained religious leaders
- ❖ The religion has got temple where worship take place e.g the gudwara temple in Soroti.
- ❖ The religion practices baptism using sweetened water. Which is stirred up using a double-edged sword.
- ❖ Sikh men put on turbans and the women veil their heads.
- ❖ The religion forbids its followers from eating meat /beef and call upon them to eat vegetables.
- ❖ It calls for body cleanness so every sheik must move with a wooden comb.
- ❖ It encourages its followers to make pilgrimages to the golden temple e.g the hirmandis temple in India.
- ❖ It has got written scriptures read by the followers known as guru granth sahib.
- ❖ It teaches against cutting of their hair and beards among its followers.
- ❖ It also forbids taking of alcohol, tobacco and its intoxicated substance
- ❖ The sifks carry out medication in the temples using the holy scriptures.

(b) How is this religion related to Christianity? (13 marks)

- ❖ Both believe in the existence of God the creator of heaven and earth.
- ❖ Both religions discourage the belief in other minor gods both have founders who started them e.g Gulu Nanak for Sikhism and Jesus Christ for Christianity.
- ❖ Both have worshiping places e.g churches for Christianity and temple for sikhism bother call up on their followers to carry out pilgrimages to holy places.
- ❖ Both have written holy scriptures i.e bible for Christianity and Gulu granth sahib for sikhism.
- ❖ Both religions have congregational worship session.
- ❖ Both religions call for equality of men and session.
- ❖ Both call for justice.
- ❖ Both call for morality and against any immorality.

- 12. (a) Sexual immorality is an improper way of having sex, such as prostitution, adultery, fornication, homosexuality etc.**

- ❖ The influence of mass media and pornography i.e the youth today tend to read romantic magazines.
- ❖ Mixing of cultures i.e whites and blacks manifested in the way they dress, greet, talk.
- ❖ Decline in religious convictions i.e people neglect religious teachings from priests, pastors etc.
- ❖ Introduction of formal education i.e people who are in school delay to get married.
- ❖ Inadequate sex education, parents no longer have time to impart sex related discipline the young ones.
- ❖ Frustration in life i.e people who have been harassed sexually may end up abusing.
- ❖ Legalization of contraceptives such as condoms, pills etc. decline in punishment given to sex offenders and generally weak laws against sex offenders.
- ❖ Loosening of family ties and bad family examples from elders.
- ❖ Drug abuse and alcoholism has affected peoples reasoning capacity.
- ❖ Influence of permissiveness i.e people tend to do whatever pleases them regardless of its impact on others.
- ❖ Desire for money or materialism.
- ❖ Fear of the opposite sex which has led to homosexuality and bestiality.
- ❖ Lack of self-control.
- ❖ Bad peer influence.

(b) Discuss the Christian teaching on this misuse of sex. (12 marks)

- ❖ Genesis 19:1-29 the cities of Sodom and Gomorrah were destroyed because of peoples wickedness in sex.
- ❖ Numbers 21:1-5 give an example of the Israelites who engaged in sex with Moab women and were punished by God in one day
- ❖ Exodus 20:14, commands that ‘do not commit adultery’.
- ❖ Leviticus 18:1-22 outline forbidden sexual practices such as incest, homosexuality which were condemned by God.
- ❖ Prostitution is condemned in the bible since, the body of Christian is a temple of the holy spirit and should not be misused/abused.
- ❖ Proverbs 7:6-20 warns young men against being misled by prostitutes.

- ❖ Exodus 22:10-17 states that if a man seduces a virgin he should take her as a wife.
- ❖ Mathew 5:27-30 states that a lustful look at a woman is equal to adultery and leads to death punishment.
- ❖ John 8:8 Jesus called the adulterous woman to repent meaning that misuse of sex can be as a punishment.
- ❖ 1Corinthian 6:9 states adulterous and homosexuals will not inherit the kingdom of God
- ❖ 1Corinthians 5:27-7 sex abuse is evidenced that one lacks the holy spirit and is directed by the desires of the flesh.
- ❖ Ephesians 5:3 states that sexual immorality and obscene talks should not be mentioned among God's people.
- ❖ Sex should be between man and woman thus homosexuality is condemned.
- ❖ According to Paul, those who do not have self-control should marry.
- ❖ Sex misuse leads to sin which creates death.
- ❖ St Paul advocates for ex-communication for anyone who misuses sex e.g. a son who had sex with a step mother was ex-communicated (1 Corinthians 5:5).
- ❖ According to the book of revelation, sexual perverts shall not inherit God's kingdom.

E N D

P245/4

C.R.E

(The Old Testament)

Paper 4

2025

- 1. (a) To what extent is permissiveness responsible for the increased of sexual immorality in Uganda today? (12marks)**

STAND: To a larger extent permissiveness is responsible.

- Permissiveness allows people to dress indecently for example miniskirt tight jeans by girls hence ending up attracting boys to approach them for sex.
- Permissiveness promotes pornography e.g. showing blue movies which the youth watch and develop interest in practicing what they have watched hence committing sexual immorality like fornication.
- Permissiveness has normalized behaviors that were previously considered immoral leading to a shift in society norms hence promoting sexual immorality like prostitution.
- Permissiveness has allowed some musicians in Uganda to compose vulgar songs and dances which appeal to sexual language hence influencing the youth to desire to engage to sexual immorality.
- Permissiveness has made some parents to neglect controlling their children on which programs to watch on television. This has exposed children to programs which contain strong sexual language and mature scenes hence influencing their desire of practicing what they have watched.
- Permissiveness has led to rise of section of people who disguise themselves as human right defenders advocating for rights of homosexuals. This has promoted homosexuality in Uganda.
- Permissiveness has promoted increased number of prostitutes on streets of various urban centers of Uganda like Kampala, Mukono, Mbale. This has led to increased practices of prostitution.
- Permissiveness has encouraged various media houses such as television and Radio stations to organize programs that connect lover's e.g. "Be my Date" on Nation media television. This tempts such connected people to engage in immoral sexual practices e.g. fornication.

- However sexual immorality is also caused other factors besides permissiveness
- Peer group influence
- Lack of sexual satisfaction among the marriage.
- Decline in religious and cultural values among the people today.
- High levels of Unemployment which force young people in to prostitution today.
- Influence of drugs and alcohol which impairs people's reasoning capacity and end up engaging in acts like rape, defilement beastly.
- Introduction of contraceptives e.g. condoms, pill, IUDs. These encourages people into sexual immorality prostitution, Homosexuality because they do not fear to contract STDs or unwanted pregnancies.
- Persuasive advertisement like those about condoms in mass media. These attract young people to look for ways of using the so as to get to know how it feels like.
- Poverty some young girls who come from poor families get involved into sexual intercourse with sugar daddies to give them money so as to give the basic needs such as clothes, sanitary pads etc.
- Over confinement of people in one place for long time e.g. single sexed schools, prisons where they do have excess to people of opposite sex. This forces them to engage in homosexuality and lesbianism to quench their sexual thirst.
- Lack of sexual satisfaction among the married couples which force them to get side dishes to satisfy their sexual desires hence committing adultery.

(b) Explain the role of the church in fighting against sexual immorality.

- The church encourages Christians to repent from acts of sexual immorality.
- The church reminds believers to preserve their bodies from sexual immorality because they are temples of God which must be used to glorify God.
- The church organizes youth camps, seminars to counsel the youth against sexual immorality.
- The church encourages married couples to be faithful in their marriages hence reducing cases of adultery.
- The church encourages youths who have reached marriage age to undergo holy matrimony instead of cohabiting and committing fornication.

- The church organizes mass weddings for poor couples who are cohabiting to formalize their marriages into holy matrimony instead of cohabiting.
- The church encourages parents to bring up their children responsibly with Christian instructions and discipline. This protects them from sexual immorality.
- The church prays for sexually immoral so that God can touch them to change from immoral behavior to righteousness because with prayers everything is possible.
- The church contributes views when government is making laws regarding immorality e.g. the church through the UJCC contributed views, in making of anti-sexual law in Uganda recently by the eleventh parliament. This made the government Uganda to declare homosexuality unlawful.
- The church is providing employment opportunities to many youths in Uganda through its organization and structures hence preventing from going for practicing like prostitution due to unemployment.
- The church encourages married couples to satisfy each other sexually, basing on St. Paul teaching on marriage. This has reduced cases of adultery.
- The church takes care of orphans by providing them with basic needs. This helps to prevent them from engaging in sexual immorality like prostitution to earn money to acquire basic needs.

2. (a) Account for the increased campaign for responsible parenthood in Uganda today.

DEFINITION: Responsible parenthood refers to the practice of producing children and taking good care of them so as to make them grow up into responsible adults.

The following reasons have led to increased campaign for responsible parenthood in today.

- The increased cases of indecent dressing among the youth which requires parents to guide their children to dress decently.
- The increased cases of child sacrifice which requires parents to take responsibility of taking care of their children.
- The irresponsible mass media which airs out vulgar content that corrupts children's morals requires parents to guide children on proper programs to watch or listen to.
- Increased cases of street children, have led to increased campaign for parents to be responsible for taking care of their children and prevent them from coming on the street.

- Presences of sexuality transmitted disease like HIV/AIDs which requires parents to counsel and guide their children to abstain from pre-marital sex to avoid contracting such diseases.
- Increased cases of school dropout this has led to the need to encourage parents to provide school needs such as school fees and scholastic materials so has to keep the children in school.
- Increased cases of child trafficking, especially to middle East countries where they are turned into slaves this requires to be responsible to protect their children from child traffickers.
- Increased cases of drug abuse that has caused mental illnesses among the youth. This requires parents to watch out on their children against the use of intoxicant substances.
- Increased negative attitude of the youth towards work which has made many youths lazy. This requires parents to be responsible to instill appositive attitude towards work among their children.

(b) Examine the practices that helped parents in traditional African society to raise responsible children.

- **The parents in African traditional society adopted the following practices to raise up responsible children.**
- Sex education was carried out which helped to shape the morals of young ones.
- Upbringing of children was a communal responsibility where every adult had an obligation to guide children in case they were in the wrong.
- Punishments were administered to errant children e.g. those who got pregnant before marriage. This scared other children from committing similar mistakes.
- Work was trained right from childhood where boys worked with their fathers and girls worked with their mothers from whom they learnt skills of work which made them to be hardworking.
- Initiation ceremonies were performed in the life stages of children which attracted blessings from the ancestral spirits helping children to grow up with blessings of their ancestors.
- Adolescents of opposite sex were always separated e.g. they were prevented from moving together and slept in separate rooms to prevent incest and fornication.

- Leisure activities of children were closely monitored by adults to rule out dangerous moments of injuring one another or even temptation to sex in case of children of opposite sex.
- Taboos were emphasized to children which guided them towards proper moral because they spell out the dos and don'ts and what is right and wrong.
- Extended family systems where in case the biological parents failed to pass on some important content of sexual education, the extended relatives would take up the task.
- Mythical stories and other wise sayings which carried a lot of educative message were always told to younger ones which helped to shape their morals.

3. **“Recently a judge of the family court division granted permission to Mr. Kabonesa to divorce her husband whom she accused of committing adultery and domestic violence contrary to the marriage vows he made”**

(a) **As a Christian comment on the decision of the judge**

STAND; the decision of the judge is wrong. This is because of the following Christian views.

- Jesus taught that No man should separate what God has joined. This means marriage should be permanent
- The book of Malachi teaches that the Lord hates divorce therefore marriage should be kept permanent.
- The Bible recommends reconciliation in marriage in case of misunderstanding. God told prophet Hosea to remarry his adulterous wife
- The Bible teaches forgiveness to adulterers and encouraging them to repent. Jesus forgave the adulterous woman and encouraged her to repent
- The Bible teaches constant love for adulterous couples from their spouses as this can change them. Hosea showed constant love to his adulterous Gomer until he won her back.
- Divorce undermines that unity that God intended for marriage i.e. the idea that the two shall become one.
- The Bible teaches us patience and endurance in marriage. Abraham endured the bareness of his wife Sarah
- Divorce undermines God's plan and command to mankind of producing, multiplying and filling the earth Genesis 1:28

- Divorce shows a bad example to the society and to the children yet Christians are the salt and light of the world. Who are supposed to show a good example to the religious leaders in case of marital challenges
- It may lead to suffering of the children incase parents separate. The father may give up on providing basic needs yet Christianity encourages responsible parenthood.
- It may lead to temptations of adultery. Jesus taught that a man who divorces his wife and marries commits adultery and vice versa yet s.t Paul taught that adulterers will never inherit the kingdom of God.
- It may lead to hatred and enmity between the divorced couple and yet Christianity teaches us to love one another and to live in peace with others

(b) Why where marriages in traditional African society more stable than those of today why?

- parents chose or guided their children in the choice of marriage partners which ensured that proper choice was made. while as today children chose for themselves without
- Marriage was between families and therefore family members could always intervene to reconcile the couple in case of misunderstanding while as today the marriage covenant is between two partners which makes it easy to elapse in case of misunderstanding
- in ATS the choice of a marriage partner was based on good character which helped them to survive while today most people base on physical appearance without considering character and end up being disappointed
- In ATS the whole community was concerned to ensure that the young people who had married live a stable marriage e.g. in case of bareness, elderly women would provide traditional herbs to help the women conceive while as today society is so individualistic which makes marriage understandings go un-dissolved by the community.
- Sex education was emphasized to the people who were getting married this equipped them with skills of handling challenges in marriage whereas today sex education has been neglected and therefore many young people lack skills of handling marriage challenges leading to their instability.

- In ATS people marry with in their cultures which minimized conflicts related to cultural differences whereas today there is a lot of inter-marriages which leads to cultural differences in marriage leading to conflicts.
- Virginity was highly emphasized in ATS before marriage which helped to build confidence and trust in partners hence keeping their marriage stable whereas today many young people marry when they have lost their virginity which leads to mistrust and suspicion among the married partners hence sparking off instability in modern marriages.
- Faithfulness among the married partners in ATS was observed hence limiting instabilities caused by adultery whereas today most married partners are unfaithful due to permissiveness hence causing a lot of instabilities.
- In African Traditional Society polygamy was accepted as traditional institutional and therefore co-wives lived peacefully with one another and it also instilled discipline among co-wives as they compete for attention from the husband whereas today polygamy is acceptable among many women and is a cause of unstable marriage because many women today do not want completers.
- In African Traditional Society women owned no property and survived under the care of their husbands which kept them loyal to their husbands however today with women emancipation many women owned property and sustained themselves economically hence value less their husbands and marriages since they feel they can sustain themselves.

4. (a) **Analyze the condition that have led to increased cases of Abortion today?**

Definition. Abortion refers to deliberate expulsion of the fetus from its mother's womb before actual of birth.

The follow conditions led to abortion.

- In case a man responsible Denys the pregnancy.
- In case the girl is still in school yet she would like to first complete her education.
- In case of ectopic pregnancy where the fetus is developing in fallopian tube. This may be dangerous to the mother's life.
- In case the girl is too young to produce safely when living her to produce may put her life in danger.

- In case the girl or woman fails to identify the man responsible for the pregnancy where the woman may have slept with than one man with in the same period.
- In case it is discovered that fetus developing in the mother's womb is deformed and if left to be produced with distrusted the parents in process of upbringing.
- In case the man is likely to be imprisoned because the impregnated girls are minor/under age. Abortion can be carried out to conceal evidences.
- In case the man is likely to be imprisoned because the impregnated girl is minor/under age. Abortion can be carried out to conceal evidences.
- In case of a married woman who convinced out of adultery.
- In case of unemployment where the mother and the husband/man are unemployed and have no the means to take care of the child to be born.
- In case the mother is in bad health state and cannot carry pregnancy the successful up to the time of birth.
- In case one risks to lose her job where her bosses may not entertain pregnant women for example air hostess, house maids.
- In case one prostitute where the pregnancy may interrupt her job.
- In case the girl's parents are too ruthless and a likely unlashd angry upon the girl.
- In case one conceived out of incest which is cultured an abomination. Couples may choose carry out abortion to avoid embarrassment.
- In case of a high profile person who is highly held esteem by the public gets involved and pregnancy a woman of low (status). A man may force such a woman to abort so as to preserve his dignity by saving himself from embarrassment.

(b) Account for Christian condemnation of practice of Abortion.

- Christians condemn abortion because of the following.
- Abortion is murder because it involves termination of lives yet Christianity condemns murder. i.e. The bible teaches do not commit murder. (Exodus 20:13)
- Abortion is against God's commandment of procreation (Genesis 1:28)
- Christians believe that God gives life and only him reserves the right to take it away.
- The bible teaches that God knows and has a plan for the unborn. (Jeremiah1:4-5) which states that the lord knew Jeremiah before he gave him life and selected him to be a prophet to nations before he was even born.

- Christianity teaches that children are gifts from God and therefore should be welcomed, however abortion defeats this notion.
- Christianity teaches that we were created in the image of God. (Genesis1:26) and therefore we should live a holy life to project the good image of God yet abortion defiles God's image.
- Christianity teaches that our bodies are temples of God and should be used for God's glory. (1st Corinthians 6:15). They should be kept away from evils like abortion.
- Abortion may promote sexual perversions like adultery and fornication since people know they will abort and conceal evidence yet Paul teaches that sexual perverts will never inherit the kingdom of god. (1st Corinthians 6:9-10)
- Abortion ay lead to divorce in case it is committed by married women without the consent of the husband which may cause disagreement and eventual divorce yet Christianity teaches against divorce I.e. the lord hates divorce. (Malachi2:14-6)
- Abortion may lead to death especially when it is carried out by unprofessional people where the women may bleed to death yet Christian have a duty to preserve a God given gift of life.
- Abortion shows a bad example to society yet Christians are the light and salt of the world with a duty to live a life which is exemplary and devoid of sin.
- Abortion is against state laws and it is treated as crime in Uganda yet Christians have an obligation to obey the laws of the state and state authorities according to the teaching of St. Paul and peter.

5. (a) Account for the negative attitude towards work by some youth in Uganda today.

The following are the reasons for the negative attitude toward work by some youth in Uganda today.

- Low wages/salaries, many employers today pay very wages to workers which is below the ability of the workers to have access to a decent life.
- Delayed payments of wages, this is where employers take long to pay employees e.g. cases have been reported where some employees spend more than five months when they are supposed to be paid weekly/monthly but promptly this denies employees a chance of fulfilling their budgetary obligations.

- Sexual harassment, this is commonly practiced by male bosses against female employees who demand for sex from them in order to maintain them on job or even promote them where by failure to do so may lead to dire consequences.
- Poor working conditions, this is where workers are made to work under unfavorable conditions e.g. when they are not provided food, protective gear from risks at work e.g. masks, gloves, boots thus exposes workers to health risks and accidents which may claim their lives.
- Salary deductions, some employer have attendance of deducting the salary of their workers without the consent of the workers due to minor reasons e.g. skipping duty, forced contributions to a particular cause etc. hence reducing the workers' salaries which leaves them demoralized
- Denial of pay, this refers to a situation where employers completely refuse to pay the workers for the labor that they have offered to the organization. This is commonly practiced in private schools where proprietors of some schools refuse to pay teachers for the work done.
- Unfair dismissals, some workers are dismissed from places of work by their employers on minor issues without even warning them before. This makes their jobs insecure.
- Denial of fringe benefits, these are non-wage benefits e.g. food, transport, medical allowances and accommodation which if given would make the work comfortable at the place of work. This makes the workers spend the little salary they have got on these services hence having no money to save.
- Denial of appointment letters/clear work contracts. Some employers deliberately deny their employees appointment letters and clear contracts of work so as to find it easy to dismiss them in case of any uncertainties. This denies the workers Job security and compensation in case of unfair dismissal.
- Discrimination at places of work, many employees /workers face discrimination at their places of work based on gender, tribe, religion etc. where employers favor a particular gender, their tribe mates or co-religionists in terms of promotions hence causing them to suffer.
- Denial of maternal/paternal leaves, workers by law are entitled to maternal leaves for female workers for labor periods and paternal leaves for male workers to attend to their

wives however some employers completely deny workers such leaves, putting them at a risk of losing their jobs or facing the to cut short off their leave.

- Overworking, some employers force their employees to work beyond the normal working time without extra pay/overtime pay e.g. they make such workers to work even on weekends, late evening, public holiday but without extra pay.
- Physical and verbal assault, some employers subject their workers to physical beating/verbal assault in case the employee has committed a mistake. This commonly is done by house masters to their house keepers/maids causing physical injuries or psychological torture.
- Some youth come from rich homes where everything to survive for is available. This makes them to see no value in work.
- Some youth especially the educated hate blue collar jobs such as those related to agriculture because they think that such jobs are for non-educated.
- Decline in religious and cultural values where many youths today no longer respect the teaching in the bible and cultural values which encourage hard work.
- Poor parental guidance, many parents have too much love towards their children and think that subject them to work is mistreating them instead the parents think they can provide everything for their children hence making them grow up with negative attitude towards work.
- Some teachers in schools give learners activities of work as punishment such as digging as forms of punishment for offence committed at school. This makes such youths to develop a negative attitude to words work.

(b) Explain the role of the church in fighting unemployment in Uganda.

- The church prays for the unemployed people so that God blesses them with job opportunities.
- The church encourages people to respect all types of work including manual work.st Paul was a tent maker.
- The church encourages people to exploit their talents and turn them into income generation.
- The church sets up church founded schools and hospitals (social services) that provide employment to teachers and health workers.

- The Church sets up financial institutions such as Centenary bank for catholic church which employ Ugandans but also extend credit to people to start up income generating projects.
- The Church sets up vocational /technical institutions which train practical skills such as plumbing, carpentry and joinery hence helping the youth start up their own jobs.
- The church provides educational scholarships to dis advantaged children which enables them acquire qualifications that enable them to get jobs.
- The church sets up projects such as poultry, piggery, cattle rearing which always provide employment opportunities for the unemployed.
- The church leases out its land to investors to start up factories and other projects that could yield jobs for citizens.
- The church establishes higher education institutions e.g. Universities that equip people with professional skills as teachers, lowers, accountants which enable them to get jobs e.g. Uganda myters University Nkozi for Catholics and Uganda Christian University for Anglicans.
- The church advocates for peace especially in war affected areas so as to create a peaceful environment that can attract investors to create jobs.
- The church offers part of its land to landless citizens to engage in commercial agriculture.

6. (a) Examine the features of a just wage.

Definition:

A just wage refers to a fair and reasonable payment for work done, enough to support a descent standard of living for the workers and their families.

A just wage has the following features;

Fairness, it is always required to be equal to work done or effort put in by the work to accomplish a particular task.

- Sufficiency, it should be enough to support a descent standards of living for the worker and the members of his or her family.
- Transparency, a just wage should be clearly communicated by the employers and understood by the workers before they can commence work.

- Living wage, it should cover the basic needs of the work such as food, clothes, health care and education.
 - Regular review. A just wage requires to be adjusted periodically to cater for the changes in cost of living.
 - Non -discriminatory. A just wage is free from all forms of bias based on gender, race, ethnicity, Religions or other discriminatory elements.
 - Promote dignity and respect, a just wage value workers contribution and promote a sense of dignity and respect.
 - Legal complacency, a just wage complies with the minimum wage laws of a country.
 - Considers employer's capacity. As the financial status of the employers improves the workers' wages are also improved to enable them grow with the organization.
 - Consider industry standards, a just wage compares the wages of the workers of the similar jobs in the wages for the workers.
 - Experience of the workers, a just wage considers the length of the time and the experience of the worker in the field where those with more experiences are paid more than those with less experiences.
 - Considers the marital status where those who are married and have families are paid enough wages to meet family demands.
 - Considers qualifications where those with higher qualification e.g. Degrees, masters and paid better wage than those with certificates.
 - Geographical factors, a just wage consider geographical location of place of work where workers who always work in hard to reach areas are paid higher wages than those who work in areas which are easily accessible.
- (b) **Explain the biblical teachings that can help employers and employees to maintain good working relationship in an organization.**
- Respect and obedience. Ephesians 6:5-6 encourage slaves to obey their earthly masters with respect, fear and sincere heart as they would obey Christ. the verse encourages employees to respect and obey their employers.
 - The Bible teaches hard work and diligence Ecclesiastes 9:10 states that whatever your hand finds do it with all you might. This verse promotes strong work ethics.

- The bible teaches masters to treat their servants fairly. colosians4:1 states master provide your slave with what is right and fair because you also have a master in heaven. The verse encourages employers to treat their employees with respect.
- The bible teaches integrity, honesty proverbs12:22 states that the lord detests lying lips but delights in people who are trustworthy. This can help workers to observe integrity and honesty in work place.
- The bible teaches accountability and good stewardship in work. The parable of the talents Matthew 25:14-30 teaches servants to use wisely the resources entrusted to them by their masters efficiently and effectively to the expectations of their masters.
- The bible teaches masters to pay their workers in time. Leviticus 19:13 teaches that a hired labor should be paid ideally he completes work. This can limit conflicts over non or dallied payments.
- The bible teaches that work should be balanced with leisure. God worked in his creation for six days and rested on the seventh day. Therefore, employers should provide time for their workers to rest to prevent conflicts that a raise out of over working workers.
- The bible teaches to love one another John15:12 This can help to promote love and respect between employer and employees at work places.
- The bible teaches humility. Jesus washed the feet of his disciples as a sign of humility despite being their master. This can help employers to exercise Humility towards their employees. This can create peace at work places.
- The bible teaches forgiveness, Jesus taught that we should forgive those who wrong us therefore employees and employers should exercise forgiveness to each other.
- The bible teaches as to pray over all situations. Jesus taught that ask and it will be given to you, seek and you will find mathew7:7-8. Employers and employees should pray over the causes of the conflicts so as peace to exist on the work place.
- The bible teaches us to promote peace. Mathew5:9 states that happy are the peace makers for they will be called children of God. This can help employers and employees to actively work towards peace and reconciliation in case of miss understandings at work place.

7. (a) **To what extent does the leisure industry contribute to the development of the society today?**

STAND: To a larger extent leisure industry contributes to the development of the society today.

- The leisure industry contributes to foreign exchange earnings especially the tourism industry. When foreign tourist visits the country, they bring with them foreign currency which in turn is used to pay for imports and control inflation.
- The leisure industry contributes to the development of infrastructure such as hotels, lodges for leisure goes, establishment of sports infrastructure such as football stadiums, building of roads which connect leisure parks and re-creation centers etc. hence the development of the country.
- The leisure industry contributes to industrialization. It creates the demand for products such as sports equipment, Musical instruments, art supplies which have all stimulated investment in the manufacturing sector.
- The leisure industry expands the tax base for Uganda through taxing leisure related infrastructure e.g. Hotels, lounges and other recreation centers, such as night clubs, leisure event organizers etc.
- The leisure industry provides market for locally produced goods e.g. The food prepared in hotels for tourists, raw materials used in the manufacture of beers such as sorghum, art and craft items sold to foreign tourists etc. hence enabling Ugandans to earn income.
- The leisure industry contributes to creation of employment opportunities by employing people in leisure facilities such as hotel workers, tour guide, game rangers in game parks etc. Hence contributing to the solving of unemployment in society today.
- The leisure industry contributes to the conservation of natural resources for example the tourism sector has promoted the conservation of Uganda's wildlife in national parks, the conservation of natural forests which are visited tourists, generating income while also preserving the environment.
- The leisure industry leads to the development of other sectors of the economy especially the mass media where the mass media is used as a platform for advertising leisure activities such as musical concerts, theatre performances, hotels, broad casting sports events which have all contributed to the development of media industry.

- The leisure industry contributes to the preservation of African culture for example the development of heritage tourism has encouraged the preservation and restoration of historical sites, monuments which all help to promote cultural awareness and appreciation.
- However, the leisure industry to a smaller extent contributes to the under development of Uganda.
- It leads to erosion of African culture due to the influx of foreigners who come with foreign culture.
- It leads to inequitable distribution of benefits where communities located near leisure parks, recreation centers develop faster than those without.
- It leads to environmental degradation where some natural forest is cut down to set up leisure facilities like hotel, filling of some lake shores with soil to establish beaches etc.
- Some leisure activities promote immorality.

(b) Examine the biblical teaching about leisure.

Old testament

- Leisure is a blessing from God. God had leisure and blessed it. God himself had leisure meaning that he blessed it e.g. In Genesis, God worked for six days and rested on the day. (Genesis 1:2-3)
- Leisure is for celebrating feast. The Israelites celebrated many feasts during their leisure time. They attended the feast of the Passover when they remembered how God had delivered them from death.
- Leisure should be balanced with work. There is time for everything, time for work and time for leisure. (Ecclesiastes: 3:1)
- Leisure is for remembering God and keeping the Sabbath day holy i.e. the third law of Moses. God commanded the Israelites to observe the Sabbath and keep it holy i.e. they were to work for six days and rest for the seventh day. (Exodus 20:8-12)
- Leisure is for thanking and praising God. The Israelites used leisure to praise God for delivering them from Egypt and giving them a wonderful land of Canaan. (Deuteronomy 5:12)

- Leisure is for composing hymns, writing poems or reflecting on life. The Israelite writers had time to reflect on life and the wonderful things of nature through leisure time, which they later presented in poems in psalms 148.
- Leisure is for offering sacrifices to God and sharing meals. The Sabbath feast was made for fellowship and was at times forgiving sacrifices, after which there was haring the meat. (Numbers25:9-11)
- Leisure is for celebrating important feast days. They had special days to rest and enjoy e.g. The Passover feast of weeks feast of the unleavened bread, treats of the tabernacles.
- **New testament teaching about leisure**
- Leisure is used for attending social functions in our communities. Jesus attended the social functions of his society and identified with his people e.g. He attended a wedding at Cana where He changed water into wine(John2)
- It is for creating friendships and strengthening relationship among people. Jesus loved associating with people during His free time e.g. He had friends Mary and Martha and always dined with them.
- Leisure is used to assist our parents with work which enable them to be blessed by their parents e.g. Jesus in his free time, assisted his father Joseph with carpentry work.
- Leisure is for associating with little children to bond with them.eg. Jesus spent His leisure time blessing little Children. He advised that whoever did not receive the Kingdom like children would not inherit it. (Luke 18:15-17)
- Leisure is for relaxation after a hectic day in order to regain lost energy, e.g. Jesus encouraged his disciples to have leisure, after He had healed many people, He told them to go and rest. (Mark6:31)
- Leisure is used for praying to God to ask He what we want e.g. Jesus used to go to lonely places to pray and after prayer, He could perform miracles like healing the leper. (Mark 1:25, Mark6:3)
- Leisure is for helping the needy so as to comfort and console them and give them basic needs of life.eg. Jesus used to spend his leisure time helping people live humanly. He did this by destroying whatever helping people live harmony. He did his by destroying whatever destroys human life e.g. hunger, death and sickness (Luke14:1-6, John5:2-8)

8. (a) **Analyze the importance of taxation in an economy of any given country.**

Definition.

Taxation refers to the process by which governments collect revenue from citizen, business organizations to fund public goods and services.

The importance of taxation are as follows:

- Taxation helps in fair distribution of wealth through taxing the rich and using the money to cater for the poor.
- Taxation helps to reduce on income inequalities among citizens by charging high taxes on high income earners and low taxes on low income earners to eliminate the income gaps.
- It helps to regulates inflation in an economy through imposing high taxes on citizens to reduce on too much money circulating in an economy hence helping to keep the prices of commodities stable.
- It helps to regulate consumption of harmful/goods.eg alcohol, cigarettes by imposing high taxes on them to discourage citizen from consuming them due to their high prices.
- It helps to protects domestic infant's industries by imposing heavy taxes on imports to discourage their importation.
- It helps to protects the environment from degradation through imposing heavy taxes on pollutant goods such as used vehicles to discourage their importation and use.
- It provides employment opportunities to many citizens of the country e.g. Tax assessor, tax educators, tax collectors etc.
- It helps to fund infrastructural development such as roads bridges, railway line, power stations etc.
- It helps to fund social welfare programmers that benefits vulnerable populations such as the elderly, poor people with disability etc. by government.
- Taxations helps to fund education and health services which are critical in promoting human capital development.
- Taxation is used by government to raised resources to fund national defend programs and security making the country peaceful and stable.
- Taxation acts as an incentive to hard work by imposing taxes on citizens it this is in line with the biblical teachings which encouraged hard work and condemns laziness.

(b) **Comment on the Christian attitude toward taxation**

STAND. The Christian attitude is positive towards taxation.

- God Commanded every adult of Israelite to pay temple taxes to support the temple activities and services (exodus 30:13-15)
- The old testament teaches that God commanded the Israelites to pay a tithe which is a tenth of their agricultural produce to support the Levites priests, foreigners, orphans, widows. (Deuteronomy 14:28-29)
- In the old testament the Israelites were instructed to offer the fruits of their first harvests to God to acknowledge his provisions and sovereignty. (Exodus 25:16-19)
- The Israelites paid taxes for the construction and maintenance of tabernacle (Exodus 25:1-7)
- In the new testament Jesus taught that give to ceasar what belongs to ceasar and to God what belongs to God. (Mathew 22:15-22). This teaching implied that taxes should be paid to the governing authority.
- In the new testament Jesus associated with tax collectors e.g. Zacchaeus who was a chief tax collector for the Roman governor among the Jews. This showed that Jesus did not condemn taxation.
- Apostle Paul wrote to believers instructing them to pay taxes to whom taxes were owed (Romans 13:6-7)
- The bible teaches Christians to respect and obey those in authority because all authority comes from God. (Romans 13:1-2) By Paying taxes Christians demonstrates willingness to submit to those in authority.
- The New testament teaches that Christians are the light and salt of the world Mathew 5 hence just demonstrates example to society by paying tax.
- Paying tax encourages Christians to work hard which is in line with Christians teachings that condemns laziness and encourages hard work.
- Taxation helps government to rise resources to fund programs of helping the needy. Christians have an obligation to help those who are in need.
- Taxation helps government to rise resources needed to fund security programs to promote peace. Christians have an obligation to work for peace according to Mathew 5.

However, to a smaller extent a Christian may oppose taxation under the following circumstances.

- In case taxes are to be used to support regimes that abused human rights.
- In case taxes are to be used to fund acts of aggressions yet Christians have an obligation to promote peace.
- In case taxes are unfair and excessively high that they make a Christian remain with no money to take care of his family yet Christians have an obligation to provide basic needs for their families as responsible parents.
- In case taxes are to be used to fund scientific programs to produce weapons of mass destruction that threatens human life yet life is God given gift which Christians have an obligation to preserve.
- In case the taxation is discriminatory ie focuses on a particular group and spares another. Christians are called Upon to promote equality because we are all created in the image of God. Genesis 1:26.

9. (a) Account for the increased violation of state laws in Uganda today.

Definition. A law is set of rules that govern a society and is made by those in authority.

- Poverty where many resort to stealing to survive.
- High rate of drug abuse.
- Greed or lustfulness for material things leads to corruption, robbery, murder.
- Political instabilities like wars creates lawless society where people take advantage to violate the law.
- General moral degeneration.
- Ignorance of the law. Makes many people to violate the law unconsciously.
- Greed for political power makes some people to engage in rebel activities.
- Decline in religious values where people no longer respect the teachings of God.
- Irresponsible parenthood where many parents today have neglected proper upbringing of children because they are busy with work hence make the children to grow up violating state laws.
- Increased costs of living which makes people to engage in dubious means of getting money i.e. stealing, corruption in order to make ends meet.

- Rampant unemployment among youth today makes some people to violate state laws e.g. robbery, pickpocketing.
- Weakness of the police. sometimes the police are ineffective in detecting and arresting potential crimes which makes it easy for the laws breakers to break the law.
- The effect of corruption among law enforcement agencies e.g. The police, judiciary. These take bribes and abate crime.
- Weak punishment is administered to some law breakers which encourage criminals to continue breaking the law because they are not afraid by the nature of the punishment.

(b) How did the traditional Africans maintain law and order in their respective societies.

- The traditional Africans had various methods of maintaining laws and order.
- The use of traditional courts e.g. Family, clan and king's court which settle disputes among members of the community.
- They used council of elders, these were composed of highly experiences and knowledgeable men who could always seat conflicting parties and promote reconciliation in order to keep law and order.
- The use of reconciliation ceremony e.g. The Mato-oput ceremony among the Acholi of Northern Uganda which restore lost friendship and brought about peace as well as law and order.
- Administrating of punishment to offenders e.g. Banishment from the community, capital punishment. This could scare the members of the community from committing similar offenses hence promoting law and order.
- Use of restorative justice. This involved compensating the offended for the damage committed which helped to re build broken relationship hence maintaining law and order.
- The use of community meetings. This could be held to discuss controversial issues hence resolving conflicts collectively with in the community which promoted justice and law and order.
- Use of sex education, this helped to shape the morals of the young ones into responsible adults who were morally upright hence minimizing cases of crime thus maintaining laws and order.

- The use of blood pacts, this created strong alliances and bonds between individuals, families and communities hence helping to maintain laws and order.
- Use of inter marriages between different families, clans and communities which created kingship between families, clans and communities promoting unity and co-operation hence maintaining laws and order.
- Used customary laws, this were un written rules embedded in customs, norms, taboos, they usually guided people on what was wrong and right hence maintaining laws and order.
- Establishment of special armies or organized group of warrior who maintained law and order defended the community from external attacks etc.
- Loyalty to kings, chiefs and other traditional leaders were very much emphasized and the subjects were expected to show absolute loyalty and obedience this helped to maintain order.

10. (a) **Comment on the forms of discrimination which are commonly practiced in Uganda today.**

Definition: Discrimination refers to the unfair treatment of different categories of people, especially on grounds such as Nationality, political parties, socio economic status, gender etc.

The following are the forms of discrimination.

- Discrimination based on sex. Women are over looked compared to men because they are considered to be weak.
- Discrimination based on physical appearance. Some people are more respected or despised because of the way they appear physically.
- Discrimination based on religion. some people feel their religion is superior compared to others hence despise people of other religion.
- Discrimination based on culture. Some people think tribes are superior to others hence respect their tribemates and despise people of other tribes.
- Discrimination based on race. some people for example the white fill superior to the black race and hence tend to despise blacks.
- Discrimination based on economic status. The rich people tend to be favored than the poor by society.

- Discrimination based on professionalism. Some people consider their professional superior to others for example lawyers consider themselves to be more learned than other professionals.
- Discrimination based on education. More educated people tend to look down on the less educated.
- Age discrimination. young people always tend to despise mature people. they look at them as old fashioned and refuse to associate.
- Discrimination based on clan. Some people consider their clan more important than others for example in Busoga the Baisengobi clan consider themselves superior to other clans.
- Discrimination based on education institution attended. Some people who attended first class education institution e.g. Kings collage Buddo in Uganda consider themselves to be academic superior and more intelligent to those who attended ordinary institution.

(b) Using biblical evidence, justify the view that all people deserve equal treatment.

- The bible teaches that all people are created in the image of God. (Genesis1:28)
- The bible teaches that man and woman were created to live as companions according to Genesis2 hence male and female deserve equal treatment.
- Both male and female were assigned the role of pro-creation and co-creation equally. (Genesis 1:28) hence God valued them as equals.
- The ten commandments and other laws are applied to all Israel men and women equally meaning that God valued them as equals.
- The old testament, God considered men and women he chose men and women to act as judges. Deborah was a woman Judge.
- God sent his son Jesus Christ to die on the cross to bring salvation to all mankind regardless of the race and tribe differences.
- Jesus associated with all kinds of people during his ministry. Women, men adults and children Jewish and Gentile social out casts which meant that all people deserve equal treatment.
- Jesus protected the woman who was about to be stoned to death for committing adultery yet the fellow adulterer the man has been spared. (John 8)

- In the new testament, James warns the believers against discrimination. (James2:1-3)
- Christians are encouraged open up their homes to all people just as Cornelius who worshipped God invited peter into his home. (Acts10:23)
- God punished the Egyptians by sending plagues upon the land of Egypt for discriminating the Israelites through subjecting them to hard labor. (exodus 10 :1-11)

11. (a) **Examine the view that politics is not a dirty Game but politicians make it appear dirty.**

STAND: Yes, politics is not a dirty game but politicians are the ones who make it dirty by engaging in improper political practices as shown below;

Politicians engage in rigging of elections.

Politicians sometimes tell lies to voters during times of elections campaign so as to win votes.

Politicians persecute political opponents especially those in the opposition by arresting them etc.

Some political leaders organize gangs to carryout violence against supporters of their political opponents as a way of suppressing them.

Some political leaders use money to bribe voters to vote for them even when they do not merit.

Some politicians bribe organizers of elections such as returning officers who are in charge of electoral processes to declare them as winners even when they have lost the election.

Some politicians plot to murder political opponents so as to remain unchallenged.

Some politicians especially those who are in power tend to kidnap political opponents and torture them and sometimes coerce them to give up on politics.

Some politicians black mail their political competitors so as to defame them among the voters.

Some politicians organize rebel activities against the sitting government causing insecurity in the country.

Some opposition politicians defect the ruling party after being elected leaving their voters disappointed.

Some politicians for example parliamentarians accept bribes from the executive to pass unpopular laws to change the constitution in favor of those in power betraying their voters.

(b) To what extent should a Christian participate in the politics of His/her country.

STAND. To a larger extent a Christian should participate in politics of his country because of the following reason.

- A Christian should participate in politics to promote peace e.g. Through mediating peace talks between government and rebels because Christian are called upon to work for peace. (mathew5)
- Christian should participate in politics to use the political platform to preach the gospel among politicians.
- Christian should participate in politics so as to pass just laws that care for valuable group such as orphans, widows the poor because Christians are called upon to be compassionate to the vulnerable.
- Christian should participate in politics by voting for God fearing Politian's who will rule according to the will of God.
- The bible teaches that all authority comes from God including political authority therefore Christians should vie for political office and assume this authority.
- Christians should participate in politics to oppose ungodly laws that are proposed by ungodly politicians.eg. laws that support abortion, sexual immorality.
- Christians should participate in politics to fight corruption because the bible condemns dishonesty and all forms of exploitation.
- Christians should participate in politics in politics to show exemplary leadership because they are considered to be the salt and light of the world. (Mathew 5)

However, to a smaller extent should not participate in politics under the following circumstances.

- Incase politics involves telling lies because Christians are called upon to speak the truth
- Incase politics will involves rigging of votes yet Christianity teaches that Christians should be honest.

- In case a Christian participation in politics will occupy him or her and fail to spare time to serve God.
- In case of politics which involves violence against political opponents because Christians are called upon to work for peace.
- In case a Christian by virtue of his Christian position will be required to move motions of unchristian laws such as laws which legalese abortion.
- In case politics would lead to spread of tribalism which cause tribal divisions because Christians are called upon to be united in Christ.

12. **As a Christian discuss the arguments for and against Democracy as a system of governance.**

Definition: It refers to a system of governance in which everyone is equal and has a right to participate in decision making of the political social and economic aspects of life in any given society.

The following are the Christian arguments in favor of democracy:

- Democracy promotes peaceful transfer of power from one government to another. In line with the Christian teaching that we should work to promote peace. (Mathew 5:9)
- Democracy promotes equal treatment for all people regardless of their gender, race, tribe etc. This is good because all people are created in the image of God and therefore equal.
- Democracy promotes unity in diversity, eg. people of different social back grounds come together to form political parties to compete in elections in line with the Christian teaching that we should unite in Christ.
- Democracy promotes justice e.g. Fair hearing in the courts of law, this is in line with prophetic teachings where Amos called for justice to flow like a stream that never dries.
- Democracy helps to protect the rights of the minority and the weak even when it emphasizes, majority rule in line with Christian teachings that emphasizes the rights of the minority e.g. The poor, foreigners, orphans, widows etc.
- Democracy promotes harmonious co-existence between people of the different political opinions because it provides for toleration of people with divergent political, social and economic views just as Christianity teaches us to tolerate one another.

- Democracy promotes patience since the defeated candidates in the elections have an obligation to wait patiently and till the next round of elections. This is in line with Christian teaching of patience in the book of James
- Democracy promotes team work since people work together to promote the values they believe in politically, socially and economically hence building a spirit of brotherhood just like Jesus and the disciple who worked as a team to spread the good news.
- Democracy is used as a channel for God to provide leaders to society through free and fair elections. This is because all leadership comes from God.
- Democracy provides peace and stability in the country which enables people to engage in productive work to fulfil God's command of co-creation.
- Democracy promotes the rule of law where leaders are expected to follow the constitution and other laws governing country for a common good. God provided the ten commandments and other laws to the Israelites to guide them in their relationship with him and with fellow Israelites.
- Democracy promotes accountability through transparent and accountable governance in line with Christian teaching, that individuals will be accountable for their actions.
- Democracy promotes freedom of worship, which creates conducive environment for Christians to worship God. Preach the gospel.
- Democracy emphasizes the importance of respecting human life and promoting the wellbeing of all individuals. This creates the Christian teaching of promoting and preserving the sanctity of human life.

Christian arguments against democracy.

- Democracy may lead to emergence of false religions and cults due to freedom of worship. This may undermine the true religion of Christianity.
- Democracy may give chance to people to abuse their leaders due to freedom of peace and expression yet Christianity teaches us to respect earthly authority.
- Democracy may lead to division and disunity where under multiparty dispensation, people may form rival political parties to compete for state power hence promoting disunity, yet Christianity teaches that we should all be united in Christ.
- Democracy may lead to hatred and enmity between supporters of different candidates in elections yet Christianity teaches us to love one another.

- Democracy often promotes tolerance and acceptance of diverse sexual orientations e.g. Homosexuality, Lesbianism yet these are condemned in the Christian circles.
- Democracy often allows to individual choice on issues like abortion yet Christianity teaches the sanctity of human life.
- Democracy emphasizes majority rule yet some times the majority may not be right yet Christianity emphasizes righteousness regardless of the numbers.
- Democracy may lead to case of tribalism in cases where an individual is aspiring in an area with a majority of his tribe, yet Christianity calls for fair treatment of individuals.

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I.R.E

The Holy Qur'an

Paper 1

2025

SECTION A

1. (a) Examine the conditions that accelerated the Revelation of the

Holy Quran in Hijaz.

(13 marks)

- The Holy Quran is Allah's speech Revealed to Prophet Muhammad (PBUH) through Angel Gibril from 610 AD to 632 AD (23 years) for the guidance of mankind.
- The un lettered nature of the Prophet, yet had to teach Quran to those who could read and write QN:7:57, 29:48.
- The geographical location of Hijaz/ Arabia as in the middle of the world and could easily spread Islam to other areas of the world.
- Hijaz being a desert, Arab traders would move from one area to another contacting people thus spread of Islam.
- Mecca was the mother of all cities in the world and thus the message had to start from there. Quran 42:7.
- The Arabs were blessed with the skills and love of Memorization of poems and thus would easily memorize the Quran so easily.
- The Arabs were known of hard heartedness and extreme harshness compared to other nations of the world. Quran 41:44.
- There were political injustices done by the Pagan Arabs in Arabia e.g dictatorship in governance.
- Arabia / Hijaz region was full of economic evil acts like Ribba, Quran 2:276, cheating in Weights and measurements 17:35, slave trade 4:1 etc.
- There was social and moral bankrupting of the Arabs in Hijaz/ Arabia e.g wine drinking quran 9:90, fornication and adultery 17:32, etc.
- Arabs exhibited religious evil acts in Hijaz areas e.g idol worshipping/ polytheism), trinity 4:157, etc.

- The need to Answer Prophet Ibrahim's prayer, after he construction of the Holy Kaaba, when he prayed to Allah to raise an Arab prophet from his house. Q 2:129.
- The need to fulfil Isa's prophecy to the Israelites of the coming of another Prophet called Ahmed (Muhammad 61:6)
- The Prophet was an Arab, so it would make sense to reveal it in Arabic language and explain it clearly in his mother tongue Q. 41:44.
- Arabs would have rejected the Quran if it was revealed in a foreign language and not in Arabia.
- Arabic language is the best language, most expressive, eloquent, broad in literature and comprehensive 12:2.
- The first house of worship (Kaaba) in the world was built in Arabia /Hijaz, where muslims face when praying.
- The existence of Allah's will and pre-determination led to its revelation in Arabia Q. 36:82.

(b) In what ways do Muslims of Uganda disseminate Allah's message to your community? (12 marks)

- Through transmission of Allah's message to people. Prophet said, "Transmit from me even if it's one verse."
- Muslims conduct Quranic recitations to spread God's message.
- Through Translations of Quran into local languages so that it's understood better e.g Luganda.
- The Quran is taught or read in study circles like in mosques.
- Muslims spread Allah's words by use of social media e.g TikTok, WhatsApp and Facebook.
- Through voluntary muslim teachers who move from one place to another.
- By preaching Friday Sermons in mosques or in other areas.
- Through burial ceremonies muslims deliver Allah's message.
- Through formal education acquired in schools and higher institutions of learning.
- muslims receive Allah's message from homes through parents, guardians and other family members.
- Through peers and friends with whom one interacts.

- Through attending muslims ceremonies e.g Eid, Aqiqah, etc.
- Through electronic media like Radios, television, Islamic message is on broad cast.
- Allah's message can be received by teaching the words actions of the prophet (PBUH).

2. (a) Discuss the mode of Quranic Holy communication to humanity. (13 marks)

- The Holy Quran was revealed through one mode which is messenger ship, involving Angel Jibril bringing down Allah's message to Muhammad PBUH 2:97.
- Allah's Himself ordered the pen to write the Holy Quran and He placed it on the preserved Tablet (laahal a place where all other divine books were first put before giving them to their respective prophets.
- the Quran was then given to Angel Jibril to bring it to the earthly heaven (Baitul izza) as a whole book.
- Quran was first revealed in Mecca in 610 A.D when Prophet was 40 years old marking his prophet hood.
- Angel Jibril first appeared to Muhammad (PBUH) in the cave of Mt. Hira in 610 A.D, as he was meditating about His supreme God.
- The first verses to be revealed to prophet)PBUH) by Angel Jibril were Quran 96:1-5, about reading in the name of Allah, who created man in a clot of blood and taught him.
- The Holy Prophet was subjected to intensive squeezing (3 times) by Angel Jibril before receiving the first message. 96:1-5
- Angel Jibril revealed the Holy Quran to Muhammad (PBUH) in stages, basing on the prevailing conditions of the time, but by Allah's permission. Q 76:23.
- After the first revelation, Angel Jibril took about 3 years without revealing the Quran i.e from 610 A.D (Fatra period) Meccans laughed mocked prophet.
- The Holy Quran was revealed to Prophet for 23 years i.e 610 – 632 A.D. Thus the end of revelation in 632 AD, marked the completion of Prophet's (PBUH)'s mission.

- During revelation, there was obligation of Quran, where some verse were replaced with similar or better verses as said in 2:106 e.g about wine drinking 2:219 -4:43-5:90.
- Angel Jibril appeared mainly in two forms when revealing the Quran e.g in a Ringing Bell method and shape of Man.
- Prophet (PBUH) underwent different experiences when receiving the Quran e.g sweating on very cold days, increasing in body weights etc.
- The Holy Quran was revealed mainly in two places i.e Mecca (with short Surah) on Monotheism and Medina with long surahs, covering other principles of Islam.
- The last surah/ chapter to be revealed was surat Nasr (110) about Prophet's victory in Islam and his eventual death in 632 A.D
- By time of prophet's death, the revelation of Quran composed of 114 chapters/ Surahs 6235 verse (Ayyats).

(b) Explain the relevance of the above communication style to Muslims.(12 marks)

- It instill confidence in Muslims e.g when Pagan Meccans laughed at Prophet during Fatra period.
- It helps to solve human problems in society as references are in Quran e.g waiting period off a widow is 4 months 10 days, but an allowance of 1 years is allowed 2:240.
- Allah's powers get better explained to muslims the squeezing of prophet on first revelation 96:1-5.
- It shows the Heaviness of the message of the Quran e.g prophet's sweating on very cold days, increasing in body weights etc.
- It also explains Allah's protection to muslims since Meccans laughed at prophet during Fatra period.
- muslims are rewarded by Allah for their strong belief in this mode.
- The mode of communication guides muslims in the right path e.g No wine drinking 5:90.
- This mode identifies the difference between a prophet of God and local people, since Muhammad (PBUH) received the message by Angel Jibril.

- It helps a muslim to know historical events in Islam e.g the first experience at Mt. Hira (96:1-5)
- it shows Allah's miracles to man thus increasing their faith.
- The mode strengthens the relationship between man and God e.g the concept of obbrogation as like wine drinking was intended to cater for the spiritual growth of man.
- The Prophet selusion from the Jahiliyyah society in the cave of M. Hira to meditate of a supreme being turned into a reality e.g Angel Jibril appeared to Him and brought revelations.
- The Holy Quran is a speech of Allah which he first guarded at the preserved Tablet Qn 85:21 - 22

3. (a) Examine the Quranic teachings on the nature of the human soul. (15 marks)

- The soul refers to an immaterial and immortal substance within the Human body. The Holy Quran uses two terms "Nafsi" and "Ruh" to mean the soul and spirit respectively.
- Quran teaches that man was given little knowledge about the soul because it's Allah's creation and exist on His command. Qn 17:85.
- Quran teaches that the soul is equivalent to life in that when the soul is removed from the body, the body dies automatically Qn 21:35
- The soul is returned to the body when the muslim is in the grave to respond to the questions asked by the two angels i.e Munker and Nakir.
- According to Quran, the soul appears in 3 stages of development namely; Ammarah, this is the soul subjected to evil deeds, due to early desires in the environment e.g Yusuf was tempted by king Aziz's wife to commit zinnah but Allah saved him. 12:53
- Soul/ Nafsi lawwamah, this is the soul that leads to feel conscious of evil act and tries to resist. When ever it commits an evil thing, it repents 75:2.
- Nafsi Mutma-innah; this is when the soul is in it's state of happiness and complete satisfaction with Allah e.g Prophets of Allah, martyrs and pious people 41:30, 89:30.
- Quran teaches that Allah created the soul first before the Human body, since the flesh of the person just develops. 23:13-15.

- When a woman is pregnant after 120 day and 4 months, Allah send down the Angel which puts the soul into her womb/ foetus.
- in surat Qadr (chapter 97) Allah regarded Angel Gibril as the Holy spirit which is not seen by righteous servants in the night of power 97:4.
- Allah fashioned man in due proportion and placed in him of his soul which He created 32:9
- According to Quran 91:9 – 10, Muslim scholars contend that soul is dirty and needs to be purified with good deeds done.
- Righteous souls are destined for paradise due to their good acts, 41:30, 89:30.
- Bad souls are destined for hell fire due to their evil acts 63:10 – 11 , 23:99 – 100.
- Every soul shall surely have a taste of death as commanded by Allah 21:35, 56:60, 3:185.
- Human soul is immaterial substance, it does not decay when a person dies, but the body decays and smells.
- Allah creates a soul and does not place / put any burden it can't manage to handle. 2:286.
- The souls of wrong doers are recorded in sijjun after departing from earthly life. Quran 83:7.
- The Angel is rough when taking the souls of wrong doers destined for Hell fire. 79:1, 63:10 – 11.
- The Righteous soul are taken in Heaven at the preserved Tablet (Illiyun) as a register for righteous people. 83:18 – 20.
- The Angel for death is very lenient when taking the souls of believers, generous people, and prophets of Allah. 41:30, 79:2.
- After death, the souls are returned in other forms to the bodies they owned for examination in the grave.

(b) What lessons do Muslims derive from such teachings? (10 marks)

- Muslims learn that they should not research much into matters of soul/ spirit.
- Our knowledge is so little that people can perceive the nature of the soul.
- Muslims learn to do righteous deeds to enable the soul grow.
- Muslims learn that evil acts lead to Hell fire.

- Muslims learn that wrong doers their souls are recorded in Sijjin.
- Muslims learn that man should strive hard with his soul.
- Muslims learn that righteous soul are registered at a preserve Tablet (Illiyun)
- Man learns to repent to Allah for his soul to be clean.
- Muslims learn to prepare for accountability for the evil deeds done on earth.
- Muslims learn not to accuse others on death because it's Allah who kills Q 3:185, 3:145
- Muslims learn that a righteous soul can lead one to paradise. Qn 79:2, 41:30.
- Muslims learn that for every good deed, earns a person rewards.

4. (a) Discuss the Quranic teachings on God's pre-destination. (15 marks)

- It is the 6th article of faith (Iman) which every must believe in
- God's pre-destination also means Qadar and this is the law of measure/ Allah's pre-judgment on all occurrences (good / bad).
- Qadar is a test of iman/ faith to all muslims e.g loss of one's dear one 2:255.
- Allah's absolute powers or effective determination of events is on all happenings. 57:22.
- Qadar can be seen when Allah intends a thing to happen and it does. 36:82.
- Quran teaches that the life span of mankind was already fixed or pre-determined by Allah before its existence. 3:145.
- Allah's Qadar is also reflected on rotation of sun and moon for their term decreed by Him 36:38 – 39.
- Due to Qadar, Allah gives a burden to a soul which it can handle 2:286.
- Man's Qadar can change in the Night of power due to supplications. 97:2-4, 7:55, 2:186, 6:125.
- Quran teaches that Allah can change His Qadar due to man's righteousness. 13:28, 58:11, 13:11.
- Allah decreed that one's wealth should be un herited by other people. 15:23, 44:28
- Allah makes the night to go into the day and makes the day to go into night. 39:5, 3:27

- Allah decreed the gestation period of a women to be 30 months and to carry the child in pain 46:15.
- Quran teaches that the Heaven and earth stand by His command 30:25
- Allah has perfect reasons for all happenings which He can't explain to mankind 6:149.
- It's Allah who brings out the living from the dead and brings out the dead from living. 30:19, 30:40
- Allah guides whoever He wills to Islam and sends a stray whom He wills 6:125.
- Allah grant long life to whom He wills and causes him to be reversed in Nature i.e to become old and weaker 36:68 , 16:70, 46:15.
- Allah decreed that man moves with two Angels and not any word is said without being recorded. 50:17 – 18.

(b) How significant is Qadar to the muslim society? (10 marks)

- Muslims understand the absolute powers of Allah on everything in the universe.
- It enables a muslim fulfill the 6th pillar of faith which is a law of Allah i.e a muslim believes without seeing.
- It makes man not to waste time in blaming God for all happenings e.g why babies suffer or die.
- It makes society peaceful incase of mis fortunes or death because one will know it's His will.
- It makes a believer to work hard for a better fate since no one knows his destiny.
- It makes religion meaningful, otherwise it would be no purpose.
- One gets to know the purpose of life, which is to worship Allah 51:56, 15:99, 23 :115.
- One gets rewards for it's one of the Articles of faith which muslims must follow.
- It differentiates between a believer and non believer.
- It's path for muslims to enter paradise because of good faith.
- It shows significance of Duwa (Supplications) in the daily life of a muslim.
- It's test of a muslim's level of faithmari to be a believer or not

5. Examine the traits of muslim man's outfit and ornaments as provided in Quran.

(25 marks)

- A muslim man's out fit is the dress/ cloth/ clothing, which means the over all external appearance or coverage of a person's body. Ornaments are also adornments include face make up, body expression, etc.
- Quran teaches that a muslim man should cover his Nakedness between the Naval and Knees. 7:31.
- Quran teaches that the muslim man's dress should not be for pride and fame. 7:31, 7:26.
- Quran teaches that the dress should not be similar to that of disbelievers.
- Muslim men are not allowed to wear silk and gold clothes to avoid pride, luxury and draw a distinction between men and women in various aspects.
- The dress should not resemble the opposite sex.
- The outfit of a muslim man should be loose enough not to describe one's body shape.
- The out fit should not be transparent to see the figure of one's body but be thick.
- Quran teaches that the dress should be pure and clean at all times. 7:31.
- The muslim man should wear the best clothes for worship of Allah. 5:7, 7:31
- A muslim man's out fit should not have pictures/ images of living things e.g Animals, people etc.
- It should not bear obscene words / statements to undermine the status of Islam. 16:125.
- A dead muslim man must be dressed in 3 white sheets before he is buried.
- A muslim man's out fit should not be damaged as fashion, designs to expose some body parts.
- A muslims man's cloth should not be too expensive and too cheap to cause idle talks e.g gossiping.
- A muslim man's dress should not go beyond the Ankles to swing on the ground and get impure.
- A muslim man's ornaments should not bear false or artificial hair e.g dread locks.
- Wearing rings as ornaments for muslim men is accepted.

- Muslims men are allowed to wear perfumes so as to have a good scent.
- Growing of long beards by muslim men is accepted. 20:94 but not mustache.
- Bleaching of a muslim man's body is prohibited in Islam as it undermines nature law.
- A muslim man is advised to shave off the public hair e.g around private parts, arm pits, chest, etc.
- Muslim are not allowed to apply plastic surgery to change one's natural skin colour.
- Muslim men should not accumulate abnormal hair but to shave their hair.
- Ear piercing for a muslim men is haram.
- A muslim man does not put on necklaces, bangles and other feminine luxuries.
- A muslim is allowed to put on watches to be dissent and gentle.

6. (a) Explain the role of a model muslim parent as presented in the Quran.

(15 marks)

- A model muslim parent refers to a parent who strives to raise their children according to Islamic values teachings and good character by fulfilling the duties/ obligations.
- It's the right of the child to be born out of legal marriage (parents), thus parents have to be legal to have lawful children.
- Muslim parents should supplicate first to Allah for protection of the child before sexual act, against the temptations of Safan.
- It's the right of a child to live and not to be killed or aborted. 17:31, 17:33, 4:79.
- Adhan and Aqaamah should be proclaimed upon birth in the right and left ears respectively to enable the child listen to Allah's words first.
- The parent should put a date or Honey in the baby's mouth, upon to welcome the child into this world.
- If the child born is a boy, then he should be circumcised on the 7th day after birth by a parent.
- The child should be given good names which are beautiful and meaningful e.g Abdul Rahman.

- Aqiqah (sacrifice of an animal) should be performed on the 7th day after birth to thank Allah for the child, protect and bless him.
- Parents should be offered with parental love and care of both parents for proper development.
- Muslim parents should give proper meaningful education (secular and Islamic) to the child Qn. 96:1-5, 39:9.
- Muslim parents should not discriminate their children whether boys or girls.
- The parent should breast feed the child for 2 years for better health and development 2:233.
- Muslim parents should not oppress or mistreat their children in a form which is un human e.g excessive beating, burning them, etc.
- Parents should help their children on choosing the right partners for marriage e.g can advise accordingly.
- Muslim parents should engage their children in sporting activities like football, Athletics, etc so that they are physically fit.
- A child has a right to inheritance from the wealthy left by his/ her parents. Qn. 4:11-12.
- Parents should introduce their child to work if grow up e.g cooking, washing clothes.
- Muslim parents should not divorce when the wife is pregnant to enable the wife produce healthy children 65:6
- Parents should provide their children with basic necessities e.g food, water, clothing etc 24:33

(b) How can Muslim parents stabilize their Islamic marriage according to Quran. (10 marks)

- They should be kind and generous to each other to create a friendly atmosphere 2:229.
- They should keep their marriage affairs as secret and confidential matters be resolved to themselves.
- They should be faithful to each other to build trust.

- Muslim parents need to exercise patience and listen to each other's advice in every situation.
- They should exercise Islamic obligations in the marriage e.g prayers, fasting etc.
- Muslim parents need to satisfy each other sexually.
- They should respect each other in marriage issues 4:34.
- There should be love and care for one another in marriage.
- The muslim parents should always be appreciative to one another's contribution in marital affairs.
- A muslim woman should not accept gifts from strangers without husband's knowledge.
- The muslim husband should work hard to raise the economic status of the family.
- A polygamous man should exercise justice among his wives to eliminate conflicts.
- They should be Jolly and open in marriage and worldly affairs.
- They should respect their in laws while in marriage.

7. Analyse the rules that control man's economic life according to Quran. (25 marks)

- Man's economic life in the Quran, is the Islamic economic system with it's frame work of principles.
- It deals with the ownership of Resources, production, consumption and distribution of wealth.
- The principle/ Rules of the Islamic economic system aim at ensuring justice, equity and fairness in economic activities. The rules/ principle include;
- The work contract principle/ rule; which required a worker to sign a contract which specifies the terms, conditions and period of work Qn. 2:282.
- The principle of witnesses; which states that there must be people around to witness the signing of the business contract e.g 2 women/ man 2:282.
- The principle of pledge, which states that a muslim is allowed to pay in installments for any goods until the final amount is cleared before taking the goods 2:283.

- The principle of natural resource ownership, which teaches that all natural resources belong to Allah, the controller of this world e.g Swamps, Lakes, Forests, etc Qn. 43:85, 67:1
- The principle of Resource exploitation; which teaches that man is free to exploit all natural resources for his good economic life e.g Lakes, forest, 45:12-13.
- The Islamic economic system denounces extravagance or being wasteful in Resource exploitation as it's done by many muslims Qn 17:26.
- The principle of lawful work; which teaches that a muslim is allowed to involve in any work that does not contradict Islamic teachings e.g Agriculture 2:168, Qn 2:275.
- The principle of Justices; teaches that muslims must show good conduct when carrying out trade giving correct weight and measurements. 4:135, 5:8.
- The principle of zakah; teaches that all wealthy muslims must pay zakah to certain groups of people provided in sharia to improve their welfare. Qn 9:103, 9:60.
- The principle of work ethics; teaches that the employer and employee should practice the best working ethics to avoid exploitation of each other e.g payment of workers in time, working Hard etc 53:39, 8:53, 13:11.
- the principle of mutual consent of the parties; teaches that the buyer and seller should agree on the goods to be taken without exploitation in their trade dealing Qn 4:29, 6:151 – 152.
- The principle of monopoly in production is against sharia since it involves exploitation of consumers with poor quality goods delivered. Qn 9:34.
- Quran denounced the practice of middle man ship i.e blocking the seller / peasant to access the market so as to establish the real price and quality needed.
- Principle of minimum wage; teaches that the employer should establish the minimum wage/ salary of the employee to avoid exploitation of workers.
- The principle of Hard work; encourages a muslim to work very hard and earn from his sweat to be self reliant 62:10, 53:39.
- The principle of sharing Dividends / profits, allowed partnership in starting a business and after any successful business conducted, they share the profits.
- The principle of enterprising and innovations, allows a muslim to earn a living from work of skills and innovations e.g making crafts, poots, weaving, etc 4:97.

- Quran strictly prohibits Ribba because it leads to unjust accumulation of wealth and exploitation of the poor 2:275 -279.
- Protection of property rights with Accountability, Islam recognizes the right to private property / wealth in society as a principle.

8. Explain the teachings of Quran on;

(a) Work

(13 marks)

- Work means doing something that is good and positive to change one's welfare. It also means doing something to earn a better economic life 8:53, 13:11.
- Quran teaches that man has to work so as to earn from his sweat for a better life. 53:39, 13:11.
- Quran teaches that Prophet Musa reared animals for 10 years as part of work to earn a living. Qn. 28 :27.
- Muslims should be provided with educational skills and knowledge about work to do 39:9, 96:1-5
- In Islam, a muslim works for 7 days in a week with no public holidays except the two Idds.
- Quran encourages zakah collection (3rd pillar of Islam) by zakah collectors as part of work. 9:103, 9:60.
- Quran encourages a muslim man to work hard so as to raise Dowry (Mahr) for his woman to empower her economically. 4:4, 4:24.
- All Natural resources were created by Allah for economic exploitation by man like lakes, forests 45:12 – 13.
- Prophet Yusuf worked as the King's custodian in Egypt in charge of stores as part of work. 12:54 – 56.
- The Holy Prophet (PBUH) participated in trade, reared animals as part of work in Islam.

(b) Work ethics.

(12 marks)

- Work ethics are the rules and regulations governing the employer- employee in conduct of work. They are the rights and obligations of both the employer and employee at the work places.

- Quran teaches that the employee has to work and earn from his sweat. Qn. 53:37, 28:77, 90:4
- The employees should be paid pensions after retirement from work.
- The employees should be given suitable medical aid in case of sickness.
- The employees should not be fined / fired in case of a mistake at the work place.
- The employees should be given a descent accommodation so as to be efficient at work.
- Prophet (PBUH) taught that the wages of workers should be paid immediately after the work is accomplished.
- Islam recommends giving manufactured goods to the employees at a free or reduced prices.
- Quran gives employees freedom of worship at the work place. Qn 2:256, 109:5
- The employees should not be given any excessive work beyond their ability to execute.
- Employees should not be oppressed in any nature by their employers e.g Sexual Harassment.
- Quran encourages giving charity/ sadaq first to employees before they start to work. 2:61, 212:63.
- Employees should be mentally fit before being given any work e.g prophet Yusuf 12:55.
- Employees should be paid high compensations in case of an accident because are part of challenges met at the work place.
- Employees have a right to share on the benefits of production with their employers to improve on labour efficiency.
- Employees should be given an employment insurance benefit to uplift their economic status when they are unemployed.
- Employees should not work for very long hours without rest.
- The employees/ workers should be promoted on merit to encourage hard work and competition amongst workers.
- Employees should not be dishonest at the work place e.g stealing tools of the work place. 28:26.

- Employees should respect their employers/ masters at the work place.
- Employees should not despise/ undermine any lawful work given to them.
- Employees should do the work with a lot of efficiency and effectiveness to increase on production.

9. (a) Discuss the ideal political system approved by the Holy Quran. (15 marks)

- The Islamic political system refers to a system of governance based on principles of Islam as derived from Quran, teachings of prophet Muhammad PBUH (Sunnah) & Islamic sharia.
- It's an ideal political system, which means it's a perfect system of administration / science of management.
- The Head of the Islamic state is titled an Amir or Calip/ Mufti/ Sheikh and must be a man.
- The Quran is used as the supreme law or chief constitution in leadership 17:9, 2:2
- The muslim leaders must be knowledgeable in Quran and Hadith to promote sharia. 58:11, 3:159
- Justice must be observed by the muslim leaders of the Islamic state. 4:135, 17:29.
- Hadith and ijitihad (Ijima, Qiyas & Ra'y) are used as supplementary sources of sharia after the Quran. Qn. 3:159, 3:31.
- Election should be through the shura system based on piety, morals, righteousness, etc. 17:79, 58:11
- There is condemnation of oppression and fighting oppressive leadership.
- There is freedom of giving testimony as witnesses in any matter of sharia. 24:41.
- All matters in the state must be taken by consultation of all subjects. 3:159, 42:38.
- There is provision of good service delivery in the state by leaders. 24:41.
- All subjects are obliged to show total obedience to the muslim state 4:59
- Leaders provide freedom of worship to all people of different religions 2:256, 6:109.
- Leaders must promote good international relations (co-operation) with other states 60:8, 49:10, 49:9.
- Leaders should be exemplary to their subjects in morals and general conduct 33:21, 3:110.

- There is the right to security of life and property Qn 4:29, 17:33, 6:151
- There is freedom of association of members in the society Qn. 3:104.
- There is supremacy of the law (Quran and Hadith) and leaders are not above the Islamic law. 76:24.
- The muslim leaders should sign and honour treaties or Agreements with any group and nations so that peace prevails. 49:9, 16:91.
- Muslim leaders should invite people to Islam by sending muslim teachers to teach Islamic norms. Qn 41:43, 16:125.
- Zakah must be paid by all wealthy muslims 9:103.

(b) What is the status of non-muslims in the Islamic state as entailed in the Quran. (10 marks)

- They enjoy the freedom of worship in the Islamic state. Qn. 109:9, 6:109, 2:256.
- They have a right to be married by muslim men in case certain conditions are met 5:55.
- They are entitled to basic needs in the state e.g food, water, health facilities, etc. 24:41
- They have a right to security for their lives and property.
- They are allowed to enter alliances / co-operation with other groups of people e.g during hudaibiyah treaty of 628 A.D, muslims allied with Banu-khuzah and Pagan Meccans with Banu- Bakr. 16:125.
- They can be given some posts to represent others in the Islamic state, though have to be minor posts.
- They are allowed to apply their religious laws to punish wrong doers in their faith 5:42, 5:47.
- They are exempted from Jihads in the Islamic state 2:190.
- They have a right to education in the state 39:9
- They enjoy freedom of movements in the state without restrictions.
- Muslims are obliged to respect their places of worship in the state. 22:40.
- Non muslims are entitled to justice and fair treatment as all people are equal.
- They have a right to protection in times of war 9:6

- They have a right to charity and any help if poor and needy 76:8
- No collective blame and punishment to all non-muslims 6:164.
- They have right to peaceful living and non-Aggression Qn. 60:8.

10. Islam advocates for good and cordial co-existence with neighbours. In light of the above statement, discuss the Quranic guidance on this Global Harmony.(25 marks)

- Global Harmony refers to a state where Nations, communities and individuals across the world.
- Co-exist peacefully, co-operatively respectfully, despite their differences in culture, religion, politics and ideology.
- In other words Global Harmony is international relations dealing in foreign policy, boundary disputes, trade agreements migrations and travel documents.
- Quran teaches that there must be mutual respect of each other since all humanity originate from same parentage (Adam and Hawa) 4:1, 49:13, 7:189.
- The Islamic government should keep it's boundaries/ frontiers against aggression for peace to exist.
- In case of war with neighbour, no destruction of the environment like crops, animals, homes etc.
- Quran encourages good treatment of prisoners of war from enemy states e.g No forcing them to Islam 2:256.
- The muslim state should enter into peace talks with enemy states to promote good relations. (49:9, 60:8)
- The muslim state should respect treaties made with other Nations to have good relations. 16:91, 9:7, 49:9.
- In case members of the treaty fail to honour agreements, then the muslim state should consider it invalid, 8:58.
- In case two countries are in conflicts the muslim state must settle the disputes for peace to prevail Qn. 5:8, 49:10.
- The Islamic state must practice justice and not to oppress other Nations in any Nature e.g raiding 16:90.
- The muslim state should not take sides with any of the disputing countries but to be Neutral.

- If the other Nation refuses to agree on what has been decided, other states should fight it 49:9, 2:190.
- The muslim state should protect and harbour refugees from the oppressive countries.
- The muslim state should keep good relations with neutral countries even if they are non muslim countries to have stability in other states. 60:8.
- The war for an Islamic state with other nations should be taken as a last resort when other peaceful ways fail 22:39.
- In case of war, women, children, old people should be given special care to avoid injuring them.
- A muslim government should oppose the oppression of muslims in another country to promote universal brotherhood. 42:24.
- A muslim Ambassador in a foreign country should invite those in Authority to Islam, through good words and best conduct 3:110, 16:125, 33:21.
- An Ambassador in a foreign country should oppose any form of injustice done on muslims 2:190.
- An Ambassador to a foreign country should tolerate the practices in country that violate Islamic law.
- Quran encourages good trade relations with other Nations if trading ethics are observed. 6:151, 4:29
- Islam allows exchange of knowledge with other Nations e.g on migrations,
- Offering of assistance to another state in case of Natural disaster e.g Famine, Earth quake etc is allowed.
- Islamic government offers education scholarships to members of other Nations 39:9.
- A muslim state must not keep rebels against a neighbouring country.

11. (a) Examine the themes of Surat Tin (95) of the Quran. (10 marks)

- Surat Tin is chapter 95 in the Arrangement of the Quran.
 - It's a Meccan surat, with 8 verses
 - It takes it's name from the first verse (word (Tiin), which means fig.
- Allah swears upon His creation, which symbolize specific places and periods of the time (Islamic place)

- The surah discusses about mountain Sinai, as a place where prophet Musa received the 10 commandments of God.
- The surah talks about the city of security, as the place where prophet Muhammad (PBUH) received the message of Islam.
- The Surah emphasizes righteousness through doing of good acts.
- The surah mentions about the reality of the day of judgment, when all mankind will be judged by Allah.
- It means Allah as the supreme judge to all creatures.
- The surah talks about the creation of man in the best form.
- It talks about the reduction of man to the lowest of the low if he does evil.

(b) Explain the nature of man as described in Surat Tin (95) of the Quran.

(15 marks)

- Man can some times be a disobedient creature of Allah's laws and commands e.g Adam and Hawa.
- Man is shameful of his actions e.g Adam and Hawa covered themselves with fig leaves.
- Man takes long to adjust to new situations e.g people of Nuhu.
- Man has got a high sensitivity and wisdom compared to other creatures of Allah.
- Man was given knowledge by Allah to distinguish between good and bad.
- Man was created in his own image but not in God's image. Thus does not resemble Allah.
- When man is young, He is at his best in that he is born very pure.
- Man is sinful at maturity due to the many bad acts done.
- Man can raise high spiritually when he believes in Allah.
- Man should prepare to ripe what he did on earth.
- Man can be declined and reduced to the lowest of the low in case of his own misdeeds.
- Man is a hard working creature of Allah to prove his existence on earth.
- Man is very energetic and mentally upright when young and becomes weak when grown.

- The reward of wrong doers will be Hell fire for such actions of man.
- Man was cursed by Allah if he sins especially committing shirik.
- Man is Allah's representative on earth because he was given all power and responsibilities.
- Good deeds shall save man in the Here after on the day of Judgment.
- Man denies the appearance/ existence of the day of judgement.

12. (a) Account for the revelation of Surat Al-Lahab. (15 marks)

- Surat lahab is an early Meccan surah
- It is a short surah with only 5 verses and derives its name from the word Lahab (flame)
- The Surah mentions the bitter enemies of the Prophet as Abu-Lahab and his wife (Ummul-Jamail)
- By the time Prophet started his mission, two sons of Abu-Lahab had married the daughters of prophet.
- Abu-Lahab heard about prophet's mission and ordered his sons to divorce prophet's daughters.
- When prophet (PBUH) was commanded to preach Islam publically, he addressed the different Meccan tribes on the Mt. of Swafah.
- They listened to his words carefully and even asked them whether he had ever said any lie. The Meccans all testified that Muhammad (PBUH) was saying the truth.
- As prophet finished delivering the message, his uncle Abu-Lahab stood up and shouted at him, "may your hands perish" is it for this that you have called us together here?
- Abu-Lahab even throw a stone at the Prophet and everyone around looked at Abu-Lahab.
- Prophet suddenly, kept silent, he was very much hurt, got annoyed, stopped talking and did not know what to do or say next.
- It was such a moment of disappointment and frustration that Allah revealed surat lahab.

- It should be noted that Abu-Lahab was also a neighbour of the Prophet and whenever he could hear him preaching, Abu -Lahab would shout at Him, “He is a liar do not listen to him. He will harm your religions.
- When muslims were under social boycott (617 620 AD) Abu-Lahab was part of the decision makers and made muslims starve.
- Abu-Lahab enermity increased when he heard of the Pegan Meccan’s defeat at the Battle of Badri in 624 AD.
- However, 7 days after the battle of Badr’s Abu-Lahab was attacked by a strange serious skin disease, caught by touching another and killed him.
- Though he was very wealthy, with children, proud and Arrogant, Abu-Lahab was not saved from destruction.
- He will be thrown in Hell fire
- As for his wife Ummul-Jamil, she was so cruel against prophet, as used to put thorn, dirt and garbage on prophet’s way to harm him.
- She used to insult and abuse prophet during the Fatra period, saying that Muhammad (PBUH’s) satanic god, had forgotten him.
- One time she sold her own golden neckless so as to get money and mistreat prophet.
- One day, Anwah had gone to fetch fire wood thorn and the very rope, untied and strong led her to death.
- Her body was seen laying down with a rope around the neck.

(b) Discuss the teachings of the above Surah.

(10 marks)

V.1

May the hands of Abu-Lahab perish, he!

- This verse refers to Abu-Lahab an uncle prophet Muhammad, whose real name was Abdul-Uzza. But nick named Abu-Lahab because had bad temper, always cursing and mistreating prophet. So Allah said that it’s Abu-Lahab to perish.
- The verse also means the time when prophet was delivering the message to his relatives and other tribes of mecca and Abu-Lahab cursed him. But Allah revealed the verse saying it’s Abu-Lahab to perish.

V.2

His wealth shall not avail him nor what he has earned.

- This verse means that Abu-Lahab had a lot of wealth and children that made him proud and arrogant thinking that they would save him from perish. But Allah sent a strange disease to him that isolated him from the wealth and children.

V.3

He shall be burnt in a flaming fire

- This means that Abu-Lahab 's punishments shall not end on earth but he will suffer a server punishment of Hell fire in the Here after.

V.4

As for his wife the fire wood carrier.

- This verse talks about Abu-Lahab's wife who mistreated prophet in every form to frustrate the divine message of Islam, e.g throwing thorns in the prophet's way etc to harm the prophet thus the expression "The carrier of firewood.

V.5

Around her neck shall be a rope of twisted, fibres.

- This means that Ummul-Jamir had a necklace which she vowed to sell off and get money to oppose prophet's mission. Allah will put a very heavy hot necklace around her neck in Hell fire as a punishment for using the necklace to torture prophet.
- The verse also talked about incident, one day when Ummul-Jamil was returning for the forest, where she had gone to collect thorns. The rope which she had used to fire the thorns untied and struggled her to death.

E N D

1. (a) Account for the reluctance of companions to record Hadith before 632 .

- Fear of mixing Hadith with the Qur'an
- Prophet discouraged writing apart from Qur'an
- Low literacy rates among Arabs
- Strong oral tradition among Arabs
- Priority was given to memorization
- Fear of distortion or misinterpretation
- Avoiding dependence on written texts
- Writing materials were scarce and expensive
- Concern for preserving Qur'anic purity
- Some Companions lacked writing skills
- Prophet's focus on practical implementation
- Early Muslims valued living Sunnah over written record
- The Prophet's final sermon emphasized Qur'an, limiting other documentation
- Avoiding mixing Ahiher with hadith
- The prophet was still alive

12 x 1 + 1 = 13 marks

(b) Effects of the Prophet's ban on recording Hadith during his time.

- Emphasis on memorization and oral transmission
- Companions developed strong memory skills
- Delayed compilation of Hadith until later generations
- Prevented confusion with Qur'anic verses
- Encouraged learning directly from Prophet
- Made Hadith subject to oral variations
- Strengthened Isnad system due to oral reliance

- Created room for fabricated Hadiths later
- Increased need for verification and classification
- Protected Qur'an from textual corruption
- Resulted in diverse narrations due to memory differences
- Prompted later scholars to collect and compile systematically

2. Analyse the features of the earlier compiled books of Hadith (25 marks)

Strengths/Importance of Early Hadith Books

- **Use of Isnād (Chain of Narrators)** The early scholars recorded the names of narrators for each hadith to verify its authenticity. *Example:* The Musnad of Imam Ahmad ibn Hanbal contains full chains like: "Ahmad → Shu'bah → Abu Ishaq → al-Bara'."
- **Strict Rules for Narrator Reliability** Scholars accepted narrators who were trustworthy and had good memory. If a narrator was dishonest or forgetful, their hadith was rejected. *Example:* Imam Malik would refuse to take hadith from people known to lie or make mistakes.
- **Preserved the Teachings of the Prophet (PBUH)** These books focused on protecting and passing on the sayings and actions of Prophet Muhammad (PBUH) to future generations. *Example:* A hadith about prayer methods preserved how the Prophet performed salat.
- **Use of Classical Arabic Language** the hadith were written in the original Arabic language of the Prophet, keeping the meaning pure and unchanged.
- **Organised by Topic or Narrator** some books arranged hadith according to topics (e.g., prayer, fasting), while others grouped them by narrator. *Examples:* *Muwatta of Imam Malik* – arranged topically. *Musnad Ahmad* – arranged by companion/narrator.
- **Written by Respected Scholars** the compilers were known for their piety, knowledge, and integrity. *Examples:* Imam Malik, Imam Ahmad ibn Hanbal, and others.
- **Connected Later Generations to the Prophet's Era** these compilations created a historical and religious link between people who never saw the Prophet and those who did. *Example:* A student in Kufa could learn a hadith through a chain that led back to Madinah.

- **Used as Reference by Later Scholars** great scholars like al-Bukhari and Muslim used these early books as sources when compiling their Sahih collections.
- **Accurate Recording of Chains (Sanad)** They preserved long and detailed isnads, which helped later scholars evaluate hadith more deeply.
- **Helped Develop Hadith Sciences** these books introduced terms like *sahih* (authentic), *hasan* (good), and *da'if* (weak), which became part of the science of hadith.
- **Started the Practice of Writing Hadith** before this, hadith were mainly memorised. These books started the shift to written preservation.
- **Created Awareness of Authenticity** the early efforts helped Muslims understand the importance of verifying religious teachings, rather than accepting everything blindly.
- **Recorded Scholars' Notes** some compilers noted if a hadith was incomplete (*mursal*), broken (*munqati'*), or weak (*da'if*), allowing future study.

Weaknesses or Limitations of Early Hadith Books

- **Mixed Grades of Hadith** they included all types of hadith without filtering them—authentic (*sahih*), good (*hasan*), and weak (*da'if*). *Example:* In *Musnad Ahmad*, not all hadith are sahih.
- **Limited Subject Coverage** some important topics like trade or politics were not covered deeply in early books.
- **Poor Arrangement of Material** some books were simply collections of hadith without clear organisation, making it hard to find specific topics. *Example:* Early *Musnad* works arranged by companion name, not by subject.
- **Mixed Hadith and Companion Opinions (Al-Athar)** These books sometimes included the opinions or rulings of companions, not just hadith from the Prophet. *Example:* *Muwatta* includes sayings of Umar ibn al-Khattab alongside prophetic hadith.
- **Inclusion of Weak or Unchecked Narrations** not all compilers applied strict filters, so unreliable hadith also entered the books.
- **Focused on Local Narrators** some scholars wrote down what was popular in their region or study circle, ignoring reports from other areas. *Example:* Imam Malik focused mainly on narrations from Madinah.

- **Very Short and Brief Hadiths** many narrations were recorded in summary form, lacking detailed context.
- **Minimal Commentary or Explanation** most books had little or no explanation of the meaning or background of the hadith.
- **Single-Topic Focus in Some Books** some early compilations focused only on one area, such as Fiqh (law) or Tafsir (Qur'anic explanation), making them incomplete.
Example: Some of al-Shafi'i's early writings focused mainly on legal rulings.
- **No Standard Grading System Yet** Scholars didn't yet agree on clear grading levels for hadith, which caused confusion in evaluating reports.
- **No Biographies of Narrators Inside Books** To verify narrators, readers needed other separate books like *Kitab al-Jarh wa Ta'dil*.
- **Not Fully Final or Complete** Many early scholars admitted that their books were only first attempts, not final collections.
Example: Imam Ahmad never considered his *Musnad* to be perfect or complete.
- They focused on traditions of a particular area i.e Medinah only

3. (a) **Examine Imam Bukhari's methods of compilation of Hadith (13 marks)**

- **Extensive Travel for Hadith Collection** Imam Bukhari travelled widely to gather authentic Hadiths. He visited places like Makkah, Madinah, Egypt, Iraq, and Syria, meeting scholars and narrators to collect reliable reports of the Prophet (PBUH).
- **Verification of Narrators' Character** He investigated every narrator in a chain to ensure they were trustworthy, honest, and morally upright (known as '*adl*'), without any record of lying or sinful behavior.
- **Strict Conditions for Acceptance** Imam Bukhari applied extremely strict conditions for accepting Hadith, including both the integrity of narrators and the strength of their memory (known as *dabt*).
- **Unbroken Chain of Narration (*Isnad*)** He required that the chain of narrators be continuous. Each narrator had to have directly met and learned from the previous one in the chain.
- **Confirmed Meeting of Narrators (*Liqat*)** He ensured that narrators did not just live at the same time but had actually met and narrated directly from each other.
- **Tested the Memory of Narrators** He only accepted Hadiths narrated by individuals known for their strong memory and accurate narration, often testing narrators himself or relying on evaluations from trusted scholars.

- **Use of Personal Judgment (*Ijtihad*)** Where necessary, Imam Bukhari used his reasoning skills (*ijtihad*) to decide whether a Hadith met the criteria for inclusion.
- **Focused on Authentic (*Sahih*) Hadith Only** He only included Hadiths that were classified as *Sahih* (authentic), leaving out weak (*da'if*) or fabricated (*mawdu'*) narrations.
- **Thematic Arrangement of Hadith** He organized his Hadith collection, *Sahih al-Bukhari*, by topics such as prayer, fasting, business, and marriage to make it easier for scholars and students to use.
- **Performed Prayer Before Recording Hadith** Out of deep piety, he prayed two units (*rak'ah*) of prayer before recording each Hadith, seeking Allah's guidance.
- **Maintained Physical and Spiritual Purity** Imam Bukhari would often perform ablution (*wudhu'*) and maintain cleanliness before writing, showing his deep respect for the sayings of the Prophet.
- **His Book Became a Standard for Authenticity** *Sahih al-Bukhari* is recognized as the most authentic book after the Qur'an, due to the precision and strictness of his methods.
- **Rejected Hadiths with Minor Doubts** Even if a Hadith had a slight issue in the chain or doubt about a narrator's memory, he would exclude it to ensure his book contained only the most reliable narrations.

(b) **How relevant is Imam Bukhari to Muslims of Uganda today? (12 marks)**

- **Preservation of Authentic Sunnah.** His work helps Muslims in Uganda and around the world access the true sayings and actions of Prophet Muhammad (PBUH), which form a foundation of Islamic faith and practice.
- **Guidance in Daily Religious Practice.** His Hadith collection is used to guide Muslims in acts of worship such as prayer, fasting, and Hajj, ensuring they follow the Prophet's example correctly.
- **Used in Islamic Education** Ugandan Islamic schools and madrassas rely on *Sahih al-Bukhari* when teaching Hadith to students, forming the basis of religious knowledge.
- **Promotes Critical Thinking.** His methodology encourages scholars and students to carefully verify information before accepting or teaching it, promoting a habit of critical thinking and truth-seeking.

- **Distinguishing Authentic from False Hadith.** Imam Bukhari's work helps Ugandan Muslims avoid fabricated or weak Hadiths that may lead to wrong beliefs or practices.
- **Teaches Integrity and Hard Work.** His rigorous efforts in traveling, verifying, and compiling Hadiths serve as a model of dedication and honesty for Muslim scholars and youth.
- **Inspires Scholars and Imams.** Imam Bukhari's legacy motivates religious leaders in Uganda to study, teach, and preach Islam based on authentic sources.
- **Supports Moral and Ethical Teachings.** Many Hadiths in his book promote good character, honesty, compassion, and humility, helping to shape a morally upright society.
- **Source for Friday Sermons (*Khutbahs*).** Imams in Ugandan mosques often quote Hadiths from *Sahih al-Bukhari* during Friday sermons to educate the community.
- **Preserves Islamic Knowledge for Future Generations.** His collection ensures that authentic Islamic knowledge is passed on to future generations in Uganda and beyond.
- **Promotes Unity in Islamic Understanding.** Because his book is widely accepted across all Sunni Muslim communities, it helps promote unity among Ugandan Muslims by providing a common, trusted source of Hadith.
- **Helps in Shariah Application and Fatwas.** His Hadiths are used by Ugandan Islamic jurists and scholars when issuing religious rulings and solving contemporary issues according to Shariah.

4. **"The practice of forging Hadith was disastrous but at the same useful to the Muslim practice" Discuss (25 marks)**

Disastrous Effects of Forged Hadith (12 points)

- **Led to misleading beliefs and innovations.** Forged hadith introduced practices and beliefs not taught by Islam, leading people away from the true message.
- **Created divisions among Muslims.** Different groups used fabricated hadith to justify conflicting doctrines, resulting in sectarian splits.
- **Tarnished the Prophet's image.** Attributing false words to the Prophet (PBUH) made him appear to have said things he never taught, damaging his noble character.

- **Complicated the work of scholars.** Had to spend immense effort sifting through large collections of hadith to separate truth from falsehood.
- **Confused uneducated believers.** Ordinary Muslims, unaware of authenticity rules, followed fabricated hadith thinking they were genuine teachings.
- **Used for political manipulation.** Rulers and political groups invented hadith to support their agendas, leading to biased rulings and oppression.
- **Harmed Islamic unity and law.** Contradictory hadith led to confusion in Islamic legal rulings and disagreements among Jurists.
- **Delayed compilation of genuine Hadith.** Fear of forgeries made some companions cautious, delaying the recording of authentic sayings.
- **Spread superstition and extremism.** Some false hadith encouraged mystical or extreme practices not rooted in the Qur'an or Sunnah.
- **Eroded trust in religious teachings.** Knowing that some hadith are fake caused some Muslims to doubt all hadith in general.
- **Misled people into haram or harmful acts.** Fabricated hadith sometimes encouraged acts that were sinful or culturally motivated.
- **Hindered dawah and interfaith dialogue.** Non-Muslims criticized Islam based on these forgeries, damaging its image globally.

Useful Outcomes of Forged Hadith (12 points – 12 marks)

- **Stimulated the development of Hadith sciences.** The threat of forged hadith encouraged scholars to establish strict methodologies for verifying authenticity ('Ilm al-Hadith).
- **Strengthened the Isnad system.** Scholars focused on carefully documenting and checking the chain of narrators to preserve the Prophet's true teachings.
- **Led to classification of Hadith.** Hadith were organized into categories like Sahih (authentic), Hasan (good), and Da'if (weak), improving clarity.
- **Motivated scholars like Imam Bukhari and Muslim.** The rise of forged hadith inspired legendary scholars to compile only authentic narrations.
- **Encouraged scholarly travel for verification.** Scholars traveled vast distances to hear hadith from trustworthy narrators and compare versions.
- **Preserved Islamic teachings more carefully.** Due to fear of forgery, scholars took extra precautions in documentation and teaching.

- **Exposed liars and unreliable narrators.** The need to protect hadith led to biographical studies (al-jarh wa al-ta'dil) to grade narrators' honesty and memory.
- **Increased awareness among Muslims.** Muslims became more cautious and responsible in quoting hadith and verifying their sources.
- **Unified efforts across schools of thought,** scholars from different madhhabs worked together to preserve authentic hadith despite theological differences.
- **Strengthened the authority of authentic Sunnah**
Once fabricated hadith were removed, the true Sunnah of the Prophet (PBUH) gained more respect and clarity.
- **Encouraged memorization and scholarship,** knowledge of forged hadith motivated Muslims to memorize and preserve true Islamic knowledge.
- **Promoted honesty and academic discipline in Islam,** the fight against forged hadith developed integrity, precision, and scholarly ethics in Islamic learning. **1 x 24 + 1 = 25**

5. (a) Analyse criteria to identify weak Hadith (13 marks)

- Discontinuity in isnad
- Unknown or unreliable narrators
- Narrators with bad memory
- Contradiction with stronger Hadith
- Conflict with Qur'an or known Sunnah
- Bias or fabrication evidence
- Lack of support from other narrations
- Narrator known for lying
- Excessive oddness or illogical content
- Hadith contradicts historical reality
- Narrators not contemporary
- Shortage of corroborating reports
- Presence of hidden defects

1 x 11 + 1 = 12

(b) Results of Hadith classification

(12 marks)

- Easy to distinguish authentic Hadith

- Helped preserve Prophet's true teachings
- Allowed scholars to grade Hadiths
- Protected Islamic law from corruption
- Informed legal judgments in Fiqh
- Strengthened Hadith scholarship
- Made Hadith accessible to laypeople
- Boosted trust in Hadith literature
- Helped eliminate fabricated Hadith
- Led to formation of Hadith schools
- Promoted academic research on hadith
- Created standardized texts (e.g., Sahih Bukhari)

1 x 11 + 1 = 12

6. (a) Explain the themes handled by Sahih Hadith (12 marks)

- Allah's mercy and justice
- Divine love and reward
- Forgiveness and repentance
- Divine warnings and punishment
- Human duty to worship
- Intercession of the Prophet
- Relationship between Allah and believers
- Predestination and divine will
- Signs of the Day of Judgment
- Encouragement for good deeds
- Allah's knowledge and wisdom
- Spiritual encouragement and hope

(b) Characteristics of Prophetic traditions (13 marks)

- Based on Prophet's sayings, actions, approvals
- Have isnad (chain of narrators)
- Contain moral and legal guidance
- Short and easy to memorize

- Delivered in Arabic eloquence
- Cover all aspects of life
- Narrated by trustworthy companions
- Subject to authentication
- Reflect Prophet's wisdom and balance
- Sometimes contextual and situational
- Help explain Qur'an
- Categorized into Sahih, Hasan, etc.
- Collected into books like Sahih Bukhari, Muslim (1)

SECTION B

7. Account for the development of Islamic law up to 850 AD (25 marks)

- **Revelation of the Qur'an (610–632 AD):**– The Qur'an was revealed to Prophet Muhammad and became the main source of Islamic law.
- **Sunnah of the Prophet:**– The Prophet's actions and sayings showed Muslims how to follow the Qur'an in daily life.
- **Ijma (Agreement of Companions):**– After the Prophet died, his companions agreed on important issues to guide Muslims.
- **Qiyas (Using Examples):**– Scholars used old examples from the Qur'an and Sunnah to solve new problems.
- **Rashidun Caliphate (First Four Caliphs):**– They set up a system of Islamic leadership and legal rules.
- **Collection of the Qur'an by Caliph Uthman:**– Uthman made sure the Qur'an was written in one standard form to avoid confusion.
- **Collection of Hadith (Prophet's Teachings):**– Scholars started to record the Prophet's sayings and actions to guide Islamic law.
- **Rules for Understanding Islamic Law (Usul al-Fiqh):**– Scholars created steps and rules to help understand and apply Islamic teachings.
- **Tafsir (Explaining the Qur'an):**– Scholars explained the Qur'an's meaning in places like Mecca, Medina, and Iraq.
- **Fiqh Schools (Madhhabs):**– Four main schools of Islamic law developed: Hanafi, Maliki, Shafi'i, and Hanbali.

- **Great Scholars like Abu Hanifa, Malik, and Shafi'i:**– These scholars helped organize Islamic law and made it easier to follow.
- **Debates and Discussions:**– Scholars discussed legal issues to improve understanding and encourage thinking.
- **Judges (Qadis) and Islamic Courts:**– Legal cases were handled by trained judges who used Islamic law in courts.
- **Islam Spreads to Other Countries:**– As Islam spread, people from different cultures became Muslim, which led to new legal questions.
- **Using Local Customs (Urf):**– Customs from different cultures were accepted if they did not go against Islam.
- **Greek Ideas Translated into Arabic:**– Muslims translated Greek books, which influenced Islamic thinking and law.
- **Arguments Between Reason and Tradition:**– Some scholars used logic, while others preferred to stick to tradition. This caused debate.
- **Moving the Capital (Medina → Kufa → Damascus → Baghdad):**– This affected how Islamic law developed in different regions.
- **Greek-Inspired Administrators:**– Mu'awiya allowed officials with Greek ideas to help govern, which influenced law.
- **Sunni and Other Groups Appear:**– Different groups with different beliefs affected how Islamic law was understood.
- **Efforts to Write Down the Law:**– Scholars like Imam Malik and Shafi'i worked to organize and record the laws clearly.
- **Rise of National Feelings:**– As Islam spread, people developed strong feelings for their local areas, which influenced legal ideas.

8. Compare Qur'an and Hadith as sources of Islamic law (25 marks)
Qur'an:

- Primary and supreme source of Islamic law (2)
- Contains direct words of Allah (2)
- Covers general principles, worship, moral conduct (2)
- Limited in detail; needs further explanation (1)
- Unchangeable and preserved in its original form (1)

Hadith:

- Second source; explains Qur'an (2)
- Provides practical details for rituals, laws (2)
- Based on sayings/actions/approvals of Prophet (2)
- Subject to classification based on authenticity (2)
- Compiled after the Prophet's death (1)

Comparison:

- Qur'an is absolute; Hadith can be questioned based on authenticity (2)
- Hadith complements, clarifies, and expands Qur'anic laws (2)
- Both are essential in Islamic jurisprudence (2)
- Qur'an rarely abrogated; Hadith may be contextual (1)
- Together, they form the basis of Sharia (1)

9. (a) Discuss the criteria used to distinguish Halāl from Harām acts (12 marks)

- **Explicit textual evidence:** Acts are considered *Harām* if the Qur'an or authentic Hadith clearly forbids them, such as drinking alcohol or eating pork. If a text clearly permits an act, it is *Halāl*.
- **Source or substance:** If something is pure and wholesome in its natural form, it is *Halāl* (like fruits, lawful meat). However, if it is filthy, harmful, or impure (like blood or carrion), it is *Harām*.
- **Method of acquisition or processing:** Even a lawful item can become *Harām* if acquired or processed through unlawful means. For example, meat from an animal not slaughtered according to Islamic rules is *Harām* even if the animal itself is normally *Halāl*.
- **Purpose and intention (niyyah):** An action may be *Halāl* or *Harām* depending on the intention. For instance, giving money is *Halāl*, but if it's used to promote evil, the act becomes *Harām*.
- **Consequences and harm (mafsadah):** Anything that results in clear harm to individuals or society is considered *Harām*, while beneficial actions are *Halāl*. For example, drugs and intoxicants are forbidden because they harm the body and mind.
- **Analogy and consensus:** If an act is not directly mentioned in the Qur'an or Sunnah, scholars use analogy (Qiyās) and consensus (Ijmā') to classify it

based on similar known rulings. If something is similar to a forbidden act, it is also considered *Harām*, and vice versa. 1x2=12

(b) Explain the importance of classification of legal acts (13 marks)

- **Guides daily decisions:** The classification helps Muslims to know what they are allowed or not allowed to do in everyday life, such as eating, dressing, or working, making it easier to follow Islam.
- **Sets moral limits:** It helps Muslims avoid sin and stay within the boundaries set by Allah, strengthening their sense of righteousness and God-consciousness (*taqwā*).
- **Protects well-being:** The classification protects individuals and society by forbidding harmful things like alcohol, gambling, and cheating, which can destroy families and communities.
- **Ensures justice and fairness:** Legal rulings guide ethical business practices, helping to avoid exploitation, fraud, or injustice in society.
- **Builds Muslim identity and unity:** When Muslims follow the same rules around the world, it creates a strong shared identity and strengthens brotherhood and unity among them.
- **Supports legal decision-making:** Scholars and judges use these classifications to issue legal rulings (*fatwas*) and solve new problems in a way that remains faithful to Islamic law.
- **Encourages spiritual growth:** The different levels of legal acts (like obligatory, recommended, disliked) help Muslims focus on what is most pleasing to Allah, encouraging them to perform more good deeds.

10. (a) Analyse the Hudud punishments in Islam (13 marks)

- **Fixed by the Qur'an and Sunnah:** Hudud punishments are clearly prescribed by Allah in the Qur'an and reinforced by the Prophet Muhammad (PBUH). They are considered divine limits that must not be altered. **Qur'an:** "*These are the limits (hudud) set by Allah, so do not approach them...*" (Surah Al-Baqarah 2:229)
- **Fornication & Adultery – 100 lashes for unmarried, stoning for married:** Islam punishes unmarried fornicators with 100 lashes, as mentioned in the

Qur'an, and married adulterers with stoning to death, based on the Prophet's practice. **Qur'an:** *"The woman and the man guilty of fornication—lash each one of them with a hundred lashes..."* (Surah An-Nur 24:2)

Hadith: *"Stone the married adulterer and the married adulteress."* (Sahih Muslim)

- **Theft – cutting of the hand:** When a person commits major theft that meets certain conditions (such as stealing a valuable item secretly), their right hand is amputated. **Qur'an:** *"[As to] the thief, male or female, cut off their hands as recompense for what they committed..."* (Surah Al-Ma'idah 5:38)

- **False accusation (Qadhf) – 80 lashes:** If someone falsely accuses a chaste woman or man of adultery or fornication without providing four reliable witnesses, they are punished with 80 lashes.

Qur'an: *"And those who launch a charge against chaste women, and do not produce four witnesses—lash them with eighty lashes..."* (Surah An-Nur 24:4)

- **Highway robbery – death, crucifixion, or exile:** Those who spread fear through violent robbery or banditry are severely punished depending on the severity of their crime. This includes death, crucifixion, or exile. **Qur'an:** *"The punishment of those who wage war against Allah and His Messenger and strive to spread corruption in the land is that they be killed or crucified or have their hands and feet cut off on opposite sides or be exiled..."* (Surah Al-Ma'idah 5:33)

- **Drinking alcohol – 80 lashes:** Although the Qur'an forbids alcohol, the specific punishment of 80 lashes comes from Hadith.

Hadith: *"Whoever drinks wine, whip him. If he repeats it, whip him again..."* (Abu Dawud 4482)

Qur'an: *"Intoxicants and gambling... are abominations of Satan's handwork. Avoid them..."* (Surah Al-Ma'idah 5:90)

- **Only applied with strict evidence (e.g., four witnesses for zina):** Hudud punishments are not applied lightly; for example, zina (fornication or adultery) requires four trustworthy male witnesses who clearly saw the act. **Qur'an:** *"And those who launch a charge against chaste women and do not bring four witnesses—lash them with eighty lashes..."* (Surah An-Nur 24:4)

- **Aimed at deterrence and preserving social order:** The purpose of Hudud is not cruelty but to deter crime, protect public morality, and ensure justice. **Qur'an:** *"In [the law of] retaliation, there is life for you, O people of understanding, so that you may become righteous."* (Surah Al-Baqarah 2:179)

(b) Guidelines in administration of Ta'zir punishments (12 marks)

- Discretionary – based on judge's decision
- No fixed punishment in Qur'an or Hadith
- Must be just and not excessive
- Based on type of offense and intention
- Takes into account circumstances
- Can include imprisonment, fine, warning
- Aims at reform rather than revenge
- Applied when evidence for Hudud is insufficient
- Ensures protection of public morality
- Considered on individual basis
- Takes into account repentance and character
- Upholds justice and prevents oppression

11. (a) Measures Islam offers against fornication and adultery. (13 marks)

- **Encouragement of early and lawful marriage.** Marriage is promoted as the lawful way to fulfill sexual desires and avoid sin. *Qur'an:* *"And marry those among you who are single..."* (Surah An-Nur 24:32)
- **Prohibition of free mixing (Ikhtilat) of sexes.** Islam restricts free, unnecessary mixing between non-mahram men and women to prevent temptation. *Qur'an:* *"Do not approach unlawful sexual intercourse. Indeed, it is ever an immorality and is evil as a way."* (Surah Al-Isra 17:32)
- **Hijab and modest dressing.** Both men and women are commanded to dress modestly to avoid attracting temptation. *Qur'an:* *"Tell the believing men to lower their gaze and guard their private parts... And tell the believing women to lower their gaze and guard their private parts and not display their adornment..."* (Surah An-Nur 24:30-31)

- **Avoiding seclusion (Khalwa) with non-mahram persons.** Islam forbids being alone with a non-mahram to avoid temptation or suspicion. *Hadith: “No man should be alone with a woman except with a mahram.”* (Sahih Bukhari, Hadith 5233)
- **Prohibition of pornography and indecent talk** Any form of pornography or suggestive speech that promotes lust is forbidden. *Qur’an: “Do not come near to adultery. Indeed, it is ever an immorality and is evil as a way.”* (Surah Al-Isra 17:32)
- **Lowering the gaze.** Both men and women must avoid looking lustfully at others. *Qur’an: “Tell the believing men to lower their gaze and guard their private parts.”* (Surah An-Nur 24:30)
- **Harsh Hudud punishments as deterrent** Severe punishments like flogging or stoning (in some cases) serve as strong deterrents. *Qur’an: “The [unmarried] woman or [unmarried] man found guilty of sexual intercourse—lash each one of them with a hundred lashes...”* (Surah An-Nur 24:2)
- **Encouragement of fasting for the unmarried.** Fasting helps control sexual desires for those who are unmarried or struggling. *Hadith: “O young people! Whoever among you can marry, should marry, because it helps him lower his gaze and guard his modesty; and whoever cannot, should fast, as fasting diminishes his sexual power.”* (Sahih Bukhari)
- **Strong family upbringing and values.** Parents and community are encouraged to teach children moral values and respect for chastity. *Qur’an: “Enjoin what is right and forbid what is wrong...”* (Surah Al-Imran 3:104)
- **Promotion of Islamic education and awareness.** Knowledge of Islamic teachings raises awareness about the consequences of fornication and adultery. *Qur’an: “Indeed, the Qur’an guides to that which is most suitable...”* (Surah Al-Isra 17:9)
- **Respecting privacy and dignity.** Islam emphasizes guarding personal honor and not exposing faults or private matters. *Qur’an: “O you who have believed, avoid much [negative] assumption. Indeed, some assumption is sin...”* (Surah Al-Hujurat 49:12)
- **Avoiding provocative environments.** Avoid places or situations that might lead to temptation or immorality. *Hadith: “A man should not be alone with a woman unless there is a mahram with her.”* (Sahih Muslim)

- **Providing halal alternatives and social support.** Communities and families should support youth by providing halal activities and support systems.
Hadith: “Whoever can guarantee what is between his jaws and what is between his legs, I guarantee Paradise for him.” (Sahih Bukhari)

(b) Reasons for increased sexual immorality in Uganda today (12 marks)

- Influence of Western media and pornography
- Weak moral education and Islamic knowledge
- Breakdown of family values
- Poverty and transactional relationships
- Lack of proper role models
- Peer pressure and bad company
- Drug and alcohol abuse
- Internet and social media misuse
- Urbanization and loss of community control
- Inadequate law enforcement
- Inappropriate music, dressing and entertainment
- Low marriage rates and delayed marriages

12. **(a) Account for opposition of sharia application by the western world. (12 marks)**

- **Human rights concerns:** Many in the West believe Sharia violates basic human rights due to harsh punishments like flogging and stoning, which conflict with international human rights standards.
- **Misunderstanding of Hudud punishments:** Western media often focus only on severe criminal penalties without explaining the strict conditions required for their application, leading to misconceptions.
- **Fear of political Islam:** Groups using Sharia to justify extremism create fear that Islamic law leads to authoritarian and violent regimes.
- **Islamophobia and cultural bias:** Negative stereotypes and prejudice against Muslims fuel broad opposition to Sharia without deeper understanding.
- **Colonial legal legacy:** Western countries historically imposed their own laws on Muslim regions, creating lasting skepticism toward Islamic legal systems.

- **Preference for secularism:** Western democracies promote separation of religion and state, making religious laws like Sharia seem incompatible with their constitutional principles.
- **Feminist critiques:** Gender roles and rights under Sharia are viewed by many Western feminists as discriminatory and unequal.
- **Democracy concerns:** Sharia's divine basis is seen as limiting popular sovereignty and democratic lawmaking.
- Western powers worry that Sharia-based states may reject Western influence and align with rival powers.
- **Economic rivalry:** Islamic finance's ban on interest challenges Western banking systems, creating economic competition and resistance.
- **Historical enmity:** Centuries of Christian-Muslim conflicts contribute to lingering mistrust and opposition to Islamic law.
- **Lack of dialogue:** Limited understanding and communication between Western and Muslim legal traditions perpetuate misunderstandings and resistance.

(b) Ways Muslims can improve the image of Sharia law (13 marks)

- Public education on true teachings of Sharia
- Media campaigns to correct misconceptions
- Promoting examples of justice in Sharia
- Interfaith dialogues and cooperation
- Training qualified Muslim legal scholars
- Apply Sharia with compassion and fairness
- Engage governments with proper Sharia proposals
- Use modern platforms to explain Islamic law
- Encourage role models who uphold Islamic law
- Fight extremism and misuse of Sharia
- Emphasize rights Sharia gives to women and minorities
- Use social media to showcase positive Sharia outcomes
- Collaborate with global human rights organizations

E N D

P235/3

I.R.E

(HISTORY OF ISLAM)

Paper 3

2025

1. (a) Analyse the political order of the Arabs before 610 A.D.(13 marks)

The period before 610 AD was regarded as Jahiliyyah/ Pre-Islamic, which meant a period of ignorance and darkness, since there was no divine book to guide. Below is the political life of Arabs;

- The Arabs constantly fought each other and at times these wars reduced them to small groups of people.
- A leader had powers to change customs and laws of the society depending on the general needs.
- There was no centralized system of government for proper leadership in Arabia e.g Arabs.
- Arabs had no standing army to provide security due to absence of proper governing laws.
- The pre-Islamic Arabs had no sense of nationhood since they were divided into tribes and clans which formed the basic units of their administration.
- Leadership was hereditary as it was based on succession and not merit.
- For anyone to become a leader, he had to be wealthy, famous.
- A leader was expected to be hospitable to all his visitors.
- The society was governed by a leader titled as “Sayyid” or Sheikh.
- In order for one to become a leader, he had to know every member in the family.
- There was political discrimination of slaves, women and poor ones, for they could not participate in political leadership.
- The tribal and clan differences in Arabia resulted into endless wars in societies and revenge.
- The Jews and Persians held dominance influence e.g Banu Khuza, Banu Qaynuq and Banu Nadhir.

- Arabia experienced internal and external attacks especially neighbouring communities.
- There was succession disputes in leadership since it was based on merit.
- Tribes were regulated by customs and practices of their Ancestors.

(b) How did Islam respond to the above situation? (12 marks)

- Islam prohibited hereditary system of leadership.
- Islam emphasized appointment of leaders on merit and not clan differences.
- Islam promoted equality for all people and eliminated tribal and clan differences that were always at war.
- Foreign domination and influence was prohibited e.g prophet expelled jews from Arabia.
- Peace and harmony were created between communities that were in total conflicts and wars.
- The muslim leader was expected to be transparent, guided by Quran and Hadith as the constitution.
- Islam introduced the consultative council (Shura) system to nominate leaders and advise them rightly.
- Medina was made the first political muslim state.
- Islam promoted international relations and respected boundaries.
- Islam condemned the system of succession disputes in governance.
- Islam put up an organized system of government based on Sharia.
- Islam established a strong muslim standing army used in defence and propagation of Islam.
- Prophet drafted the medina constitution that steam lined the rules and regulations to be followed while in Medina.

2. (a) Account for the Pegan- Quraishs' Defiance to admit the teachings of prophet Muhammad (P.B.U.H). (15 marks)

The holy prophet (PBUH) started His mission in 610 A.D in His birth place Mecca. As He started the public call. He was greatly resisted because;

- He came from a very poor family background compared to the rich men who preached e.g Abu-Lahab, Abu Sufyan.

- Prophet preached against Meccans abnormal economic evils like ribba, hoarding of goods, etc.
- The Meccans feared that He was to overtake their political power and influence which they had.
- Prophet (PBUH) condemned the social evils of the time e.g killing female children, fornication and adultery.
- The prophet's refusal of the Meccan proposal and gifts made them annoyed.
- The increased support given to prophet Muhammad (PBUH) e.g conversion of Umar and Hamza.
- Prophet emphasized the concept of monotheism which was centrally to the belief in idols.
- Prophets were found not to be respected in their home land thus opposed in Mecca.
- Prophet had uplifted the status of women as taught in Islam e.g her right to life, divorce, etc.
- Some of the Islamic principles seemed to be very hard and difficult for the Meccans to adopt e.g praying five times, fasting circumcision.
- The invitation of the prophet by the helpers (ansaris) in Medina annoyed Meccans.
- They had jealous over prophet's unique character and general outlook e.g hand some, peaceful.
- They thought prophets had to be extra ordinary yet Muhammad (PBUH) was ordinary and an orphan.
- Prophet emphasized the concept of brother hood and equality which Meccans never wanted to hear e.g equality between a master and a servant.
- The prophet was young compared to elderly men like Abu Lahab, Abu Talib, Abu Jahal, etc.
- The existence of Fatra period which was a justification to pegans that prophet's lord (Allah) had forgotten Him.
- Prophet preached against sacrifices done by the priestly class which was profitable.
- The clan struggle in Mecca between Banu-Umayyads and Hashemites over honour and superiority caused opposition.
- The power of Islam was too high from them to understand.
- They had their pride and prestige in their wealth.

(b) In what ways did the Prophet and his companions handle the above prevailing conditions? (10 marks)

- The holy prophet (PBUH) continuously preached His mission and gradually got support.
- He performed miracles that proved His prophet hood.
- Prophet advised some of His followers to migrate to Abbyssinia in 615 A.D due to tortures in Mecca.
- Prophet signed peace treaties with different communities e.g pledges of Aqaba, Medina Charter.
- Companions such as Abubakr freed muslim slaves like Bilal, Nadhir etc.
- Muslims waged wars with their enemies e.g battle of Badr 624 A.D, Uhud 625 A.D, etc.
- Prophet prayed for guidance from Allah and could know all the Mecca plans and developments.
- Muslims remained calm and patient even to those who wronged him e.g journey to Taif in 620 A.D
- Muslims migrated to Medina (Hejira) due to increased mistreatment of muslims in Mecca.
- Prophet sent missionaries to teach Islam e.g musab bin Umayr in Medina.
- Prophet drafted Medina charter/ constitution in 622 A.D..
- Muslims promoted intermarriages with daughters of their friends and enemies e.g from Abubakr and from Jews.
- Prophet expelled Jews from Medina.
- The conversion of Umar and Hamza to Islam.
- Muslims made allies with different communities e.g Khuzah tribe of Mecca.

3. (a) Examine the factors that under valved the caliphate of Ali bin Abu Talib.

(15 marks)

- He had un popular politicians like Abu Musa in the muslim state.
- The existence of rebels along different areas of the state also caused in security e.g Ba Sra, Medina, Syria.
- He lacked full support from the muslim ummah which made some to revolt against him.

- They accused him in failing to provide the murders of Uthuman which also led to in security.
- The bankruptcy of the Baitul maal also caused insecurity.
- The rebellion of lady Aisha the prophet's widow, further divided up the muslim state i.e the battle of camel.
- Out break of clan division i.e Banu Hashim Vs Banu Umayyad over superiority in leadership.
- The division of the army i.e it was divided into two Alis camp Vs Abu Musa.
- The role of Muawiyah Abu Sufyan with his over whelming ambitions and greed for power.
- The changing of governors by caliph Ali in his regime e.g Muawiyah.
- The compromising agreement between Ali and Muawiyah during the battle of Siffin.
- The canning nature of Amir bin Al Aa s's who tricked Ali
- The role of sabiites under Abdallah bin Saba.
- The role of kharijites who created chaos in different parts of the empire e.g Syria, Medina, etc.
- The death of military generals during Ali's time e.g Malik Bin Ashtar. Abdallah Bin Abas.
- The strong opposition from prominent companions of prophet like Taiha and Zubar.
- The role of Hypocrites in the muslim state.
- Decline of the shura system.

(b) How did Caliph Ali try to address the above scenario? (10 marks)

- He transferred the muslim headquarters from medina to Kuffah (Iraq) to strengthen his control.
- He suppressed the rebellion of lady Aisha, in the battle of camel and created peace and stability.
- Ali appointed muslim leaders in position of responsibility on merit & piety e.g Malik Al Ashtar in Egypt.
- He tried to fight the kharijites in different provinces in order to create peace and stability.

- Ali promoted justice and equality as one of the principles of governance in order to eliminate oppression and corruption in society.
- Caliph Ali surrendered some provinces to the Kharijites due to insecurity e.g Medina, Syria, etc.
- Ali ensured that the muslim Army and public servant were fairly compensated.
- He maintained the use of Shura (Consultative council) in administration, even when it was era of insecurity.
- Caliph Ali promoted unity and reconciliation of the opposition groups e.g Lady Aisha.
- He enforced the observance of Islamic principles in the caliphates e.g prayer, fasting, etc.
- He counter reacted on propaganda, following the murder of Uthuman bin Affan, which Muawiyah had capitalized on to undermine caliph Ali's leadership.
- Caliph Ali sent Muslim missionaries/ teachers to different areas and preached for peace e.g Ubaid Allah bin Abbas went to Yemen and Meca.
- He decentralized power to the local governors, though were all accountable to the central authority
- Caliph Ali fought the Shiites and suppressed their insecurity which was caused in the muslim state.

1 x 12 = 12 marks

4. (a) Assess the influence of Muawiyah bin Abu-Suffan on the expansion of the Umayyad dynasty. (15 marks)

Muawiyah was a son to Abu Sufyna and Hindu born in 605 A.D just 17 years before Hejira.

- He was among the few Meccans who knew how to read and write.
- He was the founder of the Umayyad dynasty established in 600 A.D and reigned up to 680 A.D.
- Muawiyah ruled for 20 years and contributed to the expansion of the Umayya dynasty/ Caliphate as;
- He spread Islam far and wide in all directions of the state e.g Tunisia, Libya and Algeria.
- He appointed provincial administrators, governors and revenue collectors to manage both administrative and financial affairs of the muslims state.

- He established a a strong muslim army that was divided into groups for defence and spread of islam in the muslim state.
- He promoted the judicial system by appointing judges to preside over cases in the state, which resulted into justice of all people.
- He set up a strict spy network and surrounded himself with collaborators like Amir Ibn Al Aas, had 400 guards who doubled as spies. These provided direct information on important matters of the state.
- He introduced a special police force to enforce law and order of people thus enhancing security in the muslim state.
- He tried to create peace and stability in the state by suppressing revolts e.g in Medina, Kuffa, Basra, which strengthened Islamic influence in the Caliphate.
- He tried to unite people of different provinces together e.g Medina, Kuffa, Basra, etc this enabled islam to be spread in such areas.
- He transferred muslims headquarters from Kuffah to Damascus to bring calm and stability in the muslim state and thus further spread of islam.
- He appointed and promoted governors in different posts on merit, though most were Umayyads, but this partially promoted effectiveness in administration.
- He used to socialize with people so freely, e.g could sit and make fun with them in the state, which increased his support and popularity in the muslim caliphate.
- Muawiyah introduced Marqu Shura, a special place reserved for caliphs in mosques (sort of a bore hole), which reduced on assassinations of caliphs.
- He introduced a postal service system for quick notification of events in the empire e.g used trained horses to deliver information from one province to another.
- He gave non muslims religious rights and assisted them in various aspects e.g set up churches, which attracted more people to Islam.
- Muawiyah divided the muslim state into provinces and each placed under a governor for effective and efficient administration. These governors were responsible for the day to day affairs of their provinces, but answerable to the caliph.
- Muawiyah created a council of elder chief and old governors who were used as consultative councils, to advise the caliph, in promoting islam.
- However, Muawiyah influence / contributed negatively to the expansion of the Umayyad caliphate as discussed below.

- The Caliph exercised excessive powers to his subjects for he could appoint them in offices and dismiss them without being questionable, since his words were final.
- Muawiyah was the first person to deliver sermons in the mosque while seated because he had developed a big stomach, following prophet's curse on him.
- Muawiyah allowed non muslims to inherit the property of muslims during his caliphate and this was contradicting the teachings of Islam.
- Muawiyah introduced hereditary rule by appointing his Son Yazid Bin Muawiyah to succeed him, which contradicted with Islam, in promoting leadership based on succession.
- Muawiyah ended the simple life lived by previous caliph and introduced luxurious living and misuse of wealth due to his extravagance.
- Muawiyah abolished the shura system (consultative council) as established by prophet, with moral and pious men, as he created a council of un religious elder chiefs to serve as advisors.
- Muawiyah turned the state treasury into a personal property thus misusing of muslims wealth (funds) without any accountability since was not answerable.
- Muawiyah introduced the issue of body guards in the state for security and was always surrounded by body guard which was un Islamic practice.
- He introduced a system of cursing Ali Bin Abu Talib during Friday sermons due to Ali's failure to punish the murderers of Uthuman, which act was followed by other Umayyads except Umar 2.
- He failed to maintain good relationship with foreigners by introducing a system of occasional annual raids to the Byzantine lands in the Asia Minor until when Romans were sent away.
- He created racial tension by elevating Umayyads to key positions of responsibility and discriminating others like Hashimites.

1 x 14 + 1 = 15 marks

(b) What lessons can Muslim leaders in Uganda draw from Muawiyah's leadership?

(10 marks)

- Muslim leaders of Uganda learn to prioritize unity and peaceful co-existence among various Islamic groups with different thoughts.
- Muslim leaders of Uganda learn to be efficient and effective in administration by ensuring proper accountability and service to the community.

- Muslim leaders of Uganda learn to uphold shura (consultation) and avoid autocracy, to respect the will of the society.
- Muslim leaders of Uganda should utilize modern media and community engagement to communicate clearly with the people.
- Muslim leaders of Uganda should embrace all religious groups muslims and non muslims as a sign of tolerance.
- The muslim leaders of Uganda should appoint people on merit in different positions of Authority e.g schools, organizations.
- They should promote conflict resolution through negotiations with groups opposed to the policies.
- They should emphasize law, order and discipline of members in society.
- They should establish justice in the area to have an effective judicial system.
- They should establish institutions in society e.g schools, hospital to promote the welfare of muslims.
- They should safe guard the public image of Islam social responsibility programs.
- Muslim leaders of Uganda should send muslim teachers to spread Islam to different areas of the country.
- They should socialize with people so freely to increase their popularity thus Islamic influence felt.
- They should put representatives of muslims in all areas/ districts, so that muslims demands are identified from the grassroots (ground) to administration.

5. Discuss the social and economic attributes of the Umayyad regime.

(25 marks)

The Umayyads trace their origin from Umayyah son of Abdu Shamus, son of Abdu Manafi, son of Quraish.

The Umayyad empire was established in 660A.D by Muawiyah Bin Abu Sufian.

It reigned till 750 A.D, close to a period of 90 years. The empire was ruled by 14 caliphs.

The following were the social and economic characteristic / attributes which existed in the Umayyad regime.

- Socially, Umayyads promoted social classes/ discrimination in the empire e.g that of Aaliphs, neo muslims, etc.

- The highest social class among Umayyads was comprised of ruling muslims headed by the Caliph, Arab governors and heads of departments.
- The 2nd class occupied neo muslims (Mawalis) who, by force or persuasion Jews, Christians, Serbian, etc, who only paid a defence tax to live in the state.
- The Umayyads tried to Foster unity among people in the empire e.g between Umayyads and Hashimites, Muslims and non muslims.
- The Umayyad caliphs carried out occasional / annual raids to neighbours e.g in Asia Minor territories which increased Islamic influence.
- There was a lot of immorality in the Umayyad empire like womanizing e.g Yazid 1, Walid 2, etc.
- Most Umayyad Caliphs were great lovers of music e.g Yazid 1, Yazid 2 enjoyed music played by beautiful women like Habibah and Salaama in His place.
- There was wine drinking by some Umayyad Caliphs e.g Yazid 1 was nicknamed “Yazid the drunkred”, Walid 2, etc.
- There were many Umayyad Caliphs who disrespected pious and knowledgeable muslims e.g Yazid 1, Marwan Bin Haqam, etc.
- There was keeping of dogs by some Umayyad Caliphs e.g Yazid 1.
- Umayyad Caliphs promoted the act of cursing Ali Bin Abu Talib during Friday sermons, except Umar Bin Abdu Aziz.
- They developed postal services system to improve on communication through training horses to deliver messages e.g Muawiyah, Abdu Malik Umar 2, etc.
- Umayyads performed well in public speaking/ oratory like bringing Military nationalism e.g Muawiyah Bin Abu Sufian, Umar Bin Rabai.
- Arabic was made an official language in public services of Umayyad administration.
- Umayyads established many Architectural monuments e.g the mosque of Jerusalem (the dome of the rocks), the mosque of Zaragoza in Spain.
- The Umayyad regime established new cities e.g Al Wasit in lower Iraq which had economic advantages.
- The Umayyad Caliphs spent their leisure socializing with people e.g Muawiyah 1.
- Umayyads built special hospitals to treat certain chronical diseases affecting the people.
- They set up Infrastructures like schools, old age camps, to cater for muslims welfare in the state.

- They introduced the official seal of documents, to be delivered in different provinces, with stamps e.g Muawiyah.
- The Umayyad Caliphs built royal houses and guest houses which accommodated muslims including governors.
- Economically, revenue of the Umayyad Empire was derived from land tax especially from the Agriculturalists.
- The Umayyads also got revenue from those traders that passed their goods from the muslim land and taken to other destinations.
- Zakah as a 3rd pillar of Islam was a form of tax collected from all wealthy muslims in the Umayyad Caliphate.
- There was war booty as a source of revenue from those muslims, who obtained it in military conquests and raids of confrontations.
- Soldiers of the muslim army were exempted from taxes and given war spoils (booty), enabling them to defend the muslim empire.
- Revenue collection was under a special provincial official who was directly answerable to the Caliph.
- The tax collected was kept in the responsible provincial treasuries of the empire.
- During the reign of Abdu Malik and Umar 2, muslims was exempted from paying any other taxes except zakah.
- The Umayyad empire got revenue from jiziya tax (for non-muslims), to protect and provide them with basic services.
- The military, social and administrative expenses of the provinces were met by local funds of the provinces of the muslim state, i.e each province catered for its own expenses.

1 x 24 + 1 = 25 marks

6. (a) Examine the progress of Caliph Abu Jaffer Al Mansur in the Abbasid leadership.

(15 marks)

- Caliph Abu Jaffar Al Mansur was the son of Ali Bin Abdallah Bin Abbas and brother to Abu Abbs Al Saffah.
- He was born in 101 A.H at Al Humayma modern area of Jordan. His mother was Sallamah a Barber slave woman.

- He came to power after the death of his brother Abu Abbas Al Saffah the founder of Abbasid Caliphate.
- Caliph Al Mansur ruled for about 20 years i.e from 754 A.D - 775 A.D, below are his contributions/ progress in the Abbasid leadership.
- He paid the multinational Army highly to ensure peace and stability in the muslim state.
- He over taxed people to raise a lot of funds so as to pay the large army of Abbasid and become efficient in administration.
- He suppressed the revolts of Shiites under Abu Musa thus creating peace and stability in Abbasid leadership.
- He suppressed the revolts of Berbers and created peace and stability in North Africa.
- He suppressed and ended the revolt of Khurasan under Abu Muslim, creating peace and security in his leadership.
- He promoted a hereditary system of rule by nominating his son Muhammad Al Mahad to end leadership disputes.
- Caliph Mansur catered for the welfare of the disadvantaged people e.g in Syria, Mesopotmia.
- He fixed the directions of the Kaaba using a compass to detect its location, which helped muslims when praying.
- He maintained Islam as a state religion in the muslim empire and thus many people were influenced to accept Islam.
- He founded the city of Baghdad in Iraq which became a city of development e.g in trade, culture, etc.
- He maintained freedom of worship in all the muslim territories e.g the caliph's Doctor Jurijus was a Christian.
- He established a theocratic state in which supreme powers were accorded to literates, as knowledgeable people in Sharia.
- He introduced personal offices (Vizirates) e.g Khalid became the first vizier in office and this eased on communication in the empire.
- He conquered several areas of Umayyad regime, e.g Mesopotmia, Armenia, etc thus progress of Abbasid Caliphate.

- He employed many people in positions of responsibility on merits e.g non-muslims.
- He built a strategic city around R. Tigris to generate a lot of revenue for the muslim state, which promoted economic development of the state.
- He made the position of Caliph in empire become absolute and supreme in Hat Abbasids claimed to have their Authority from God, thus could not make mistakes and were not questionable.

(b) Explain the challenges he faced during his reign. (10 marks)

Caliph Al Mansur during his reign faced the following challenges in the Abbasid Empire;

- He had a challenge of a hung multi national army comprising of; Turks, Arabs, Berbers, etc which later declared their autonomy away from the central authority.
- He faced opposition from the revolts of Shiites / Alids under Abu Musa, who had caused unrest / insecurity in the Abbasid state.
- He faced opposition from the revolts of Kharijites who had created insecurity in the Abbasid territories.
- Caliph Al Mansur also faced opposition from Berbers who had revolted in parts of N. Africa leading to instability in the Abbasid Dynasty.
- He also experienced revolts in the area of Khurasan under Abu Muslim.
- He faced opposition from his uncle Abdallah Bin Ali who helped him in the struggle to establish Abbasid rule and thought was to be next caliph after Al Saffah.
- He experienced revolts from the Roman / Byzantine empire which had created insecurity in the state.
- There was succession disputes due to hereditary rule in the Abbasid regime e.g he nominated Muhammad Al Mahdi and double-crossed Isa Bin Musa, son of Al Saffah.
- He had a task of bringing back the territory of Umayyads in Spain under Abdu Rahman, to the Abbasid influence.
- He had a task of uplifting the status of non-Arab Muslims and Persians who had been undermined through Arabisation.

7. To what extent did the Abbasids' personnel conduct pave way for the disintegration of the Abbasid Caliphate? (25 marks)

- The Abbasid caliphate was established in 750 A.D and ended in 1258 A.D.
- The Abbasids had about 37 Caliphs, ruling for 508 years.

Abbasids Personal conduct paved way for the disintegrating / downfall of the Abbasids in the following;

- The hereditary system of leadership adopted by Abbasids based on succession e.g nominating a son or brother, isolated other people to rule, thus downfall of Abbasids.
- Abbasid Caliphs promoted succession disputes which had no clear and defined way of enthronement e.g After Caliph Haruna Al Rashid, conflicts between Al Amin and Al Ma'mun his sons emerged.
- There emerged weak Abbasid Caliphs in the later years, who could not take firm stand in decision making e.g Caliph Mutasim, Mutawakir, etc.
- The later weak Abbasid caliphs failed to contain the hostile Arabs who were opposed to liberal policies e.g about equal treatment to all races.
- Abbasid rulers made their position absolute and supreme, for they were not questioned by subjects in any matter.
- The Abbasids failed to maintain and control their original conquests leading to break up thus fall.
- The later Abbasid caliphs neglected the military sector, making the army lose morale of defending the caliphate, hence their downfall.
- Most Abbasid leaders had degenerated in morals e.g wine drinking, listening to music, womanizing, etc, which caused masses to revolt against them.
- The poor economic policies used by Abbasid Caliphs e.g heavy taxes, tax exemptions, luxuries, etc made the regime unpopular.
- The vastness of the empire leading to poor control of distant provinces, led to fall of caliphate.
- The poor administration of Abbasids, as they were very harsh, exploitative and selfish to masses who hated them, making their regime un popular.
- Abbasid leaders were luxurious in nature, neglected state duties for leisure e.g hunting, entertainment, etc thus draining economic resources.

- Racial enmity and jealousy within the empire e.g. the struggles between Arabs and non Arabs (Persians), as Abbasids failed to unite their people.

However, besides the Abbasids' personal conduct, there were other factors that led to the disintegration of the Abbasid Caliphate as discussed below;

- The existence of religious conflicts e.g. Shiites Vs Sunni Muslims, Karmathians Vs Ismailites, which weakened the Abbasid government.
- The revolt of Zengi slaves (Negro slaves) from the E. African coast, working in the Arab oil fields of Abbasids, got arms killed many soldiers, weakening Abbasid military thus their downfall.
- The invasion of Mongols by their leader Halaqikan, who marched to Baghdad, demanding the caliph to surrender since people were tired of Abbasid rule, thus their downfall in 1258 A.D.
- The invasion of Christian crusades that conquered many Abbasid territories e.g. Jerusalem.
- The rise of religious sects with different reasonings led to disunity e.g. Ashirites Vs Mutazilites.
- The Greeks' later attack on Muslim empire following weak Abbasid caliphs like Al Wathiq, weakened the state due to endless wars, thus downfall.
- The rise of Karmathians i.e. the so-called religious reformers in East of the empire, which taught anti-Islamic acts like wine drinking, fornication, corruption, etc, mobilizing more support from people.
- The Natural calamities such as floods, famine and diseases, which weakened the caliphate in all aspects of life.
- The disobedience of provincial governors, to the central authority of Abbasids due to the decentralization (independence of governors) weakened them.
- The rise of Umayyads in the West (Spain) who established a parallel caliphate under Abdu Rahman, reducing Abbasid influence.
- The rise of independent political Muslim empires e.g. the Fatimids in North Africa, Turkish, etc, which undermined the Abbasids' influence, reduced its territories thus collapse.

- The recruitment of foreign troops to strengthen the Abbasid Army e.g Turks, Arabs, Persians, etc who served in important positions and became influential in government, weakened Abbasid strength.

1 x 24 + 1 = 25 marks

8. Justify the description of the year 975 – 996 A.D as the peak of Fatimid rule.

(25 marks)

- The Fatimid rule was an Islamic caliphate established in N. Africa in 909 A.D by people who claimed descent from prophet's daughter Fatuma.
- The year 975 – 996 A.D was regarded as the peak / golden period of the Fatimids. It was the reign of Caliph Azizullah, the fifth caliph.
- His full names were Abu Mansur Nizar Al Aziz and attained a title of Azizullah.
- He ruled between 975 – 996 A.D, thus a period of 20 years.

His reign came to be known as the golden age/ peak of the Fetimid rule as seen below;

- Abu Mansur Al Aziz enforced the observance of Islamic principles. Zakah, fasting, etc and was exemplary.
- He promoted the welfare of civil servants especially the disadvantaged people e.g paid them higher wages and salaries.
- Abu Mansur maintained freedom of worship started by his father Al Muizz in the Caliphate.
- He established a memorable and beautiful palace in Cairo, as it became a centre of tourist attraction hence generating a lot of revenue.
- He encouraged education to teach and spread Islam e.g Azhar mosque turned to a university.
- He greatly expanded the muslim caliphate through making military campaigns and Islam spread.
- Al Nizar was so generous and always extended help to all people with problems.
- He took great care of Baitul maal (Muslim state treasury) for the benefit of state e.g no misuse of any coins was allowed by him.
- He made Egypt prosper and develop further in the world of civilization to overwhelm Baghdad of Abbasid empire.
- Abu Mansur established a good relationship with the Christians, thus attracting more converts to Islam.

- Al Aziz promoted peace and stability in the state, thus no revolts existed in his reign.
- Al Aziz appointed muslim officers on merit e.g based on good morals and piety (God – fearing)
- Caliph Azizullah built a 2 million Dirhan Palace in Cairo to accommodate his Abbasid rivals.
- Caliph Al Aziz established a strong muslim army to protect and defend the Islamic caliphate.
- He promoted internal and foreign trade in distant places e.g Iraq, Tunisia, and Islam was influence there.
- Caliph Aziz tried to abolish forced labour in Egypt started by earlier muslim dynasties.
- He set up numerous mosques in North Africa for worshipping, preaching, teaching and spreading islam.
- He established houses for accommodation of Muslims especially
- Travelers.
- He made the Fatimids to be feared by praising his name on Friday prayers, thus being stronger.

9. Discuss the ways the Fatimid rulers upheld their economic growth and scholarly adventure in North Africa. (25 marks)

- The Fatimids established their Dynasty in Cairo (North Africa), through the name of prophet's daughter Fatuma.
- The Fatimid rule / dynasty existed between 909 A.D – 1171 A.D and was founded by Imam Ubaidullah (Sa'id Bin Hussein).
- The Fatimid rulers upheld their economic growth and scholarly adventure in North Africa in the following ways;
 - Economically, they stimulated internal trade as shop keepers, selling goods at fixed prices.
 - Fatimids developed trading cities like Cairo, Tunisia, Fustat, which people used to improve on their welfare.
 - They constructed money changers in Cairo to ease business transactions e.g caliph Al Aziz.

- The Fatimids fought against stealing and cheating in business like in money changer business, that of jewellery.
- They developed fertile lands to boost Agriculture e.g used irrigation, dug canals thus ensuring food security in the state.
- They abolished forced labour and over taxation of workers especially Africans.
- They emphasized correct, right measurements of goods under a special minister be put up.
- They encourages revenue collection from goods passing through Egypt, thus boosting economy.
- They promoted international trade e.g Fatimids traded with the Roman. Christian empire.
- Al Aziz took care of the Baitul maal (state treasury) and no money was spent without his signature.
- Mosques were established in N. Africa e.g Al Aziz constructed Azhar mosques in Cairo, where teaching, learning and worshipping of Islam existed.
- They promoted literacy in the fields of education e.g Ibn Kathir is put up a learning academy.
- Fatimids promoted great scholars and poets e.g Azizullah was a scholar and poet.
- They established schools in the caliphate. Dar Al Hikma (Hall of wisdom) with a library to teach and spread islam.
- Fatimids led to the flourishing of many scholars in different disciplines e.g history, physics, etc and among the celebrated physicians was Muhammad that of Al Hakim built observatory instruments (Al Muqtama) for study of Astronomers Ali Bin Hassan.
- They promoted several researches in the field of optics and other branches of medicine discovered.
- Fatimids made great works in Maths and compiled several books of usage e.g Al Hassan.
- Fatimids made great works in Philosophy to boost on the knowledge of muslims.
- They established a very big library containing over 200,000 books covering different aspects.

- They promoted Art and Architecture through their various good decorations on buildings e.g the art used to establish Azah mosque was done by Jawhar which still exists upto today.
- They also flourished metallic and ceramics art, making pots, earth wires made in Egypt.
- The Fatimids promoted book binding and stamping of documents.
- They emphasized attention of the spread and consolidation of Islam e.g upholding Islamic culture.
- Negatively, most Fatimid Caliphs were corrupt and luxurious in life.
- Some Fatimid Caliphs promoted extravagance as misused a lot of state treasury e.g Al Hakim.

10. (a) Examine the measures adopted by the Arab Muslims to frustrate the crusaders in the middle East between the 11th and 13th centuries.

(13 marks)

- The Crusaders used verbal proverbs and physical confrontations (military hardware) to torture muslims in the middle east and stamp out Islam.
 - The Crusade movements partly succeeded for 3 centuries (11th – 13th)
- However, muslims employed different measures / methods to fight and chase the crusaders in middle east;
- The activities of Salah Diin All Ayub an ambitious Sunni, who mobilized masses, declared war on crusaders and attacked them.
 - The muslims always prayed to Allah for His divine intervention so that they succeeded.
 - The muslims were united against the crusaders thus worked together as unit, leading to success.
 - Muslims fought bravely and determined till the expulsion of crusaders in the middle East.
 - They acquired military weapons like guns, explosives, etc which they used against crusaders.
 - Muslims used propaganda against the crusade movement and got more support from masses.

- Muslims who involved in these struggles were promised paradise as Jihadists according to the Islamic teaching.
- They controlled trade/ business of the time thus having financial aid to facilitate their activities.
- They resorted to guerilla warfare methods of fighting e.g hiding in mountains, caves, etc, which enabled them defeat the crusaders.
- Muslims destroyed the crusaders churches as bases which weakened their strength, thus fall.
- Muslims frequently attacked crusaders in different groups e.g in areas of Constantinople, Zangi.
- Muslims remained very committed up to their last person as they were fighting crusaders e.g Malik Baybars 4th Mamlukes leader.
- Muslims avoided the exposure of their internal weakness (secrets) thus defeating the crusaders.
- Muslims were aware of geographical locations of middle east thus could know the movements of their enemies (crusaders).
- Muslims killed the strong leaders of crusaders in areas of Syria, Mesopotamia, Jerusalem, etc.
- Muslims lived with the best example (character) thus persuaded many people to denounce crusade preachings.

(b) What were the hardships experienced by the crusaders during their invasion of the Arab world? (12 marks)

- The crusaders launched their expeditions in 1096 A.D in Constantinople, by 1115 A.D, Jerusalem, Asia Minor Mediterranean coastal line had been captured.
- During their conquest of middle east, crusaders faced the following hardships as seen below.
- Crusaders came with different objectives in the middle east, e.g some wanted economic gains, etc, thus could not unite for a long time against muslims.
- The crusaders were small in number compared to the muslims they were fighting in the areas.

- The crusaders did not have strong measures to convert muslims to their faith, thus muslims refused to accommodate it.
- The crusaders' home (Europe) was far from the middle east and could not get supplies in time.
- The crusader concentrated on coastal areas, as muslims remained in the interior very strong, to fight and chase them.
- There were strong muslim men in the middle east e.g salah Din, Malik Barbars, who fought endlessly to defeat crusades.
- They faced language barrier as crusaders could not speak nor understand Arabic language used by Muslims in their conquered areas.
- The crusaders faced great resistance from population since massive number of muslims had been murdered in middle east.
- They faced opposition from the rise of Salah Diin Al Ayub a strong Sunni muslim, who organized and mobilized muslims to resist the crusaders in the conquered areas.
- The crusaders lacked enough geographical knowledge of the interior since they were only confined along coastal areas of Mediterranean Sea thus easily attacked by Muslims.
- The desert (hot) climate especially in the middle east and N. Africa made them uncomfortable to stay in the conquered areas.
- The rise of Ottoman empire and their influence in the middle East and Asia minor which engaged the crusaders in constant wars, weakening the crusade movements and later defeated.
- The effects of Natural calamities like drought, famine and Plague that constantly hit middle East, weakening the crusaders.
- The poor administrative structure used by the crusaders to govern the muslim conquered areas, as administration was left to a few royals (crusading orders).

11. Account for the rise of Safavid dynasty in Persia. (25 marks)

- The Safavid dynasty was an Iranian Shia dynasty of mixed Azeri and Kurdish origin. It ruled Persia between 1501 – 1722 A.D

- The Safavids originally were not Shia but were from the shafii branch of Sunni islam. But only proclaiming Shia the official religion to legitimize their power in the Shiite muslim world.
- The Safavids dynasty was founded by yaqub Ibn Al Layth who was a copper smith by profession.
- Yaqub was entrusted with the command of the troops by the king of sijistan. He thus used the powers entrusted to him to establish his own belief and customs (the safawiyyah), derived from the word al safar or safavids by Europeans.
- The trust given to Yaqub Ibn llayth by the king of sijistan, enable him to use the powers entrusted to him and created his own independent group of people the Safavids under the safawiyyah suffi order.
- The long power struggle among different political forces in Persia, enabled the Safavids to establish total control of the whole of Persia.
- The need by ismail, a sixteen year old youth to revenge against the death of his father, at the hands of Al-Kujjid, enabled him to mobilize the safavids.
- Unlike the many dynasties which were founded by war lords/ military chiefs, the safavids owe their origin to the safawiyyah suffi, whose activities won many people.
- The influence of Turkish – shiism in the 15th century, a force among various suffi orders, enabled them to attract many muslims and these became Safavids.
- The imposition of shia teachings on the masses with severe persecutions, made a cross section of people to form an independent movement (safavids)
- The military conquest done by Ismail enabled the Safavids to rise e.g 150, Tabriz (his capital), all Western Iran and the Tigris – Euphrates basin had been conquered.
- The death of caliph Al Ma'mun one of the strongest Abbasid caliphs, brought about weak caliphs who could not handle the burdens of the dynasty, giving chance to rise of independent states e.g Safavid dynasty.
- The Safavid took advantage of conflicts between Salim 1 of the Ottoman and the Mamlukes of Egypt, by conquering areas off the centre of the conflict and taking them.
- The emergence of innovations in divine doctrines/ teachings by Fatimids and Abbasids especially during Juma prayers caused religious difference, thus opposed by Safavids.

- It was for political interest under the umbrella of religion that made Ismail spread propaganda against the Shia beliefs in Egypt and Turkey, so as to establish independent group of Safavids.
- The Safavids got assistance from Egypt, Persia and Spain, which helped them put down the Fatimid dynasty establish an independent dynasty.
- The inability of Abbasids to consolidate their original conquests, enabled Safavids conquer such territories.
- The existence of weak Sunni groups which could not contain the new force of Safavids like Sunni Tariqa and Sunni Wana, led to the rise of Safavids.
- The weakness of Abbasid caliphs whose powers were defied by provincial governors, gave an opportunity to Safavids and declared their own independence.
- The move by Persia to regain her independence which had been taken by Abbasids, led to the rise of Safavids.
- The employment of Persian troops in Abbasid ranks during the reign of ma'mun. after caliph Ma'mun's death, the Persians under Safawiyyah order became determined to have their own rule or dynasty.

12. (a) Explain the factors that favoured the creation of Ottoman empire. (10 marks)

- Ottoman is a dynastic application derived from the Arabic name "Uthuman". Uthuman is considered the founder of the great Ottoman Empire, Ottoman being an Italian Corruption of Uthuman.
- The Ottoman Empire was founded in 1299 A.D and established in Turkey with its capital at Anatolia. It was the long serving muslim empire, lasting for over 6 centurys i.e from 1299 – 1922.

The following were the factors that favoured the creation of the Ottoman caliphate as below;

- The personality of Sultan Uthuman who was a darling, courageous in character and fighters were very loyal and devoted to him.
- The elevation of the Turkish soldiers by the Abbasids, who exploited their leadership to break away from the Abbasid government.
- The decline of Byzantine Empire in 1250 AD enabled the oppressed people to rebel against the Romans, thus capturing their lands.

- The reluctance by the Abbasids Caliphs to govern a vast empire, in distant territories especially during the time when they became extremely weak.
- The assimilations and accommodative policy of all the various fighting forces into their ranks e.g Arabs Turks, Persians, etc who became independent from Abbasid Authority.
- There was disorder in the Muslim world due to frequent revolts which could not allow mobilisation of force to counter the emerging ottomans e.g Abbasid Caliphate was divided.
- The gradual expansion of the Ottomans gave them ample time to organize their administrative government paving way for their later expansion.
- The restoration of peace in Asia Minor by the Turks brought, a new era in the growth of the Ottomans, as people of various areas e.g Merchants, Jurists bureaucrats flocked into the area.
- Ottoman had several Christians allies e.g Orchan the successor of Uthman allied with Emperor John VI in the struggle against his enemies e.g Sultan Orchan married emperor's daughter Theodora.
- The mining of silver coins which made trade and commerce easy in vital towns like Bursa, Izinik and Izmid.
- The Turkish army was very equipped with new modern arms e.g Artillery, Muskets and long-range weapons.
- The failure of crusade movements to take full control of their conquered areas enabled Turkish soldiers to fight them and be defeated.
- The Mongols failure to control all the conquered territories of Abbasids enabled the Turkish forces to fight, defeat and establish the Caliphate.
- The recognition of Ottoman Sultan outside Turkey greatly reduced the resistance thus giving way to rise of Ottoman.

(b) How did the Ottomans conduct their economic operations? (15 marks)

- The Ottomans promoted Agriculture which was a back bone of the economy. Major crops included wheat, cotton, olives, etc.
- The Ottoman government controlled land and could grant land to military officials in return for service.
- There was trade and commerce in the empire connecting Europe, Asia and Africa which promoted its welfare.

- The major trade items include spices, silk, coffee, textiles which were so demandable in towns like Istanbul, Kail, etc.
- They dealt in crafts and industry and they produced goods in textile industries established ceramics, weapons and carpets.
- Minting of coins and printing of money in form of currencies which included Akle and later Kurus.
- They were money changers and also had informal banking systems in major cities of the Ottoman.
- Numerous taxes were collected from non-muslims (Jizya tax), land and trade which boasted on the state revenue of the Ottoman empire.
- Some sultans spent a lot of money on leisure.
- Slaves were sold in markets like Istambul and Kail to offer labour in houses, agriculture, etc.
- Also carried out mining and natural resource exploitation in items such as silver, gold and lead e.g in areas of Aratoria and the Balkans.
- There were charitable foundations as wealthy individuals offered their property for public service e.g schools, hospitals donated land and other gifts to the needy people.
- Developed transportation means i.e roads and bridges were maintained for trade, camels and caravans were used in long distance trade across deserts.
- Rivers and sea routes were also accessed for bulky transportation of grains, timber, etc.
- Carried out livestock rearing with nomadic tribes, sheep, goats, horses and camels could process meat, wool, hides and transport.
- In pilgrimage, people were taxed for passing through the empire i.e the empire served as a religious tourism.
- They engaged in fishing in the mediterranean, black sea, etc.
- Smuggled goods due to strict state control and high taxes i.e on boarder lines and the coast were items like Alcohol, tobacco, coffee, etc.
- From the late 16th century, the empire faced inflation partly due to the influx silver from the Americans which disrupted tax revenue wages draining the economy.

E N D

1. (a) Account for the rise of the East African Coastal Markets. (12 marks)

- East African Coastal markets were trading centres and market places along the coast of E. Africa. The major items dealt in were; gold, ivory, slaves, spices and beads.
- The earlier establishment of permanent settlements by Arabs at the coast.
- The availability of the ready markets for the Arabs' goods.
- The presence of profitable Indian Ocean trade conducted by Arabs.
- The presence of Monsoon winds as a transportation means of Arabs to different areas.
- The introduction of modern currency (cowrie shells) which boosted trade in these towns.
- The presence of highly demanded goods like Gold, silver, slaves etc.
- The presence of good climate for human settlement at the coast.
- There were fertile soils which boosted Agriculture.
- The existence of good natural harbours which could accommodate trading Arab Vessels.
- The presence of taxes which generated enough revenue for development.
- The existence of Islam which acted as a tool to foster brotherhood and unity of the coastal people.
- The absence of other foreign colonizers other than Arabs.
- The existence of peace and stability at the coast.
- The presence of trade routes as trading safe passages for the Arabs.
- The availability of vacant abundant land for settlement.
- The emergence of Swahili and Arabic languages as communication means in transactions.
- The role of early muslim scholars (Geographers) e.g Ibn Battuta.
- The presence of middle man ship who brought goods to the coast.
- The proximity / nearness of the coast in relation to Arabia.

(b) Examine the role of the Coastal Markets n the growth of Islam at the East African Coast. (13 marks)

- They united people of different backgrounds causing interactions, thus, spread of Islam.

- They attracted African traders from the interior to coast who later were islamised and accepted Islam.
- They led to introduction of mining coins of copper and silver (money) attracting more to muslims.
- They promoted Arabic Architecture adopted by Africans thus spreading Islam.
- They boosted Arabic and Kiswahili languages as medium of communication to the people.
- Provided Africans with wealth which was used for propagation of Islam through trade.
- They led to intermarriages between Arabs and local Africans as off springs were muslims.
- Muslim traders in market centres acted as voluntary teachers of Islam.
- They led to introduction and development of Sharia in daily life activities of people at the coast.
- Promoted peace and stability due to introduction of guns leading to the spread of Islam.
- Led to initiation of Islamic materials at the coast e.g books, kanzus, hijabs, etc.
- Boosted Islamic brotherhood between Africans and Arabs (co-operation)
- There was increased permanent settlements of Arabs and Asians who spread Islam.
- Brought muslim scholars who spread Islam e.g Ali Masoud, Ibn Battuta.
- They led to establishment of industries which benefited muslims e.g clove industry.
- They enabled Arabs set up Quranic schools where people were taught Islamic virtues.
- They provided employment to Africans who later were influenced to accept Islam.
- They led to the establishment of mosques along the coast where learning of Islam was received.
- They led to temporary migration of many African kings and chiefs to the coast in search of tradeable items thus being influenced to accept Islam e.g Mbogo of Buganda.
- They promoted the institution of slavery and such people were Islamized.
- They produced Islamic healing methods which were adopted by local people.
- Negatively, they attracted groups who worked against the development of Islam e.g Christians.
- They led to the introduction of anti-Islamic items e.g wine which undermined Islam.
- They increased slave trade with all its evils which tarnished the image of islam.
- The introduction of guns at the coast increased in security in some areas thus declining islam.
- They resulted into the coming of christinaity at the coast which out competed islam.

2. Analyse the components behind the growth of Islamic influence in the interior of East Africa during 1900. (25 marks)

Islam was introduced in E. Africa mainly by Arabs and Swahili traders, in the areas of Uganda, Kenya and T.Z. The components/ factors for spread of Islam include;

- The role of kings chiefs who influenced their subjects to embrace e.g Mirambo of Nyamwezi, Mutesa of Buganda.
- The similarity of Islam with African traditional practices such is polygamy, circumcision.
- The political-religious wars of Buganda between 1880's – 1890's helps Islam to spread elsewhere in E. Africa.
- The role of muslim Sudanese soldiers who spread Islam directly or indirectly in areas operated.
- The role of colonial powers which suppressed hostile societies, creating peace and stability, for muslim missionaries to spread Islam e.g British in Kenya and Uganda.
- The abolition of slave trade in E. Africa, which removed fear from Africans and willingly joined Islam.
- The role of long distance trade which caused massive interactions with muslim traders, thus Islam spread in the process
- The role played by trade routes as muslim safe passages where Islam spread.
- The role of Asian muslims who worked on Uganda- Kenya railways and contacted Africans e.g Musa mzuri in Urganyambe in 1860'2.
- Role of traditional muslim sheikhs e.g Al- Amin Al- Mazru of Kenya, Abdallah Ssekimwanyiri of Uganda.
- Role of muslim individuals like Iddi – Amin of Uganda, Muhammad bin Ahamad (Tip Tip) of T.z.
- The role of muslim ceremonies which caused massive interactions, Islamizing many people e.g marriage, Maulediri.
- The role of intermarriages between Africans and muslim traders, as off springs were muslims.
- The role played by muslim NGOs like world muslim league, African muslim Agency (AMA), which put up muslim projects that spread Islam.
- The proximity/ nearness Kenya and Tanzania in relation to the coast, bringing more Arabs and Swahilis in the areas.
- The invasion of Ngoni people in Tanzania who field Muslim's to other areas and spread Islam.

- The role of muslim scholars and adventures who served as teachers of Islam in E. Africa.
- The role played by Kiswahili and Arabic languages as means of communication to local people thus influencing many people to accept Islam.
- The absence of any other foreign religion other than Islam, enabled Islam to enjoy the monopoly of religion in E. Africa and growth.
- The role of muslim Somalis in Kenya and Uganda who put up muslim programs to promote Islam.
- The establishment of clove plantations at the E. African coast, where Arabs employed Africans and influenced them to accept Islam.
- The establishment of Uganda- Kenya railway which eased the mobility of muslim missionaries from one area to another spreading Islam.
- The role of Swahili culture with norms affiliated to Islam e.g eating habits, dress code, greeting etc.
- The establishment of Quuranic/ madarasa schools where Islamic principles were taught.

3. (a) Examine the influence of Islam to the East African Coastal people. (15 marks)

- Islam around the coast of E. Africa as early as the 7th century. It was mainly brought by the first Arab settlers.
- Islam introduced strict form of monotheism as opposed to polytheism of coastal people.
- Islam abolished sacrifice of human beings and animals to spirits of the dead.
- Islam introduced the Holly Quran as a divine guidance at the coast to replace won documented laws in African traditional beliefs.
- Islamic medicine healing methods were introduced to replace the traditional way associated with use of magic and consultation of witch doctors.
- Islam introduced the 5 daily prayers with it's requirements like Ablution.
- The Islamic dress like Kanzu, Hijabs, Turbans, caps, etc were introduced to replace traditional ones.
- Islam accommodated African names as a cultural norm which contained no disbelief/ shirik.
- Islam accommodated the belief that God is the creator of everything.
- Islam prohibited having chiefs and kings as religious heads who were worshiped.
- Islamic introduced sharia i.e the Islamic legal system replaced the brutal African set of laws.

- Islam prohibited super situation in a belief that certain events/ things would bring good or bad image.
- Islam abolished magic and witch crafts as cardinal causes of death and clearly defined it to God.(Allah)
- Islam abolished social discrimination of many people based on tribe, colour, Nation, etc.
- Islam restored the rights of women e.g right to inheritance of property of Deceased, right to life, etc.
- Islam put up the procedure of effecting divorce.
- Islam introduced Arabic languages as the official language to replace the local African ones.
- There was introduction of Islamic education and learning with the setting up of Quranic schools.
- Islam abolished the consumption of Alcohol and prescribed the lawful foods and drinks in Islam.
- The Islamic hygiene practices were introduced which improved on people living condition e.g brushing the teeth, circumcision, etc.
- Islam abolished looting and raiding of people's property (wealth).

(b) Why did the coastal people convert to Islam so easily? (10 marks)

- They traded together with Arabs thus joining Islam.
- They intermarried with local people and off springs became muslims.
- They open up small businesses and employed local people who were Islamized.
- African leaders provided tradeable items to the Arabs e.g slaves who were later Islamized.
- They adopted the Islamic dress code of Arabs e.g putting on Kanzus, caps, Hijab etc and were Islamized.
- They created peaceful atmosphere used in spreading Islam to local people.
- Arabs took control of trade routes which were areas of interactions and teaching of Islam.
- Africans adopted to Kiswahili language assimilated to Arabic language as means of communication and later were Islamized.
- Africans embraced the Islamic greeting (salutation) 'Salaam Aleikum' and go easily converted to Islam
- The Islamic norms like eating habits were adopted by the local people.

- The local people attended to the Quranic schools of Arabs and thus easily joined Islam.
- The Africans put up permanent homes along Arabs' settlements thus Islamizing them.
- The local people denounced their traditional beliefs and practices thus admiring the Islamic monotheism.
- The coastal people welcomed the Arabs in their land and were easily converted to Islam.

4. (a) Account for the Re-settlement of the Portuguese to the coastal region of East Africa.

(13 marks)

- The Portuguese arrived at the coast of E. Africa in 1498. The Portugues then took control of the coastal belt and all points of Indian ocean.

The following were the reasons for their migration or re-settlement at the coast of E. Africa;

- They wanted to spread Christianity at the E. African coast.
- Portuguese were looking for the sea route to India thus migrating to the coast.
- Portuguese moved due to love for adventure and discovery of what is beyond their area.
- They wanted to control trade which was booming at the coast get was controlled by Arabs.
- They wanted to put a stop to the spread of Islam from the face of E. African coast.
- The hospitality of the coastal people especially the sultan of Malindi e.g he welcomed Vasco-Dagma upon the arrival at the coast.
- The need to revenge against the Arab muslims who had occupied the Arabian peninsular and introduced Islam even in Spain.
- It was due to political imperialism i.e Portuguese wanted to conquer and rule the coast.
- The Portuguese were attracted by the good and favourable climate at the E. African coast.
- The Portuguese migrated to the coast due to the existence of fertile soils for Agriculture.
- Portuguese were looking for good natural harbours for loading and off loading of goods.
- They were looking for their legendary king John presenter said to have settled at the coast.
- The exploration and need to exploit mineral resources at the coast.
- The Portuguese wanted to collect tributes from the people like in form of taxes.
- They wanted to deprive the Egyptians and Turkish forces to help their fellow muslims.
- The strategic location of the coast in relation to Portaged made them to migrate for transportation was easy with the help of ships.

(b) What element favoured their settlement in the above area? *(12 marks)*

- There were good and favourable climatic conditions at the coast.
- Availability of ready markets where they sold their goods.
- The existence of profitable Indian ocean trade at the coast

- The proximity/ nearness off the E. African coast in relation to Portugal.
- The presence of fresh drinking water for people at the coast.
- The presence of fertile soils suitable for cultivation of crops at the E. African coast.
- The existence of peace and stability at the coast, favoured human settlement.
- Hospitable nature of Africans at the coast in welcoming Portuguese.
- The presence of desirable trade items at the coast e.g slaves, gold, ivory, etc.
- The role of geographers/ scholars who draw the map of the coast for Portuguese.
- The establishment of many strong coastal town e.g Kilwa, Mombasa, Zanzibar, etc.
- The existence of abundant land for human settlement.

5. The decline of the Muslims' strength in the early religious wars in Buganda was mainly attributed to European occupation. Discuss. (25 marks)

- The religious wars are sometimes referred to as political-religious conflicts in Buganda.
- The wars were between muslims and Christians as they begun in 1888, with the over throw of Kabaka Mwanga up to 1890 – 1893.
- The wars ended with the defeat of muslims and British imperialism is held responsible as seen below.
- Strokes a former missionary, supplied the Christians with fire arms which strengthened them.
- The muslims letter from Kijungute to the sultan of Zanzibar accidentally fell into the hands of Lugard, who thereafter worked hard to destroy Islam.
- The muslims represented by Lugard dragged muslims into signing the 1900 Agreement which saw muslims venturing in poor areas i.e Gomba, Busujju and Butambala.
- The British intentionally demilitarized muslim camp and heavily armed the Christians with fighting weapons.
 - In 1890, Jackson and George who were company officials supplied Christians with muslim guns.
 - The missionaries spread propaganda that muslims were planning to circumcise every Muganda by force which forced Christians allie with British, thus muslims were fought.
 - The Nubian muslims were disarmed by macdonald a British agent and this weakened muslims.
 - The British dismissed muslims from Gomba and Busujju (territories) which weakened the greatly

However, besides British colonialism there were other factors as seen below.

- The death of the muslims mobilizer (Batuma) at Bunkaabira drove their moral down.
- Muslims lacked proper fighting tactics as put their faith in God to safe guard them.
- The Christians had taken over control of Lake Victoria where they would receive weapons.
- During the wars, muslims lost most of their strong courageous men e.g Muguluma, Kapalaga, Tebukozza, etc.
- The death of their leader, By 1890, muslims were operating from exile (Kijungute) several miles away from the capital.
- Nuhu Kalema in 1890, further weakened the muslims thus their defeat.
- Natural calamities e.g famine, disease claimed many lives of muslims thus their defeat.
- Hypocincy of some muslims for material gains made them surrender and were made chiefs.
- The muslims were fewer in number compared to the many Christians, who included Catholics and Protestants.
- The failure of muslims to get external support e.g military.
- The Buganda (Traditionalist, Catholics and Protestants) were all together to fight muslims.
- Muslims were disorganized and thus not united to fight and wine the religious wars.
- The muslim army was composed of chiefs who could not fight yet the Christians used local people to fight easily

6. (a) Assess the contribution of chief Muhammad Nabongo in the

Expansion of Islam in Kenya.

(15 marks)

- Muhammad Nabongo was the chief of western Kenya (Mumia land)
- He acquired the name of Muhammad after conversion to Islam having been influenced by the Arabs.
- After his conversion to Islam, chief Nabongo also influenced his subjects to embrace Islam which they followed.
- Nabongo was so hospitable to Arab traders that he welcomed them in his palace and spread Islam.

- He incorporated Swahili muslims in the army who spread Islam in conquered areas of Kenya.
- He used Mumia land, as a safe passage (trade route) for muslim traders in the spread of Islam e.g the route from Pangani from Kisumu, all passed through his territory (Munira land).
- He invited important muslim personalities and teachers to teach his subjects Islam e.g Sheikh Shariff Hassan Abdallah taught his people of Kenya Islamic principles.
- Chief Nabongo constructed mosques which were used in worshipping, teaching and spread of Islam.
- He established quranic schools to teach and spread Islam in Kenya.
- He linked Mumia land to distant muslims area like Zanzibar so as to spread Islam in Kenya, thus many Arab teachers flocked into his empire.
- He sent muslim missionaries to neighbouring areas inviting them to Islam e.g Kikuyu and Masai.
- He practiced polygamy and this enabled him to convert many people (women) to Islam.
- He emphasized strict observance of important principles of Islam by subjects e.g prayers, fasting.
- He promoted peace and stability in his area, which created a conducive atmosphere for the spread of Islam in Kenya.
- He appointed muslims in key positions of responsibility on merit thus spreading Islam.
- He allowed Arabs and swahilis to establish permanent settlements in their land thus spreading Islam.
- Nabongo participated in trading activities with local people who were influenced to accept Islam.
- He allowed intermarriages take place between muslim traders and local women were the off springs were muslims.
- Negatively, he forced his subjects to accept Islam and these became nominal muslims in Kenya.
- He participated in slave trade with all its evil acts which scared converts to Islam.
- He allowed people practice Islam along side traditional beliefs.
- He brought in security in the area due to the introduction of guns by Arabs.

(b) Explain the challenges muslim leaders in Uganda face in the effort to Disseminate Islam. (10 marks)

- Limited political influence in government positions to make policies.
- Leadership disputes due to power struggles and mistrust e.g UMSC Vs Kibuli
- Muslims lack economic resources to uplift their economics status e.g development projects.
- Muslim tension and fears from government due to extremism.
- Un employment makes them vulnerable to manipulation.
- Religious tensions/ differences with other groups.
- There are many schools which lack resources to provide better quality education e.g UMEA Schools.
- Property and land disputes among muslim leaders over ownership and management e.g Bukoto / Kibuli etc.
- Lack of adequate worshipping places (mosques) in rural settings which hinder dissemination of Islamic knowledge .
- Western culture contaminating Islamic norms e.g indescend dressing.
- In adequate funding for religious institutions to effect programmes.
- Dependence on foreign aid and political aid with stipulated terms and conditions that cannot favour some areas of development.

7. To what extent did the compromise between Islam and African Traditional beliefs aid in the Progress of Islam in West Africa.(25 marks)

- Islam reached in west Africa as early as the 7th century. It was brought by the Arabs and Berbers.
- Islam accommodated some African cultures and this helped in the progress of Islam in W. Africa as analyzed below.
- Islam compromised with African customary concept like polygamy which made people to embrace Islam e.g people of Senegal.
- The African ceremonies of celebrating birth of a new baby was assimilated / compromised by Islam, where it's done on the 7th and 8th day after birth (Aqiiqh)
- African culture respected the role of husband as the head of the family which also Islam taches was adopted, thus Islamized.
- In marriage, Africans used to give in dowry to the bride by the husband, which Islam also accommodated.
- Inheritance of property was practiced by Africans after the death of a relative and Islam assimilated it to be for all heirs.

- Africans used to punish wrong doers e.g fornicators and adulterers, the punishment was modified by Islam.
- Children's rights were respected especially the right to live a healthy life and Islam assimilated.
- Sacrifices were offered by Africans in west Africa and Islam taught sacrifice to Allah only.
- Africans used to believe in the extended family system, as a man cared for his children, relatives, etc which Islam assimilated through the concept of brotherhood.

Societies in west Africa knew about the existence of God (Monotheism) which was Islamized.

- As for worship, Africans had prayer places such as cave, forests, mountains, e.g in Islam, prayers are conducted from mosques.
- The respect for the dead person was observed by Africans, which Islam also accommodated thus Islamizing many people.

However, beside the compromise between Islam and African traditional beliefs, there were other factors that aided in the spread of Islam in West Africa as below.

- The existence of Narbar traders who acted as Muslims' teachers of Islam.
- The rise of Fitan period in Arabia which brought an influx of Arabs to W. Africa and spread Islam.
- The presence of trade routes in W. Africa e.g from Tunis to Hausa land, introducing Islam.
- The introduction of camels in W. Africa which eased the movement of muslim teachers from one area to another.
- The existence of trans-saharan / slave trade which attracted people and were influenced to accept Islam.
- The role of the 19th century Jihads in E. Africa e.g Sokoto, Maccina and Tokolor which spread Islam.
- The presence of highly demanded tradable items e.g Gold, Silver, slaves, etc, which caused interactions with muslim traders and Islam was introduced in W. Africa.
- The establishment of permanent settlements in W. Africa by the Arabs and Berbers who spread Islam.

- The role of muslim conquests/ expansion where Islam was extended to other parts of W. Africa.
- The proximity / nearness of W. Africa to North Africa which enable muslim scholars to spread Islam in the region.
- The similarity of Islam with African Traditional Religion e.g, polygamy, circumcision, thus many Africans willing embraced Islam.
- The role of Arabic/ Fulani languages as communication means in Islamizing people in W. Africa.

8.Examine the impact of Trans-Saharan Trade to the Islamization of the people of West Africa. (25 marks)

The trade that was conducted across Sahara desert began between the mediterranean sea and sub Sahara Africa, was Trans-Saharan trade.

If also include the activity of slavery thus it was also called slave trade. The following are its positive contributions:-

- Promoted intermarriages between the Berbers Arabs and African tribes where off springs were obviously muslims.
- It contributed to the establishment of Quranic schools where Islam was taught e.g Timbuktu.
- It led to the emergence of urban centres which were meeting places and people were Islamized e.g Taghaza.
- It brought an influx of Arab traders, Berbers from North Africa who spread Islam in W. Africa.
- Enabled muslim traders establish permanent settlements along trading centres where Islam was spread e.g Sijilimasa, Audwaghast.
- It connected W. African region to the outside Muslim world, thus extending Islamic influence.
- It led to the introduction of camels in W. Africa which eased transportation of muslim teachers.
- It stimulated interactions between Africans and Muslims' traders, influencing people in W. Africa to accept Islam.
- Trade provided employment to many Africans, as porters, tax agents, interpreters, middle men, who were later Islamized and spread it further.
- It led to emergence of strong muslim personalities who spread Islam in W. Africa e.g; Mansa Musa, Mansa Suleiman, Askia Muhammad Toure, etc.

- It stimulated Al-Moravids activities who Islamized people like Soninke.
- It led to emergence of wealthy muslims due to trading activities who promoted Islamic principles like zakat, pilgrimage, Hajj, etc.

Negatively

- It led to insecurity in some areas to introduction of guns, hindering the spread of Islam e.g, in Ghana, the Soninke people ran away.
- Trade in some situations resulted into the death of people who would be muslims.
- It caused depopulation where some people ran away from the area e.g Ghana.
- It led to breakage of family cultures ties and morals, which retarded Islam.
- Trade led to the eventual fall of some muslim empires as the spread of Islam relied on trade e.g Ghana, Mali etc.
- Islam was black mailed by the W. African people as a religion of slave traders (raiders) and its evils caused e.g misery, displacements, etc.
- It led to the coming of colonialists who introduced Christianity and Islam was undermined.
- It led to the advent of un Islamic items in W. Africa e.g spirits, wine which declined Islam.
- Due to slave trade raiding, many areas were reduced to un productive status retarding Islam.

9.(a) How did Askia Muhammad advance Islamic cause during his reign in Songhai Caliphate? (15 marks)

Askia Muhammad Toure was born from Soninke people. Originally, he was called Muhammad Toure Ibn Ab Baker. He acquired tittle Askia as a dynastic tittle.

- He succeeded Sunni Ali, the founder of the empire.
- He established a strong muslim army used in muslim conquests to expand Islam.
- He appointed muslims in key positions of administration on merit like governors of Timbuktu and Taghaza.
- He divided the empire into provinces and put them under able family member who spread Islam.
- He was a practicing believer and influenced many masses to join Islam.
- He implemented Islamic law (Sharia) in the daily activities of Songhai Empire.
- He declared Jihad on the Pegan neighbour states so as Islam is felt.
- Toure ended the Shia practices done in the name of Islam e.g killing of people.
- He declared Islam as a state religion.

- He promoted the concept of brotherhood and equality of muslims.
- He promoted Agriculture thus boosting on food security.
- He invited muslim scholars in his empire e.g Abu Ishaq who spread Islam.
- he sent muslim missionaries to other parts of W. Africa and spread Islam.
- Askia promoted the Islamic dress to replace the traditional (Agibda)
- He participated in trade which caused interactions with other people and were Islamized.
- He promoted freedom of worship to all people in the state.
- He emphasized giving of correct weights and measurements in businesses.
- He enforced the Islamic taxation e.g zakah to replace oppressive ones.
- He opened up links with the Arab world from which muslims and Islam spread.

(b) Why did the Songhai empire collapse after his era? (10 marks)

- Succession disputes causing endless wars in the state.
- The decline in Trans-Saharan trade which had been based on for existence.
- The rise of Pagan states e.g Karta, Segou, Mossi, etc using Songhai as a battle field.
- The breakdown of diplomatic relationship between Songhai and North Africa.
- The collapse of Sharia application in Songhai
- The Moroccan invasion of Songhai in search of items like Gold in Gao and salt in Walta.
- The existence of nominal muslims in Songhai
- Increased revival of traditionalism which weakened the pure Islam.
- Outbreak of natural calamities e.g famine.
- The death of prominent muslim leaders of Songhai e.g Askia Muhammad.
- The destruction of muslim infrastructures like mosques put up by muslim leaders.
- The advent of colonialism promoted divide and rule.
- The introduction of Christianity in Songhai out competing Islam.

10. (a) Account for the development of the Murabitun Movement. (09 marks)

- The Murabitun movement is also called the Al-Moravids.
- The Murabitun movement originated in W. Africa in the 11th century as a Islamic movement. It was founded by Abdallah bin Yasin.
- The need to spread Islam among the people of W. Africa led to its development.

- The desire to participate in trade (economic interests).
- The need to liberate people from oppressive rulers of W. Africa.
- The rise of strong muslims like Abdallah Ibn Yasin
- The need to reform / purify Islamic principles.
- The support got from the muslim countries e.g Saudi Arabia.
- The movement had political motives i.e to conquer west Africa.
- The establishment of monasteries / Ribaats in isolated places to train muslims.
- There was need to reform the faith of muslims i.e from normal to practicing.
- There was need to reform the faith of muslims i.e from normal to practicing.

(b) Assess the role of Murabitun's invasion in the promotion of Islam in West Africa. (16 marks)

- They taught and spread Islam in many parts of W. Africa.
- They participated in Trans-Saharan trade thus controlled Ghana where Islamization was done.
- They established a Ribaat which was a centre of learning and military.
- The movement propagated the Arabic/ Muslim culture like dress code, language, etc.
- Promoted muslim brotherhood and equality in W. Africa which led to the spread of Islam.
- They preached against luxurious life of the Pagans and nominal muslims.
- The state of peace they created promoted trade between North and W. Africa.
- they connected W. Africa to the muslim Arab world like Abbasids in Baghdad.
- They preached Tauheed i.e strict monotheism and hence succeeded in reducing many Pagan acts in W. Africa.
- They emphasized observance of Islamic principles in the administration e.g prayers.
- They condemned the practice of slave trade and slavery in the conquered areas.
- They declared Islam a state religion in the conquered territories.
- Al-Moravids gave birth to new muslim empires e.g Songhai, Mali, which promoted Islam.
- They boosted Islamic education e.g the malikite school of thought.
- They led to death of many muslims which declined Islam in W. Africa.
- They led to collapse of Trans-Saharan trade due to their activities yet Islam had spread greatly through this trade.

- some of them participated in slave which scared the would be converts to Islam.
- They created in security in some areas which limited movement of muslim teachers to other areas in a bid to spread Islam.

11. Examine the forces for the familiarity of the Tijaniyyah brotherhood in West Africa during the 19th Century. (25 marks)

- Tijaniyya brotherhood was began by Sheikh Ahmad Bin Muhammad of Tijjani area.
- Right from the start and climax of as operation, it competed with the Qadriyya for followers and dominance or influence.
- It was propagated by Al-Hajj Umar and thus his Jihad called Tijjan Jihad.
- The Jihad promoted the use of Islamic law (Sharia) as it principles.
- It aimed at liberating the people from corrupt leaders.
- Un like Qadriyya, Tijaniyyah scholars preached about equality of all muslims.
- Tijaniyya Jihad condemned all sorts of exploitative behaviour e.g taxation.
- Its members believed that all followers would be given a favoured treatment on the day of judgment which made the Jihad popular.
- Tijanuyya scholars established a number of learning centres of propagate its doctrines.
- A lot of missionary work was carried out which increased its popularity.
- Mandika empire of Samouri Toure was built on the principle of Tajaniyyah fraternity.
- Between 1838 – 1848, Umar made extensive preaching tours among the Mandika and Tokolor initiating members into the fraternity.
- It taught that salvation doe not come through intellectualism but through action and strict adherence to the moral code of Islam and zeal for the spread of the faith.
- Its scholars taught that all members of Tajjaniyyah were superior to those outside it.

12. The British conquest of West Africa was manifested a clear influence to the Disperse of Islam. Assess the validity of the statement. (25 marks)

- The colonialists (British) took parts of W. Africa such as Sokoto, Maccina, etc.
- Therefore they took control of W. Africa and influenced Islam as;
- The British policy of indirect rule employed muslims as sub imperialists who spread Islam.
- Fought hostile tribes and fulbeck nomads who stood in the way of Islam.

- Created peace and stability in W. Africa which helped in Islamization.
- Improved on transport and communication which eased on movement of teachers e.g roads.
- Stopped slave trade favouring easy attractions of people to Islam.
- Built medical facilities to treat tropical diseases which improved on health of muslims.
- Led to urbanization same centres, increasing economic activities like mining thus spread of Islam.
- Introduced secular education which provided skills to muslims who spread Islam.
- Introduced plantations in which both muslims and non-muslims were invited to work.
- The oppressive policies of the colonizers forced muslims migrate to other areas and Islam spread in such parts of W. Africa.
- Helped to weaken the African Traditional Religious which was a blessing to the spread of Islam.
- Created a relationship of co-existence and understanding between muslims and non-muslims.

However, colonialism retarded the spread of Islam in West Africa as seen below.

- Led to destruction of muslim states e.g Moccina, Tokolor.
- There was decline of sharia as replaced by secular (Western) laws, thus retarding Islam.
- Introduced foreign languages (French and English) to replace Arabic used in spread of Islam.
- They introduced Christianity which out competed Islam.
- Destroyed muslim property e.g plantations, schools, settlements, undermining Islam
- They introduced Western type of education, which missed the Islamic values and norms.
- Muslim's standards of education declined as parents avoided Christian schools.
- The British policy of divide and rule undermined muslim brother hood e.g Sokoto against Maccina.
- They abolished slave trade a mode through which Islam spread.
- Led to breakdown of diplomatic ties between W. Africa and North African muslims.
- Introduced new taxes that were oppressive, making people unable to pay zakah

- Established Geographical boundaries which separated muslim states and limited movements.
- Spread false propaganda against Islam e.g Islam was regarded as a primitive religion.

P360/1

LUGANDA

Paper 1

2025

EKITUNDU A

1. (a) Omuyizi addemu awandiike sentensi ezo mu mpandiika oba Oluganda olutuufu.

- (i) n̄enze kuyimba
- (ii) Lwaki tolya mmere n’ogimalawo?
- (iii) Maama ali mu ggwaatiro awaata.
- (iv) Mukasa ne Ssemwongerere bagenze.
- (v) Namasole abeera mu lubiri.

(5 x 1 5 marks)

(b)

Obumu	Olubu	Obungi	Olubu
Evvu	5LI	evvu	
Ekisa		ekisa	7 KI
Oluga	11LU	enga	10N
Eddya	5 LI	amalya	226MA
Essimu	9N	essimu	

(any 10 x ½ = 5 marks)

- (c) Buli kimu ku bikolwa ebyo omuyizi akikozese mu sentensi nga kyemala.
Okugeza;

- (i) Tuya mu nju / a va wange.
- (ii) Abeera wano / mbadde waka.
- (iii) Tusooka wa taata.
- (iv) Oyo to muyinza
- (v) Omusajja maze byonna

(5 x 1 = 5 marks)

- (d) abo = Nnakongezalinnya endazi

be = Nnakasigirwa entabaluganda ekolebwako

-yo = nzirugaze

era = Nakataba/ akayunzi / Ntababigambo.

-mputtu = Linnya ery'ebitakwatibwako.

(5 x 1 = 5 marks)

- (e) (i) ekyayita
(ii) ekyayise
(iii) ekyakayita
(iv) ekijja / ekinajja
(v) ekirijja

(5 x 1 = 5 marks)

- (f) (i) Mu- tu- lu – mbi
(ii) E-ddya
(iii) Ggwa-no
(iv) E-ggwoo-le-zo
(v) Nswa

(5 x 1 = 5 marks)

- (g) - Liri mu bumu
- Nakasigirwa endazi, ono, oyo, oli
- Empeerezi esooka eri 'O'
- Nnakongezalinnya: mulungi, mubi, Munene.
- Ennyingo y'olubu eri mu
- Ennyingo y'erinnya 'a' atambula
- Nnakasigirwa ey'essiri; yekka / yenna.

- Nnakasigirwa enkakasi' yennyini / kennyi.
- Nnakasigirwa eggumiza: ye.

(5 x 1 5 marks)

(h) Omuyizi amenye embu z'ebigambo nga zino

- Erinnya
- Nnakongezalinnya
- Ekikolwa
- Nnakongezakikolwa
- Nnakasigirwa
- Nakalazi / ssenfo
- Entababigambo / Kayunzi / Nakataba.
- Obwewuunyi / obukungiriza / obusaasira

(5 x 1 = 5 marks)

EKITUNDU B

2. (a) Omuyizi anyonnyole ebintu ebyenjawulo ebidda (ebikolebwa) ku balongo.

- Batuumibwa: Waswa, Babirye, Nakato Kato.
- Abaana abazaalibwa oluvannyuma baweebwa amannya agagoberera abalongo nga Kizza, Kamy, Nakamy, era batwalibwa okubeera ablongo.
- Abalongo gwe baddako naye aweebwa erinnya erya kigongo.
- Azadde abalongo aweebwa lya Nnaalongo ne Ssaalongo.
- Azadde abalongo akulisibwa nti "Bweza"
- Abalongo bababika kuno kwe kutegeeza abalala nti gundi azadde abalongo.
- Abalongo bwe bazaalibwa balina kukulira mu maka mwe bazaalibwa.
- Omulongo bw'afa tumwogerako nti abuuse.
- Okwalula abalongo tukwogerako nto bamalibwa oba okubazina.

- Wabeerawo ekigali kyabwe era Nnaalongo oba Ssaalongo yekka y'akikwatamu.
- Obulira bw'abalongo buwundibwa oba okusibibwa.
- Nnaalongo takola mulimu gwonna ng'abalongo tebannamalibwa.
- Bwe babuuka baziikibwa lwaggulo nnyo.
- Omulongo tasikira muntu yenna.
- Abalongo beegenderezebwa obutasobezebwa anti bookya. (okufuna ebbala ku mubiri)
- Ssaalongo ne Nnaalongo tobasika.

(10 x 2 = 20 marks)

(b) (i) Omuuyizi anyonnyole emigaso gy'olumuli okugeza;

- Mu kutta enswa; omumuli
- Okuzizimbisa embiri, olwa Kabaka, olwa Namasole.
- Okukola akannyo ke basituza abafu.
- Okwekuuma (okutambula n'ennyingo y'olumuli ekiro).
- Okuzimbisa ennyumba
- Okuzimbisa mu masiro
- Edda zaakoze sebwanga ng'amafumu (mu lutalo lwa Nakibinge Omulwanyammuli)
- Ebisoko n'engeri: Akataazimbe.....
- Olumuli oluto lweyambisibwa mu muzannyo gw'ebirumbirumbi.

(5 x 2 = 10 marks)

(ii) Omuyizi alage emigaso gy'okubumba. Okugeza,

- Ensuwa, ensumbi, ettogero.
- Ebibya: kunyweramu ddagala, kuliiramu nva.
- Ensaka/ Entamu: kufumbiramu nva, mmere
- Emmindi, taba.

- Okukola emivubo (gy'abaweesi)
- Essigire
- Emmumbwa: Kunywa ddagala
- Ebbumba: kulirya.
- Ebibumbe ebikozasebwa okutona awaka.
- Engero n'ebisoko: "muka omubumbi,....."
- Okubumba mulimu.

(5 x 2 = 10 marks)

3. (a) (i) Omuntu atasaagasaaga.

(ii) Kusanyuka nnyo

(iii) Kufa kwa Kabaka

(iv) Kubonyaabonya muntu

(v) Okutuuka mu kifo.

(vi) Ekitu ekitasoboka / ekizibu ennyo. **(4 x 1 = 4 marks)**

(b) (i) Kwogera nnyo

(ii) Kulya nnyo

(iii) Omuntu okwogera ngatamala.

(iv) Kutambuza bigere

(v) Kumala biseera

(vi) Kuwaayiriza/ okwogera ebintu ebitali bituufu.

(3 x 2 = 6 marks)

4. (a) (i) -emmuli kazitwala bukiika

(ii) Amamese amangi,

(iii) -kireka emmese obuwuulu.

(iv) Omweyogereze,

(v) -okasuka ejjinja nga kalaba.

(vi) Akamira eyiye,

(4 x 1 = 4 marks)

(b) Omuyizi anyonnyole amakulu agoomunda.

- (i) Abantu abamu bwe bamala okuyambibwa ne babeera bulungi nga banyooma ababatuusizza oba okubavuma.
- (ii) Abantu abakola obulungi ebintu ebyetaagibwa bamanyika mangu; tebetaaga na kweyogerako.
- (iii) Ensimbi oba ebintu ebiri mu mabanja tebyesigibwa kuggya muntu mu kabi kuba gw'obanja ayinza obutakusasula mu kiseera w'obyetaagira.
- (iv) Omuntu tasaana kusekerera munne olwokusomoozebwa kw'atuuseeko, kubanga naye ayinza okugwa mu kizibu kye kimu oba n'okusingawo.
- (v) Omuntu bw'abeera okumpi n'abakulembeze amanya ebintu (ensonga) bingi.
- (vi) Abantu ab'empisa oluusi bazaala abaana ab'emize.

(3 x 2 = 6 marks)

EKITUNDU C

5. (a) Omuyizi yeesigame ku maka ga bawansolo alage ebyobuwangwa ebikooneddwako mu lugero olwo. Okugeza.

Ekitabo Amaka ga Bawansolo.

(02 marks)

- Emirimu gy'Abaganda, okugeza, okubajja, okulima, okuweesa, bawambizzi baagisomesa bannaabwe.
- Bulungibwansi; Bawansolo baakola okukulaakulanya amaka gaabwe awatali kusalwa.
- Obukulu bw'enkonko; Okugeza, Bbokisa, sseggwanga okumuzuukusanga buli ku makya mu kuzimba ekyuma maanyi ga mpewo.
- Alaga ettaka n'obukulu bwalyo: Fuleedi ayagala kutwala ttaka lya bawansolo kwe baalina amaka gaabwe era kwe bakolera emirimu gyonna.
- Okuyiisa omwenge. Napoliyaniakola endagaano ne Pili amugulire ebitabo ebiraga engeri y'okusogola omwenge era balima omuwemba ne kisubi basogole.
- Obufumbo: Mwami Jones Yalina omukyala.
- Olulimi; Olulimi olw'enjawulo alukozesa mu kitabo kino, omuli ebisoko, enjogera, n'engeri.

- Amaka: Amaka ga Jones, oluvannyuma agafuuka ago Bawansolo.
- Enzijanjabo ey'ekinnansi; Kirova anogera Bokisa ebirezi n'abigaayagaaya okumujjanjabo ebiwundu.
- Okwabya Olumbe: Olumbe lwa Bokisa lwali lwa kwabizibwa mangu nga Napoliyani bw'ategeeza banne empisa y'okuziika n'okukubagiza. Napoliyaani okukubagiza banne olw'okufiirwa jjajjaabwe Bokisa.
- Enfumo: Bawansolo baanyumizanga bannaabwe ebyaliwo mu Mirembe egy'edda.
- Obukulu bw'ekyoto: Kuno kwe baanyumizanga wamu n'okufuma.
- Ebirooto: Nnamukadde mmeja abuulira banne ekirooto kye.

(9 x 2 = 18 marks)

- (b) Omuyizi yeesigame ku kitabo kya Bazibumbira anyonnyole okusomoozebwa omwana w'essomero kw'ayitamu. Okugeza;

Ekitabo ye Bazibumbira.

(02 marks)

- Abayizi okuweebwa ebibonerezo ebikakali. Bazibumbira asigula enkonge/omuti gw'omuyembe.
- Abayizi okutambuza ebigere nga bagenda ku ssomero. Bazibumbira ne Byekwaso.
- Abayizi okutambula enjendo empanvu ppikipiki.
- Okutumibwa ebintu ebityirivu ku ssomero. Bazibumbira bamutuma emmulu kinaana.
- Okukubwa embooko.
- Abayizi okutulugunya bayizi bannabwe: Ssekasala.
- Abayizi okupatiika bayizi bannaabwe amannya. Okugeza; Bazibumbira ye Kabaliga, Byekwaso ye ppikipiki.
- Okukeera ennyo ne basooka okukola emirimu gy'okulima.
- Okukyusibwakyusibwa mu masomero: Bazibumbira agyibwa ewa Ssebbirikundi n'adda mupulayiveti.
- Okulumwa enjala
- Okusoma nga bakuliridde batuuse n'okuwa omusolo.
- Okusomera mu bibiina ebikutte embinabina era ebitali ku mutindo nga bya ssubi ne wansi ttaka.

- Abasomesa obutaba na we basuzibwa ku ssomero era oluusi ng'olumu boosa ekifiiriza omuyizi.
- Abayizi okufikka emmere: Bazibumbira ewa Ssebbirikundi afikka emirundi egiwera.
- Abayizi okusuzibwa mu maka agalina ebizibu ng'omuli abaana ab'emize egy'enjawulo.

(9 x 2 = 18 marks)

ANDREW KIBUUKA DDAMBA

6. (a) Omuyizi anyonnyole engeri Ddamba gy'akuumye nokutumbula ebyobuwangwa by'Abaganda.

Ekitabo: Awo olwatuuka.

(02 marks)

- Okufuma; ssanyulyamuzadde ne ssekanyumiza bafuma.
- Ennyimba n'ebivuga; okugeza, Oluyimba mazima njagala nnyo obuwangwa bwange", ebivuga ng'ennanga.
- Ennyambala y'Abaganda: Olubugo.
- Obufumbo bw'Abaganda; Ssanyulyamuzadde awasa omukazi (Nassaza)
- Emirimu gy'Abaganda: Okulima, okukomaga.
- Enkuza y'abaana mu maka: Abaana batuuzibwa ku Kyoto kwe bayigira ebintu enkuyanja.
- Obukulu bw'ekyoto: Kwe bafumbira.
- Okulanya mu maaso ga Kabaka: Kasasa alanya.
- Empisa y'okubonereza abajeemu n'ababeera bazizza emisango. Okugeza, Okusala abantu entunujju.
- Entuuza ya Ssabasajja ku Nnamulondo
- Okutwala amakula embuga
- Mizannyo ng'okuvuga ggogolo.
- Ennono y'ebigambo; awaka, Kabaka, ekisubi okusala omuntu.
- Omuliraano n'obukulu bwagwo. Ekitiibwa ky'amaka n'obuvunaanyizibwa bwa buli omu mu maka.
- Olubiri n'emiriraano gyagwo.
- Ebirooto n'amakulu gaabyo.
- Ensiza y'Abaganda. Ayogera ku lubaale

- Entuuma y'amannya; Bulidde, obwakabaka budidda.

(9 x 2 = 18 marks)

- (b) Omuyizi alage obuweereza bwa Ddamba kwe basobola okumujjukirira. Okugeza. (Yeesigame ku bubaka bwe obwenjawulo)

Ekitabo: Awo olwatuuka, n'ekitontome zzaabu.

(02 marks)

- Okuyigiriza okubeera abakozi, anti mu Awo olwatuuka, abantu bano bakozi; ssa ayulamuzadde, Nassaza, baluka, bakomaga.
- Okutuyigiriza enkozesa y'olulimi olwengero n'ebisoko: mu Awo olwatuuka.
- Okutuwummuza ebirowoozo ng'atuwandiikira emizannyo nga; Awo olwatuuka.
- Atuyigiriza okufuma n'okuyiga amagezi amakusike agali mu nfumo z'Abaganda.
- Atuyigiriza emizannyo gy'Abaganda naddala egy'abato.
- Atuyigiriza entuuza ya Kabaka ku Namulondo
- Atuyigiriza ensibuko y'ebigambo ng'awaka, kabaka; Awo olwatuuka.
- Atuyigiriza enziyanjabi y'omuntu asaliddwa ekisubi.
- Atuyigiriza amannya ga kabaka: empologoma.
- Atuyigiriza ebitwalibwa ng'amakula ewa Kabaka era n'obukulu bw'okutwala amakula.
- Atuyigiriza okubeera abeesimbu n'okwewala okulya enguzi; Bukedde bannyanike mu" Ekitone zzaabu."
- Atukubiriza okwewala okusiba obusungu. Okugeza, Tewudolo mu muzannyo Bbereeje, mu kitone zzabu afa n'alemera mu nju olw'obusungu.
- Atukubiriza okwawela okukopperera mu muzannyo "Akagombe k'enkomerero" omuli omusajja awasa munne mu kitone zzaabu.
- Okwewala nokukomya enkwe: Ekitone zzaabu.

(9 x 2 = 18 marks)

FRED MASAGAZI MASAAZI

7. (a) Omuyizi yeesigame ku mirimu gya masagazi alage engeri gy'ataliva ku mitima gy'abantu ebbanga lyonna. Okugeza;
- Y'omu ku baata ndika Kabaka Education Fund n'ekigendererwa eky'okuyamba ku baana abeetaaga obuyambi mu kusoma.

- Yaweerezaako nga ssentebe w'olukiiko olufuzi olwa Lubiri High school ekikulaaulanya eby'enjigiriza.
- Mutandisi w'amasomero. Okugeza, Lubiri H/S, Nabagereka P/S, Muteesa I Royal University, ne Buganda Royal Institute.
- Atuula ku kakiiko ka Luganda Consultancy Bureau akakoze omulimu ogw'okutufulumiza ebitabo.
- Abadde musaale nnyo mu kutegeka emikolo egy'okujjukira amazaalibwa n'amatikkira ga ssaabasajja Kabaka.
- Awandiise ebitabo eby'enjawulo ebisomese bwamu nga Mpaawo Kitakya, Olulimi lwa leero n'enkozesa y'ebigambo, Balya n'ensekeezi n'ebirala.
- Yaweerezaako nga minister omujjuvu ow'ebyenjigiriza mu gavumenti y'eMengo.
- Y'omu ku batandisi ba Buganda examination council, ekitongole ekitegeka ebibuuzo ebya mooko.
- Ngali wamu n'ab'ekibiina kyolulimi Oluganda, ategeka emisomo egibangula n'okuzza obuggya abasomesa b'olulimi Oluganda buli mwaka.
- Atuuka ku ka kiiko akalwanirira ebintu bya Buganda biddizibwe okuli ebizimbe gavumenti mw'eddukanyiza emirimu gyayo naye nga bya Buganda.
- Musomesa era asomesezza mu masomero ag'amannya nga MengoSS, Nabbingo Trinity College, ne Makerere University.
- Yeenyigira mu kukyusa Bayibuli okugizza mu Luganda.
- Ye ssentebe w'ekibina ky'abasomesa b'olulimi Oluganda (LTA)
- Awabula abawandiisi b'ebitabo era n'abayimbi mu nkozesa y'olulimi Oluganda.
- Aweereza ku mayengo ga laadiyo mu ppulogulaamu musenzalanda ku laadiyo Uganda ate mw'ayigiririzza enkozesa y'olulimi.
- Yaliko ssentebe wa Buganda Education Commission, ekitongole ekivunaanyizibwa ku kulunganyama ebyenjigiriza mu bwakabaka bwa Buganda.
- Yakulirako enteekateeka y'okukuza olunaku lw'abavubuka ba nkobazambogo mu bwakabaka bwa Buganda, era omukolo gwali Ggaba.
- Anoonyerezza ku bintu eby'enjawulo ng'olulimin'engeri gye lukulamu n'ebirala ate n'abiwandiikako.

(10 x 2 = 20 marks)

- (b) Omuyizi anyonnyole ebintu ebyenjawulo masagazi by'akonyeeko ebikwata ku ggwanga lye. Okugeza,

Ekitabo: Mpaawo kitakya.

(02 marks)

- Eggwanga lirimu abantu abalyazaamaanyi, ekitontome, kye nnamanya ku nsi.
- Abantu abalumirirwa abalala n'ekigendererwa ky'okubafiiriza: Kye nnamanya ku nsi.
- Ensi eyebyafaayo; Buganda ne Federo.
- Entambula eyenjawulo eri mu ggwanga n'ebizibu byayo: Bbodabooda.
- Eggwanga eririmu obwavu obuyitiridde; Ofanga towejjedde.
- Eggwanga erifiiriddwa empisa ez'obugunjufu; Omugunjufu kye ki?
- Ennaku abantu gye bayitamu nga bafiiriddwako abaabwe: Ennaku ziri mu kufiirwa.
- Eggwanga eririmu obutonde bw'ensi obw'enjawulo; Kulika lwera
- Eggwanga eririmu abantu abakuusa: Omukuusa.
- Eggwanga eririmu abantu abasanyaaawo obutonde bwe'nsi; Singa nnali miti.
- Abantu abateefaako: Amalibu
- Abantu abeetandikirawo emirimu: Bbodabooda.
- Eggwango eririmu abantu abakozesebwa, era abakooye okukozesebwa.
- Abantu abanyooma bannaabwe; Tonyooma kiriga

(9 x 2 = 18 marks)

BIKOMYE WANO

P360/2

LUGANDA

Paper 2

2025

EKITUNDU A

1. (a) KCCA will enforce closure of student's hostels releasing dumping wastes/ in Katanga. *(02 marks)*

Resident have shown an out cry to KCCA for rescue of pollutants caused by some students hostels at Wandegaya in Katanga dumping wastes in drainage systems they said that, the owners/ tycoons of there hostels connected sewage pipes from dormitories/ hostels to Katanga water drainage. During drought seasons the area stinks a lot yet in rainy season sewage water floods in their houses due to excess water in the trench/ drainage. *(08 marks)*

The project engineer Waludde Ntwaliro said that the drainage they constructed for those people in Katanga was complemented / supplemented by constructing schools, mosques, markets, latrines water tanks among others and creating awareness on poor hygiene/ sanitation diseases

(05 marks)

- (b) **Okulwala obulwadde bwa kookolo tekitegeeza kusalirwa gwa kufa**

(01 mark)

Abasawo batera okusanga obuzibu okutegeeza abalwadde ebibaluma. Mu bbaalara egenda okwanjulirwa, omusawo awandiikira omulwadde kubidde mu kukebera (ebizuuliddwa) *(03 marks)*

Munnange teri muntu yandyetaaze kuwulira bigambo naddala omulwadde nti olina kookolo. Nagezezaako nga bw'nsobola n'obukakaamu okwatula amawulire ago/ ensonga eyo. Tewali kiwandiiko mu masomero g'abasawo gasomsa ngeri yakutegezaamu mulwadde kimuluma mu bukakkamu. Nebwekyandibadde mu kusomesa oyinza okubulwa engeri/ akakaddyo okukikola okuzuulibwamu kookolo kyamutawaana. Kireeta okwenyamira, okutya n'obuteeyinza, era bangi balowooza

mu kiseera ekyyo obwabwe bukomye nti oweereddwa ekiseera okutekaateeka ebintu by'okola mu budde nga tonafa. Nti tewali bujjanjabi sikituufu abaana abato n'abakulu abalina kookolo bajjanjabwa singa kizuulibwa mu bwangu enyo.

(07 marks)

Abantu abamu ababeera ne kookolo obulamu bwabwe bwonna ne batakimanya ate abalala nebazuulibwa nga baakwatibwa kookola nebafiira mu dimansi bbiri zokka ebireta kookolo tebimanyiddwa naye byekuusa ku mbeera ez'anjawulo n'obuwuka obusikirikitu.

(03 marks)

(Kisimbuddwa nga kikyusiddwamu katonno okuva mu New vision)

(01 mark)

(obubonero 15)

EKITUNDU B

Ddamu 2(a) oba 2(b)

2. (a) (i) Omuyizi awandiike emboozi egyoyo amakulu g'olugero olwo;
Ayinza okuzimbira ku muntu oba abantu abaayagala okwekomya buli kimu atenga balinawo nebamaliriza nga tebalina kyebafunnyeemu

Oba:

Omuntu gyakomya okwagala ekintu oba embera ya ssente gyakoma okwolesa omululu natagannyulwa.

M = 16 S = 10 O = 04 T = 30

Ensobi zikebererwe ku kutundu muko gumu (1 page) Ensobi nnya afiirwa akabonero atandika nakamu.

- (ii) Omuyizi ayiye emboozi yonna ng'ataddeko omutwe ogutuukiramu ebigambo ebyo

Okugeza;

Kiri muttu

Teweegombanga bagagga

Emmwanyi gye weesiga

Obufumbo nnoga ya lummonde

Engolola yeemu nga waggulu

- (iii) Omuyizi awandiike emboozi enjiye ku muntu eyalina omulimu ogumu naye wegagwawo n'ayisibwa bubi kubula kufa.

Oba

Ayinda okulaga ebizibu ebiri mu mulimu ogumu. Aleete ensonga $8 \times 2 = 16$ marks

Engero oba ebisoko $20 \times \frac{1}{2} = 10$

- (iv) Omuyizi akubaganye ebirowoozo bwati;

Enkuza y'abaana ey'edda yejja okuzza empisa bweti

- Abaana tebaamalanga gatambulotambula
- Baabanga bagunjulwa buli muntu
- Baatwalibwanga mu b'enjanda zaabwe
- Baayigizibwanga ennimi nga bakyali bato
- Tebeetabanga mu mboozi za bakulu
- Baabanonyezanga ababeezi
- Banaazibwanga eddagala eribayamba

Any 4 x 2 = 08

Weetegereze alina okuzinnnyonyola engeri gyezireeta empisa Oludda olulala waliwo ebireeta empisa: nga;

- Okutwalibwa mu masomero
- Okuteekawo amateeka agabafuga
- Okuyigirizibwa eddiin.

- Okubeewaza ebidduula
- Okulambula ku bantu abalina ensa
- Okubawo omusomo
- N'endala

Any 4 x 2 = 08 matter

M = 16 S = 10 O = 04 Total = 30

N.B: Ensobi nnya afiirwa akabonero -01

Engero / ebisoko 20 x ½ = 10

Oba

Omuyizi awandiike okwebaza nga bino tebibuzeemu

- Okuwa ebitiibwa	- 01 mark
- Okweyanyula	- 01 mark
- Okulaga ensonga ye; kwebaza	- 01 mark
- Okuwumbawumba	- 01 mark
- Ebisoki / engero 2 x ½ = 01	01 mark

05 marks

Afuuza okukoona ku wongo zayogeddeko nga zino.

- Okusimba emmwanyi
- Okulunda
- Endya ennungi
- Okussa ekitiibwa mu Kabaka
- Okuwa amateeka ekitiibwa
- Okugendanga okwekebezaako
- Okufuna abaagalwa
- Okusinzanga Katonda

Any 8 x 1 = 08

N'endala

Engolola

M = 08 S = 05 O 02 T = 15

(ii) Omuyizi awandiike eggulire nga bino tebibuzeemu:

- Omutwe ogusikiriza	- 01 mark
- Bya	- 1 mark
- Omuwandiisi	- 01 mark
- Okuleka ku bunkenke	- 01 mark
- Abisoko / engero 2 x ½	- 1 mark

05 marks

Matter

- Byabadde ludda wa?
- Kiseera ki ekyogerwako (olunnaku lw'eggulo)?
- Yatandise etya?
- Ebadde emaze bbanga ki?
- Ebisuubirwa okukolebwawo?
- Olulimi lwa mawulire - 01 mark
- Abantu bajjogerako batya?

M = 08 S = 05 O = 02 T = 15

(iii) Omuyizi awandiike okwogera nga bino tebibuzeemu.

- Okuwa abazzukulu ekitiibwa	- 01 mark
- Okubabuzaako	- 01 mark
- Okweyanjula	- 01 mark
- Okulaga ky'agenda okwogerako	- 01 mark
- Okubeebaza okumuwuliriza	- 01 mark
	= 05 marks

Engeri gy'oyagala beeyiseemu

- Okweyitanga amannya gaabwe ag'ekiko
- Okubuuzanga abantu abakulu
- Baleme kumala geefumbiza
- Okuyiga omubala gw'ekika

- Okugenda mu lubiri okutwalayo oluwalo.
- Okugondera amateeka g'eggwanga
- Okusoma ennyo
- Okwembalanga obulungi
- Okukiikanga mu nkiiko

$$\text{Any } 8 \times 1 = 08$$

$$M = 08 \quad S = 05 \quad O = 02 \quad T = 15.$$

Omuyizi awandiike ebbaluwa entongole eri omukulembeze w'eggwanga nga bino tebuzeemu

- Endagiriyo ye - ½ mark
- Ennaku z'omwezi - ½ mark
- Eri - ½ mark
- Endagiriyo y'omukulembeze ku kkono - ½
- Ssebo - ½ mk
- Ensonga - ½ mk
- Omukono gwe - ½ mk
- Erinnya - ½ mk
- Ekifo ky'alimu / ekiti - ½ mk
- Nnaasanyuka - ½ mk

Emivuyo egyalimu

- Abagagga bebazifunako
- Ziweebwa ba kibiina kimu
- Amaka agamu mwafunamu abantu ab'enjawulo.
- Mulimu enguzi okuzifuna
- Abalala balumbibwa nnyo nti si zakuzaayo
- Zaawudde abakulembeze

- Zirimu empalana mu bantu
- Zireetedde abamu okwewola ewalala
- Ziviriddeko obubbi ku bazifunye.
- Abamu tebaagala kuzisasula.

N.B: Amalirize ngasaba omukulembeze awabule oba abiyingiremu.

Any 8 x 1 = 08

M = 08 S = 05 O = 02 T = 15

EKITUNDU C

- 3. (a)**
- Okuteesa n'abantu labiliwo okutabagana.
 - Okuzimba olubiri
 - Okusima ennyanja abantu bafune amazzi
- Any 3 x 2 = 06**

- (b)**
- Abakulembeze b'amasaza nga muteesa – mawogola.
 - Okussa ekitiibwa mu buwangwa nga Bigobyamugenyi.
 - Abaganda balina akakwate n'abachwezi
 - Yalinanga Kabaka ng'omussaamu ekitiibwa.
 - Ebitundu ebimu tebyalina mazzi.

Any 4 x 2 = 08

- (c)** - Ayiga okubeera omuyiia okufuna ky'ayagala okusima ennyanja.

- Okwagala abantu abamwetooldde asobole okufuna ky'ayagala okukola, Abanyonkole.
 - Okumanya ku nsibuko y'ebika
- Any 2 x 1½ = 03 marks**

- (d) - Okuteeseganya mwavaamu - Muteesa
- Ebiseera okugeza enkuba oba omusana mwavaamu – Busajjabwankuba ne mutunga.
- Okukuba kibooko - Twifuluka Mukasa
- Any 3 x 1 = 03 marks

EKITUNDU D (20 marks)

4. Omuyizi afunze nga bino tabibuusizza maaso.
- Obugunjufu bw'Abaganda bweyolekeranga mu bikolwa
 - Ssabasajja Yalonda mugwanya okusima kaabuyonjo.
 - Ku lujjuliro kwebaalabiranga empisa z'abaana.
 - Omwana yavunanyizibwanga ku buli muntu
 - Okufumbiza omwana gwalinga mulimu gwa muzadde.
 - Ku nkomerero y'omwaka baatuuzanga enkiiko.
 - Omuntu eyebafudde baayiga okumuziika gyevuddeko omuze yakola ekiraamo eri abaana be ngo baakumuukisa ssubi era nebakituukiriza.
 - Omulala yalaama bakyala be kumuteekako buffankendi. Tebaayagalanga bantu kwatuukiriza mannya g'abantu.
- Any 10 x 2 = 20 marks

BIKOMYE WANO

SECTION A

SSEMWANGA KIVUMBI BANTUBALAMU: GW'OLULAMBUZA.

1. (a) - Essula;
Emmaali engatte butwa / essuula eyoomusanvu. (02 marks)
- Ensonga yeekuusa kumuteera butwa mu cayi. (01 mark)
- (b) Omuyizi alage ebibadde byakagwawo.
Okugeza;
- Katoa atumya caayi okuva eri omukyala amufumbira ebbali w'oluguudo.
- Omukyala aleeta caayi, amuteeka ku mmeza, akyusa n'addayo.
- Omuguzi ajja, Kato ebya caayi asooka okubireka, akole ku muguzi.
- Omuntu wano w'afunira akagaanya n'alunga obutwa mu caayi.
- Kato kamenya amusimba nga tannanywa caayi.
- Ekikopo ky'akutte kigwa, kyatika, era caayi ayiika.
- Kato aba asiimuula wansi n'awulira obutwa nga buwunya.
- Katoa asoberwa. (5 x 2 = 10 marks)
- (c) Omuntu eyakola ekikolwa ky'okulunga obutwa ye: Zaagulammere (02 mark)
Zino ze nsonga;
- Akwatirwa Kato ensaalwa, oluvannyuma lw'okukimanya nti Kato aguze ppoloti n'azimbamu n'ennyumba.
- Zaagulammere ajeeja Kato buli kadde mbu abagaggawaddeko okukamala.
- Amukonjera mbu adibuuda ensimbi, n'okuzibulankanya.
- Omu ku batemu abaali bagenze okutemula Kato alumiriza Zaagulammere nti ye yali abatumye, asobole okwezza edduuka.
- Zaagulammere Talina nsimbi za buyambi ze yawa mukwano gwe, okumujanja.
- Ssente ze yamuwa okuva mu bizinensi yamulagira azizze kubanga bizinensi temanyi mukwano.
- Yamusaba ssente za bizinensi bw'aba azizza atekemu amagoba.

- Zaagulammere yeekobaana n'aba bbanka ne beekomya ensimbi ezaali eza bizinensi.
- Zaagulammere yagaana mukwano gwe okuddamu okweyita Dayirekita, nti bw'anaakikola gujja kufuuka musango.
- Zaagulammer aloga Kato, afe amuviire ku bizinensi.
- Zaagulammer awaayiriza mukwano gwe okumuloga n'akumusindikira ebitambo.

(5 x 2 = 10 marks)

2. Omuyizi alage omuwandiisi anyonnyole n'obunkenke obuli mu lugero olwo. Okugeza, omuwandiisi ye Ssemwanga Kivimbi Bantubalamu. **(01 mark)**

- Tezikyabbira okuzaala abalongo; omu nga muntu, omulala nga musota.
- Tezikyabbiri okuddamu okuzaala obusumbi bw'ammazzi.
- Maama wa Tezikyabbiri okumukwata n'ebbaluwa ya Gannyana n'amukuba mizibu.
- Kato okusibwa mu kkomera ne bamulya ebisiyaga.
- Kato okusibwa mu kkomera ne bamusuza n'agasajja ne gamukuba okukamala.
- Edisa okutemula bba n'amusiba mu kkutiya n'amukweka wansi w'ekitanda.
- Omusirikale wa ppoliisi e Naggulu okusigula mukyala wa mupoliisi munne.
- Kasoma okutemula abaana be olwa mukazi we okumulimba nti yazimba ennyumba era naye ne yetta.
- Nnaalongo Nvannungi okutemula abaana be abawala be yalina olwa bba okumubanjanga omusika.
- Mukyala Reverandi Yowaasi okutemula bba ng'ali n'abaana be ne basuula omulambo mu kaabuyonjo.
- Zaagulammere okukweka emmundu mu kakomera abasirikale ne bagisangamu.
- Kato okuteegebwa mu kkubo ng'ava mu kyalo era awonera watono okuttibwa.
- Kato okumulungira obutwa mu caayi gwe yali agenda okunywa.

(12 x 2 = 24 marks)

NKATA MUSA M: AGAMYUKA OMUTEZI

3. (i) - Essuula; essanyu n'ekyobeera. **(01 mark)**

- Aboogera; Abdu Tabula ne Nzera Bakazikubaawo.

(2 x 1 = 2 marks)

- (ii) - Tabula okunyumya emboozi ya Alex Kizito eyattibwa awatali musango.
- Alex Kizito ne John Muteega okuganza ku muwala omu Hilda Mbajjidde.
 - Hilda Mbajjidde okusalawo okutwala Alex Kizito ekinyiiza Muteega.
 - Muteega okusalawo okutemula munne nga yeeyambisa abantu abatwalira amateeka mu ngalo.
 - Muteega bw'alaba Kizito batuuse ku kutale k'ewa Kisekka amukubira enduulu nga bw'amusongamu nti mubbi.
 - Abantu okuleeta amayinja n'amatafaali ne bakuba Kizito n'afa omulambo gwo ne bagwokya,
 - Muteega okwemulula n'adduka naye oluvannyuma poliisi emukwata n'avumaanibwa omusango gw'okutta omuntu.

(6 x 2 = 12 marks)

- (iii) Nzera Bakazikubaawo ye yatema omulanga.

- Mutabani we yawa omukinjaagi olupapula olw'emitwalo etaano amuweeko kiro y'ennyama emu.
- Oluvannyuma omukinjaagi yamwefuulira ne yeegaana ng abwe yali tannaweebwa ku ssente.
- Yamukubira en duulu nti ayagala kumubba, abantu ne bagwa ku mutabani we ne ba mukuba emiggo.
- Poliisi eyitibwa era n'emubaggyako.
- Mutabani we atwalibwa mu ddwaliro eMulago okujjanjabwa.
- Mu ddwaliro amalayo ennaku nnya n'afa.

(5 x 2 = 10 marks)

4. Nkata Musa Mutyaba ye muwandiisi w'olugero luno, Agamyuka Omutezi.

(01 mark)

- Mukozi, anti atulaga abantu abakozi nga zimwanguyizza akola mu Uganda Trust.
- Muyivu; atulaga nga Tabula bwe yasomera e Makerere.
- Munnakibuga; atulaga emize mu kibuga omuli obubbi bw'emmotoka.
- Munnabyabuwangwa; Ayogera ku mukolo gw'okumala abalongo ba Kkonde.
- Mufumbo; atulaga obufumbo bwa Tabula ne Hasifa Nakayiwa.

- Alina eddiini; abantu be mu lugero abatuuma amannya g’eddini, okugeza, lamekka, Annet, Abdul.
- Munnannimi; akozesa ebika by’ennimi ebitali bimu mu lugero omuli oluswayiri, olulattini.
- Muzadde; awandiika ku bantu abalina abaana omuli Mmeeja Kaberenge.
- Munnamawulire; awandiika ku bannamawulire omuli Tabula, Nakayiwa.
- Munyumya; asengeka bulungi olugero okutuusa lwe lugwa.
- Munoonyereza ate mukessi; atulaga obukessi obukolebwa abantu ab’enjawulo. Okugeza, Tabula akola obukessi ku bitongole bya gavumenti.
- Musomesa; asomesa ku bantu ab’enjawulo era awandiika ku basomesa omuli Lameka.
- Alina omukwano; awandiika ku bantu abalina omukwano eri bannabwe omuli Tabula ne Hasifa.
- Amanyi okuyimba n’okutontoma: Okugeza Tabula bamuyimbira akayimba nga batuuka ku kyalo e Namaliiri.
- Mukugu mu nkozesa y’olulimi; Olugero lujjudde ebisoko wamu n’engero
- Alwanirira eddembe ly’abantu: Tabula anoonya obwenkanya mu kuttibwa kwa Annet Kaberenge.

(12 x 2 = 24 marks)

5. (a) Omuyizi alage engeri ebirowoozo gye biddiriŋanye. Okugeza;
- Omuwandiisi asoose kutulaga nga waliwo Rev. Lubega atwala amawulire ag’essanyu agakwata ku w’omunyumya.
 - Azizzaako mu kiba ekyokubiri ng’atulaga nti Rev. Lubeega yali azze mukyala w’omunyumya.
 - Azizzaako mu kiba ekyokusatu okutulaga ebizibu mukyala Joyce Bulya bye yayitamu ng’agenda ku kkanisa okusaba.
 - Azizzaako mu kiba ekyokuna okutulaga ng’ab’amagye balumba ekkkanisa.
 - Azizzaako mu kiba ekyokutaano atulaga nga ab’amagye batulugumya Rev. n’okutwala ebintu.
 - Mu kiba ekyomukaaga atulaga ng’omunyumya adduse mu maka agenda asula mu bifo eby’enjawulo.
 - Mu kiba ekyokubiri atulaga nga Rev. Kayondo alaba abantu abadduka olutalo kyokka ye n’asalawo obutadduka.

(7 x 1 = 7 marks)

- (b)
- Okukozesa olulimi olwangu.
 - Okuwa abantu ab'enjawulo okwenyumiza.
 - Okukozesa obubonero bw'empandiika obw'enjawulo.
 - Okututondera embeera ez'enjawulo.
 - Okunyumya ku bintu ebiri mu bulamu bwaffe obwa bulijjo.
- Okuteeka ebiba ebyenjawulo mu mbooji.

-Okuwa ensengeka ennungi embooji. **(4 x 2 = 8 marks)**

- (c)
- Okuyamba bannaffe nga bafunye obuzibu.
 - Okusala amagezi okuva mubuzibu.
 - Okwesiga Katonda mu buli mbeera.
 - Okwewala obubbi.
 - Okuwa obulamu bw'abantu abalala ekitiibwa.
 - Abakulembeze okwewala okutigomya abantu be bakulembera.
 - Okukolagana obulungi ne bantu bannaffe.

(5 x 1 = 5 marks)

- (d)
- Embeera ey'ennaku olw'okuddwa mu maka ge kubanga baali bamunoonya.
 - Embeera ey'essanyu olw'okulaba ku muganda we Rev. D. Kayondo.
 - Embeera ey'okwewuunya olw'okulaba ku mukyala we eyali akozze ennyo.
 - Embeera ey'okutya olwa banna magye okutigomya abantu.
 - Embeera ey'okusoberwa olwa bannamagye abaali babamazeeke emirembe.

(5 x 1 = 5 marks)

EBITONTOME

Kizza Mukasa: Omulyammere kkoyi

6. (i)
- Guggyayo omulamwa (akusoma)
 - Kakodyo: Ekitontome kiba n'omutwe. **(1 x 2 = 2 marks)**
- (ii)
- Omuyizi alage obunyuvu bw'ekitontome kino. Okugeza;
- Omutwe; ogutuukira ku mulamwa.
 - Kifaku bulamu bw'abantu obwa bulijjo.

- Ennyiriri: kwazimbidde omulamwa.
- Ensengeka: Osobola bulungi okukigoberera n'okukitegeera.
- Omulamwa" ogusikiriza.
- Obubonero: obuleeta amakulu, n'entunnunsi.
- Ebifaananyi: obuzimbye obubaka.
- Olulimi: olwa bulijjo, lutegeerekeka.
- okuddinana ebigambo: kuggumiza nsonga.
- Embeera. Kwefumiitiriza, kuwa makulu.

(4 x 2 = 8 marks)

(iii) Omuyizi aggye yo ebifaananyi bina (4), era buli kifaananyi annyonyole omuwandiisi ky'ategeeza. Okugeza;

- Ataasoma talya - omuntu nga teyagendako mu ssomero obulamu bumubeerera buzibu.
- Kkalaamu ye ngezi – ebirungi bingi bye tujja mu kusoma.
- Ze nkombo za luno – ekintu abantu kye boogerako buli kadde.
- Olwo n'alya ku ddene – omuntu n'atuuka ku birungi
- Beekolerayo ekika = okukolagana / okuyambagana / okubeera awamu.
- Nga bayiiya ku ggezi – okusala amagezi/ okuyiia.
- Vva mu kulya empewo – vva mu kugayaala / okukola ebitakugasa / ebirungi eby'ekiyita mu luggya biveeko.

(4 x 2 = 8 marks)

(iv) Omuyizi alage olulimi olweyambisiddwa. Okugeza,

- Olunyonnyozi, sitanza eyookubiri.
- Olwa bulijjo.
- Oluwaana: ndidde nga usomi, kkalaamu ye ngezi.
- Olw'okubuulirira: atukubiriza tusome, (laba sitanza eyookutaano).
- Olutali lwa bulijjo: Mpaawo, njolo. **(4 x 1 = 4 marks)**

- (v)
- Ebingi
 - Wamu
 - Ebirungi

(3 x 1 = 3 marks)

7. - Omuyizi alage ebigambo ebyo kye bitegeeza n'engeri gye byeyoleka mu bitontome bye.
- Omulya mmere kkoyi – Ebigambo bino bitegeeza nti omuntu gy'afa yenkana tagendeka (muzibu ddala).

(01 mark)

- Abantu abamu bakaluubiriza bannaabwe. Okugeza, abakulembeze bazitoowerera bannansi, ekitontome: Ozitowa oba ozitoowererwa?
- Omuntu amala kuyambibwa awamu n'okusembezebwa, kyokka n'atasiima bimukoleddwa: Omubeere.
- Omuntu nga Katonda amuwadde n'afuna ebingi, ate n'atandika okuduulira banne: Lwaki afuna aduula?
- Abantu abamu beefuulira bannaabwe be baatandika nabo emirimu era ne babagoba ne mu mirimu egyo: Okugeza, Kabbanto mu Kitontome, Ennimitiro engatte.
- Abantu abakola ebivve mu bikomera. Okugeza, okubba ebintu ne babikweka mu bikomera: Ebikomera.
- Abavubuka bazibu kubanga tebassa kitiibwa mu babasinga ate era balina n'emputtu: Ebiseera by'obuvubuka.
- Abantu bazibu kubanga be baweereza abaana okubasomesa ate bade mu kubatigaatiga: Abaweerera tulabye.
- Abantu abamu bazibu kubanga ne kaabuyonjo bazisibako kkufulu: Kaabuyonjo z'ebibuga.
- Abantu abamu okudyekadyeka nga Kampala baagala okugamba nti tali mu Buganda, Kampala.
- Abantu okutwala ebintu bya bannaabwe olw'okulemererwa okusasula amabanja ge baabawola; mpola embuzi ndikuwa ente.
- Be tutwala okuba bannaffe ate si bannaffe, wabula okutusunga obusunzi: Banno banno?
- Abantu bazibu kubanga bwe balaba awali obuzibu ate bo beeyunirayo kwenogera nnusu mu kifo ky'okuyamba obuyambi; Enkuba ya jjuuzi.

- Abantu okumanya bazibu basindika abaana ku nguudo basobole okubanogera ennusu, naddala bannyaabwe: Abaana ku nguudo.
- Abalyammere bazibu kubanga bwe balaba abaana abafiiriddwako bazadde baabwe bazooka kubasasula kyokka ate oluvannyuma ne beddiza ebyabwe: Bamulekwa.
- Tebaagaliza abo ababa bafunye, ate bakumpanya anti tebasasula bye balidde.
- Abantu tebadduukirira bali mubuzibu

(12 x 2 = 24 marks)

ABAVUMBUZI NAMIGE

8. (i) - Ennyiriri ezenkana ku buli sitanza (ziwera ttaano
- Okuddinŋana ebigambo, okugezi, Ssekiboobo, abasajja, Kabaka.
 - Okukozesa obubonero obwewuunyi ku nkomerero y'ennyiriri.
 - Ennyingo ezifaanana ku ntandikwa y'ennyiriri ezimu. Okugeza; Tusuubira Tusaba.

(3 x 2 = 6 marks)

- (ii) - Entunnunsi za kyetwala. **(01 mark)**

Zizimbiddwa bwe zitio;

- Ennyiri mpanvunyirivu (ebigambo nga 6)
- Obubonero bw'empandiika ku nkomerere y'ennyiriri, akewuunyi, akafundikizi.
- Ennyiriri ezenkana ku buli sitanza.

(2 x 2 = 4marks)

- (iii) Enzimba
- Akiwadde omutwe: Ogukituukirako; Abavumbuzi namige.
 - Okweyambisa obubonero bw'empandiika; okugeza, akabuuza, obuloopi, obwewuunyi.
 - Okukozesa sitanza ez'enjawulo: ziri 15.
 - Entunnunsi; okugeza, kyetwala.
 - okuddinŋana ebigambo, okugeza, Ssekiboobo.
 - Okukozesa ennyiriri empanvu, kimusobozesezza okutonda entunnunsi, kyetwala.
 - Olulimi olwabulijjo; omusomi ategeere bulungi obubaka.

- Ataddemu obubaka obwenjawulo; kitusobozese okuyiga.
- Okuteekamu embeera ezitali zimu; eyokwewuunya, ey'essanyu, (tunyumirwe)
- Kirina omulamwa, okuttumanyisa ebyafaayo.
- Mulimu ebifaananyi, tusobole okwefumiitiriza n'okunyumirwa.

(8 x 1 = 8 marks)

- (iv) - Embeera ey'essanyu (okukuba baakisimba); okwefumiitiriza, n'okwekuba mu kifuba.
- Eyobusungu n'okwenyamira (Abazungu okukajjala ku buttuuti nga nnyinimi); okwekengera n'okwegendereza ebijja.
 - Eyokwetamwa (Kaggo yeetamwa engeri Abazungu gye bammubamu engatto: okwefumiitiriza ku mbeera z'abantu ntu ab'amawanga agenjawulo n'enneeyisa yaabwe.

(3 x 2 = 6 marks)

9. Omuyizi alage obuku ngu bw'omuwandiisi mu lulimi, n'okuwandiika ebitontome. Okugez; Omuwandiisi ye Hurgo Barlow Ssematimba **(01 mark)**

Obukugu bwe;

- Okukuba ebifaananyi eby'enjawulo (eby'omubwongo).
- Akuba ebifaananyi ebisiige (okugeza eky'abazadde nga basitudde omwana)
- Okuzimba sitanza ez'enjawulo
- Okuzimba entunnunsi
- Ensengeka y'ebitontome bye
- Okweyambisa obutonte mu bitontome bye; ettooke kawoomera
- Okweyambisa ebyobuwangwa.
- Okweyambisa ebyafaayo: Mwanga n'abajulizi.
- Okweyambisa obulamu obwa bulijjo: Anoonya okwagala.
- Ennonda y'emitwe.

(6 x 2 = 12 marks)

Olulimi;

- Okweyambisa olulimi olunyonnyozi. Okugeza, omuntu bwe yagenda ku mwezi ne bye yasangayo abinyonnyola mu kitontome: Omuntu ku mwezi.
- Olw'okugeraageranya. Okugeza, ageraageranya omuntu anoonya okwagala ku mulimu omulungi: Anoonya okwagala.

- Olulimi olw'ebifaananyi by'omu bwongo: oluyamba omuntu okwefumiitiriza ku by'asoma.
- Olulimi olw'okuwaana: Nantaggwa malambula; omukyala eyalungiwa ng'ekitooke kya ssira.
- Olulimi oluvumi: Abooluganda ab'enda emu; lwaki mujejemberako.
- Olubuulirira: lubuto abuulirira munne baleke kuyomba.
- Olwangu; olutegeerwa buli muntu
- Olw'ebisoko n'engeri, okiyamba okunyumisa Nantaggwa malambula.

(6 x 2 = 12 marks)

Mercy Mirembere Ntangare: Ssemitogo

Omuyizzi kuggwa;

10. (i) Omuyizi alage obuzibu obuli mu Nnatabonekaboneka

- Ekitundu; ekisooka. **(01 mark)**
- Yeefuulafuula; oluusi muntu ate olulala musambwa: Okugeza abulira mu mazzi
- Mukambwe: Engeri gy'aboggolera Ssemitogo mbuu, Ssemitogo amukanze.
- Ajerega: Agamba Ssemitogo nga bw'amulinnya akagere, gy'obeera nti Ssemitogo mubbi. Mbu era alekere awo okumutunulira nga yennaaweddemu.

(2 x 1 = 2 marks)

- Alina obuggya: Tayagala kumanya bya Nnaalongo.
- Munyoomi: Alengezza Ssemitogo nti oba muyizzi kkungwa, emikalo gye yeesibiridde giriwa?
- Tasiima: Ssemitogo ne bw'amuwaana atya, n'atuuka n'okumuziniramu ye asigala tayiguse ttama nakamu.
- Mutemu: Atuma Ssemitogo amabeerega mukyala wa Ssemitogo.

(3 x 1 = 3 marks)

(ii) Omwogezi ye Ssemitogo

- Muluvu: Takkuta ssente akyayagala endala.
- Munyiikivu: Amala ekiro kiramba ngabala ssente.
- Muyivu: Amanyi okubala anti agabiza namu.
- Mumativu: Anyeenya omutwe oluvannyuma lw'okubala ssente.
- Wa mazima: By'amanyi ku Nnanta abyogera.
- Yeefumiitiriza: Abuuza ebbanga lye yandimaze okufuna ensimbi ezo.

(5 x 2 = 10 marks)

- (iii) Nnantabonekaboneka ye muwala/ omusambwa ogwogerwako, ogulabikira Ssemitego mu kibira era ne gumuwa ssente.

Ekisa kye;

- Okuwa Ssemitego ekikooti.
- Okuyimbiramu Ssemitego obuyimba
- Okulabula abagenda okugwa mu buzibu anti alabula Ssemitego obutafunyira nŋombe ya bayizzi mu kibira.
- Okuwa Ssemitego ensimbi
- Okusuubiza Ssemitego okumwongerera ensimbi enddala.
- Okukkiriza Ssemitego okumusemberera nokumukwatako mu bugalo.
- Okuwa Ssemitego eby'okwewunda.
- Okuwa Ssemitego ssente nga Talina ky'amukoledde.
- Okusuubiza okubeera ne Ssemitego ebbanga lyonna.
- Okusuubiza Ssemitego okumuwa kyonna ky'anaaba amusabye.

(6 x 2 = 12 marks)

11. Mercy Mirembe Ntangare ye muwandiisi wa: Ssemitego omuyizzi kkungwa.

(01 mark)

- Omutwe gw'omuzannyo; Ogusunirako omusomi by'agenda okusoma / okulaba.
- Omuzannyo aguteeka mu butunze nga tannagulambulula. Kino kiyamba omusomi/ omulabi okugusoma okusobola okutegeera ebigulimu mu bufinze.
- Akubye ekifaananyi ku ddiba eky'omukyala omulungi kaalaala ng'ali nomusajja akutte effumu n'obusaale ku mugongo. Kireetera omusomi; Okwefumititiza.
- Omuzannyo ataddemu ebitundu eby'enjawulo ebiwera (3) awamu n'ebiragibwa nga kino kiyamba omusomi okuwummulamu n'okutegeera ebigulimu.
- Omuzannyo agutaddemu abazannyi batono ddala (5) nga kino kiyamba omusomi obutabuzibwabuzibwa n'okugoberera obulungi omuzannyo.
- Yeeyambisa obulamu obwa bulijjo era kino kiyamba omusomi okufuna obubaka n'okutegeera obulungi omuzannyo. Okugeza omululu gw'ebyenfuna.
- Okukozesa olulimi olwa bulijjo: Kigufuula omunyuvu.
- Ennyimba: kino kigunyumisa n'okutuusa obubaka obw'enjawulo.
- Ebitontome. Okugeza; Alwadde ekkwano, ekigufuula omunyuvu.
- Obukuubagano obw'enjawulo nga kino kigufuula omunyuvu.

- Obunkenke: Ekintu ekiwa abantu amaanyi okwongera okusoma n’okugulaba, okusobola okumanya ebyaddirra. Okugeza, Ssemitego ngallimu mbuga ya Nnanta.
- Obwenkanda: akoze obulungi asasulwa, kyokka n’akoze obubi abonerezebwa. Okugeza, Ssemitego adiba n’amabeere ga mukyala we mu ngalo.
- Ebyobuwangwa; Okugeza lubaale n’emizimu, okumanya obukulu bw’obuwangwa.
- Okukozesa amannya amangu: Okugeza, Ssemitego Babirye, Kato.
- Abasomi abakakkanya emitima: Ssemitego amuzaamu endassi n’addamu okukwatagana obuto n’abaana be.
- Omuzannyo aguwadde endagiriro ku buli kitundu n’ebiragibwa eby’enjawulo-kino kiyamba omusomi okugoberera obulungi.
- Ebikozesebwa bya bulijjo era byangu bya kufuna. Okugeza, obusaabo, effumu, ebikopo n’ebirala.

(12 x 2 = 24 marks)

WAALABYEKI MAGOBA: NNAMULANDA

- 12. (i)**
- Kitundu omusimbuddwa ebigambo ebyo kyakubiri.
 - Omwogezi waabyo ye kaddulubaale.
 - Abigamba Nakiwala.

(3 x 1 = 3 marks)

- (ii)** Omuyizi alaga engeri abantu mu muzannyo gye batyoboolamu empisa y’obuko. Okugeza;
- Kaddulubaale okwatula erinnya lya mukoddomi we Kkangaawo.
 - Kaddulubaale okugenda mu nsiisira ya mukoddomi we Kkangaawo.
 - Kaddulubaale ne Nassaza okuyombera ku buko.
 - Kaddulubaale okulagira mukoddomi we Makamba alinnye omuvule.
 - Nassaza okwatula erinnya lya mukoddomi we Makamba.
 - Kaddulubaale okuvuma Makamba (muko) n’amuyita enkodomali nga bali ewa Kkangaawo.
 - Kaddulubaale okusika Makamba nga bali ewa Kkangaawo.
 - Kaddulubaale ne mukoddomi we Makamba okuzina bombonga bali ewa Kkangaawo.

- Kaddulubaale okukuba makamba akaama nga bali ewa Kkangaawo.
- Ssonko okulya enkoko ebbiri mu Nakiganda.
- Ssonko okuvuma mukoddomi we makamba n'amulangira obwavu.
- Kkangaawo okuyita nazaala we Kaddulubaale ekkazi nga bali ewa Ssemakookiro.
- Kaddulubaale okugenda ku buko okubanja eby'obugagga.
- Ssonko okulimba Makamba mukoddomi we nti Nakiganda yali afudde.

(11 x 2 = 22 marks)

13. Omuyizi alage amakulu g'olugero Nnamulanda ate n'engeri gye gutuukira ku muzannyo guno. Okugeza.

- Omuwandiisi ye waalabyeki magoba.
- Omutwe ogwo Nnamulanda gugamba nti Nnamulanda ng'amabeere g'embwa.
- Amakulu: Ebintu ebituuka ku bantu mu bulamu obwa bulijjo biva ku bintu bitono, ne biryoka bigejja, oluusi n'okufuuka ebyolubeerera.

(3 x 1 = 3 marks)

- Makamba okulemererwa okulabirira mukyala we: mukyala we agabibwa ewa Kkangaawo.
- Nakiganda obutakuma byama bya maka ge: Makamba bamuyisaamu amaaso ku buko.
- Ssonko ne bakyala be okubika Nakiganda; Makamba agenda ewa Kkangaawo, amuwerekerako bagende bakubagize.
- Kkangaawo okwegomba Nakiganda omukyala omufumbo: Obufumbo bwa Makamba ne Nakiganda busaanawo.
- Omululu gwa Ssonko okulya enkoko ebbiri mu Nakiganda: Aswala mu maaso ga kabaka.
- Obuggya bwa Kaddulubaale ne Nassaza: Nakiganda bamufumbiza ewa Kkangaawo.
- Makamba ne Kaddulubaale okuzannyira ku namulondo: Kabaka Ssemakookiro abasalira ogw'okufa.
- Nassaza okulungira Kaddulubaale, obutwa: Awunzika nga y'abunywedde ate nafa.
- Bbuza okutiisa abantu Ssemakookiro b'amutuma okunona: Nassaza yeewa obutwa nafa.

- Kkangaawo okukweka Nakiganda mu kisakaate Kaddulubaale amenya empisa y'obuko.
- Ssonko okulimbanga bakyala be: Kibaleetera obutakwatagana.
- Ssonko ne Kkangaawo okuvuma Makamba mu maaso ga Nakiganda: Kireetera Nakiganda okukkiriza okufumbirwa Kkangaawo.
- Kkangaawo okwemanya obugagga: Kimuviiramu okwonoona obufumbo bwa Makamba.

(11 x 1 22 marks)

BIKOMYE WANO

P310/1

LITERATURE

Paper 1

2025

NB; - this is just a guide.

- Anyone can add or subtract to it.

SECTION I (comprehension) 34

a) Title

- ✓ THE POPULARITY OF DETECTIVE STORIES>.
- ✓ THE PREFERENCE OF DETECTIVE STORIES.
- ✓ THE REASON FOR AND AGAINST detective stories.

Because the story talks about the reasons for and against detective stories in general among other things.

Title – accept appropriate title in upper are or title case.

Title – 00 – 02 } 04 marks
Reason – 00 – 02 }

b) Reason for the genuine psychological popularity of detective stories.

- ✓ Detective stories are more artistic.
- ✓ Detective stories are perfect legitimate form of art.
- ✓ They had/ have certain definite and real advantage as an agent of the public wealth.
- ✓ It is the earliest and only form of popular literature in which is expressed some sense of poetry of modern life.

(Award any 3x2 = 06 marks)

c) Arguments against detective stories.

- ✓ Many people do not realize that there is such a thing as a good detective story. To them it is like speaking of a good devil.
- ✓ To write a story about a burglary is in their eyes a sort of spiritual manner of committing it.
- ✓ Many detective stories are full of sensational crime.

(Award any 2 up to 4marks)

d) The writing about city is as thrilling as how writing about the country side was in the past in the following ways:

- ✓ The writer states that nature and the city are forms of chaos whereby & nature is a chaos of unconscious forces and the city a chaos of conscious ones.

(00 – 06 marks)

e) The writer meant;

- ✓ The tendency to believe or think that it may be possible to have another and people are more adventurous than their bodies (physical) abilities than to search against their offenses.

(04 marks)

(05

- i. **Exuberance.**- This meant cheerful
- ii. **Spiritual manner.** - This refers to the intention to commit/ do something.
- iii. **Reasonably be inferred.** - out of thought or refer to or mean to imply.
- iv. **Innumerable.** – This refers to immeasurable / uncountable.
- v. **Derisively.** – Provocatively or mockingly
- vi. **Unfathomably human character.** – Uncontrollable behavior.
- vii. **Thrilling mood.** - Exciting state/ state of joy.
- viii. **Contemporary manners.** – This refers to modern day conduct of life style.
- ix. **Conceived.** – This means to have understood or imagined.
- x. **Bound to rise.** – This refers to supposed to come up.

(Award up to 1 mark each = 10 mks)

SECTION II STYLE (33 MARKS)

a) The speaker is a first person narrator evidenced.

- By the writer is use of “I” in so many sentences like “I call upon our universities: Let us....”
- $\left(\begin{array}{l} \text{He is political pondict} \\ \text{He is a patriot} \end{array} \right)$

(Award up to 2 marks)

b) What attributes of “magufulufication” are highlighted in the text?

- It is a philosophy of bold, incorruptible, people centred.
- Incorruptible.
- People centred.
- Patriotic leadership.
- Africa – first attitude.
- It was embodied in the late president John Pombe Magufuli of Tanzania.
- It is tenacity.

- It is purpose.
- It is pro- African prioritization.

(Any 7 attributes – Award each 1 mark)

c)

i) Tone

- ✓ Serious.
- ✓ Quizzical.
- ✓ Sincere.
- ✓ Reflective.
- ✓ Contemplative
- ✓ Optimistic.
- ✓ Persuasive.

(Any 3 illustrated 3x1 = 3marks)

ii) Attitude.

- ✓ Optimistic.
- ✓ Admiration for Magufuli.
- ✓ Alluring.
- ✓ Likes

(Any 3 illustrated –Award 3x1 = 3)

iii) Writer's intention.

- ✓ To persuade Africans to adopt Magufuli's style of leadership.
- ✓ To Educate Africans about danger of dependence.
- ✓ To invite his audience inter productivity but not just prosperity.
- ✓ To warn African against exploitation by whites and poverty.

(Award any 3 x1 illustrated/ explained intention each 3 marks)

d) How effective are stylistic devices (15 marks)

STYLE	ILLUSTRATION	EFFECTIVENESS
✓ Emporoymry	"Magufulifucation" derived from president Magufuli.	Portrays spirit of patriotism.
✓ Rhetoric Questions	What does Africa need?	Provokes Africans to be thoughtful.
✓ Title	"The Magufulifucation of Africa"	Gives an insight about the speaker's message to the audience.
✓ Political vocabulary. ✓ Contract ✓ Historical allusion	President, pan – African Thomas Samkara, Patrice Lumumba, Nkuruma Kwame	Highlights the theme of patriotism. Inspires contemporary African.
✓ Use of African language "Kiswahili" ✓ Anaphora	Kiswahili "Let me...." "A dawn of ..."	Portrays the demand for pan Africanism. Emphasize the speaker's ideas of Magufuli's style of leadership.

✓ Familiar vocabulary/ words	Dar es salaam Dakar, Nouakchott	Portrays how far the speaker's message should spread.

(Any 3x5 = 15 marks)

SECTION III (33 MARKS)

- a) Identify the speaker in the poem (02 marks)
- ✓ First person speaker “I”, “My”
 - ✓ (*the speaker is a dictator or tyrant who enjoys full control over the people or citizens.*)
- b) The subject of the poem is a hawk that kills and eats fellow birds. This butcher bird (raptors) carnivorous bird prides in its hooked head and feet and rehearsals of perfect kills and eats. This raptor finds convenience in the high trees from where it gets advantage to identify its prey. The hawk symbolizes a powerful tyrant who cannot miss any target because of the many opportunities or methods he has his table if he is to kill and eat. He is proud of and pompous with his perfect kills and he is determined to keep making perfect these kills. Through the speaker, the writer portrays the theme of dictatorship/ autocracy/ tyranny.
- c)
- ✓ Dictatorship/ Tyranny.
 - ✓ Preying
 - ✓ Power and might.
- d) Comment on the attitude and tone of the poem.
- | <u>Tone</u> | <u>Attitude</u> |
|----------------------|-----------------|
| - Serious – Ruthless | - Contemptuous |
| - Sincere | - |
| - Scaring | - Reflective |
| - Snobbish | |
- (Award any 3x1 =3 if illustrated)

e) Poetic Device

Title	Hawk Roosting	Gives an insight summarizes the contests
First person voice	“I”, “My”	Firsthand experience and originality of facts.
Personification	Hawk is speaking by itself	Portrays the hawk’s pride character.
Cenjambled/ run – on lines	“ it took the whale of creation to produce my fact”	Portrays continuity of the hawk’s & habit.
Visualization (visual imagery)	“I sit in the top of the wood.”	Portrays character of and position of the hawk in the environment.
Short lines	“ The sun is behind me”	State fact about what makes the hawk able to succeed in its kills.
Metonym	“No arguments assert my right.”	Portrays the hawk’s dominance on its prey.

f) Relevancy

- Themes
- Character

(*Poem vs society*)
1: 1

P310/2
LITERATURE IN ENGLISH

Paper 2

2025

Richard III

Number 1

How might Richard's unchecked ambition and the consequences of his tyrannical rule resonate with historical or contemporary issues of leadership and governance in your society?

Richard's unchecked ambition and tyrannical rule resonate with leadership and governance issues in several ways, as demonstrated by the play *Richard III*:

1. **Deception and Manipulation:** Richard, from the very beginning, declares his intention to "prove a villain". He uses cunning and deceit to manipulate those around him, such as framing his brother Clarence by exploiting a prophecy. This resonates with leaders who use misinformation and propaganda to sow division and eliminate rivals.
2. **Abuse of Power:** Richard's rise to power is marked by a series of murders and imprisonments of those who stand in his way, including his nephews and his wife, Anne. He uses his authority to eliminate opposition, showing how power, when unchecked, can be used for personal gain and to suppress dissent.
3. **Tyranny and Fear:** Richard's rule is characterized by a climate of fear. He has his enemies, like Rivers, Grey, and Vaughan, executed at Pomfret. The ghost of Buckingham later accuses Richard of tyranny, stating, "The last was I, that felt thy tyranny". This demonstrates how a tyrant's reign is built on violence and the suppression of any who challenge them.
4. **Moral Corruption:** Richard's ambition leads him to betray his closest allies, such as Buckingham, who helped him ascend to the throne. This shows how a leader's moral compass can be completely corrupted by a relentless pursuit of power, leading to the betrayal of even those most loyal to them.
5. **Rejection of Conscience:** Richard's internal conflict at the end of the play reveals a "thousand several tongues" of his conscience, each condemning him for his villainy and murder. He recognizes that he is hated and finds no pity for himself. This highlights the psychological toll of tyrannical actions and the potential for a leader's guilt to unravel their reign.
6. **Public Apathy and Manipulation:** Buckingham's attempt to persuade the citizens of London to support Richard's claim to the throne is met with silence. The citizens are "mum" and "say not a word," demonstrating how a populace can be intimidated into silence or be too apathetic to challenge an aspiring tyrant until it's too late.
7. **The Perils of a "Divine Right" Argument:** The play portrays Richard using specious claims, such as the illegitimacy of his brother's children, to justify his usurpation. This reflects how leaders can use distorted or fabricated arguments to legitimize their claim to power, often by attacking the character or history of their rivals.
8. **The Curses of the Oppressed:** Queen Margaret, the Duchess of York, and Queen Elizabeth all curse Richard for his actions. The play shows that the suffering of the victims, even if they lack political power, creates a moral force that eventually contributes to the downfall of the tyrant. The ghosts of his victims later haunt him on the eve of his final battle.

9. **The Rise of a Counter-Force:** Richard's tyranny ultimately leads to the rise of a new leader, Richmond, who is seen as a virtuous contrast to Richard. Richmond is a "happy" and "quiet" soul who dreams of success and is guarded by "good angels". This demonstrates how oppressive rule often galvanizes opposition and leads to the emergence of a more legitimate and stable form of governance.
10. **The Cycle of Violence:** The play is set in the aftermath of the Wars of the Roses, where violence begets more violence. Richard's actions are, in a sense, an extension of the bloodshed that preceded him. His downfall at the Battle of Bosworth Field, where he famously cries, "My kingdom for a horse!", ends this cycle of violence and ushers in the Tudor dynasty. This highlights how the actions of one tyrannical leader can perpetuate instability and conflict. In reference to Uganda, before the leadership of Museveni the country was locked in a cycle of violence, civil unrest and apathy due to the poor leadership of Obote, Amin among others
11. **Bloodshed and instability:** Richard's rule is a reign of terror marked by a continuous cycle of murder and political executions. He eliminates anyone who poses a threat, from his own brothers and nephews to loyal supporters like Hastings and Buckingham. This creates a deeply unstable political climate.
12. **Psychological torment:** Richard's actions haunt him, leading to profound psychological consequences. On the night before the Battle of Bosworth, he is visited by the ghosts of his victims, who curse him and promise victory to his opponent, Richmond. This leads to a terrifying awakening where he exclaims, "My conscience hath a thousand several tongues, / And every tongue brings in a several tale, / And every tale condemns me for a villain."
13. **Moral corruption and betrayal:** Richard's pursuit of power causes him to betray everyone around him, including his closest allies. His ruthless ambition forces him to break alliances and promises, such as his betrayal of Buckingham, who helped him gain the crown.
14. **Public opposition:** While the public is initially manipulated into supporting Richard, his tyrannical actions eventually turn them against him. The play suggests that the citizens grow wary and silent, but their discontent is palpable and ultimately leads to the widespread support for Richmond's invasion.
15. **The end of a dynasty:** Richard's rule brings about the end of the House of York. His tyranny and the resulting civil war lead to his defeat at the Battle of Bosworth Field, effectively ending the Wars of the Roses and paving the way for the new Tudor dynasty under Henry VII (Richmond). The play concludes with Richmond's speech, which looks forward to a new era of peace and stability.

KING JOHN

Discuss the role of Philip, the Bastard in developing the plot and themes in the play King John

3. The Role of Philip, the Bastard

Embodiment of Honor and Virtue: Philip, the Bastard, is presented as a character who values honor over material wealth. He chooses to renounce his land and inheritance to become the recognized son of Richard I (Coeur de Lion), a "reputed son of Coeur de Lion, Lord of thy presence, and no land besides".

A Counterpoint to Political Hypocrisy: Philip's direct and blunt nature, as noted by King John who calls him a "good blunt fellow", stands in stark contrast to the deceit and political maneuvering of

the other characters. He is a voice of authenticity in a world of lies.

A Catalyst for Conflict: By accepting his bastardy and aligning himself with King John, Philip helps solidify John's position and enables him to prepare for war with France. His very existence and choice to serve King John fuel the political conflict with King Philip of France.

Symbol of English Identity: Philip's character represents a strong, patriotic English spirit. He is the "very spirit of Plantagenet" and his new name, "Sir Richard and Plantagenet", ties him directly to the heroic King Richard I, creating a powerful symbol for English national identity.

Voice of Common Sense: In a world of political and religious intrigue, Philip often offers witty and realistic commentary. His asides and blunt remarks cut through the elaborate rhetoric of kings and cardinals, providing a perspective that is more grounded than the power-hungry nobles.

Moral Compass of the Play: As the play progresses, Philip acts as a kind of moral guide, offering commentary on the corrupting influence of power and self-interest. He is able to see the folly and hypocrisy of the kings' decisions.

A Force for Action: The synopsis mentions that English forces under the bastard son of Richard I expel the French. This suggests that he becomes a crucial military leader, directly impacting the plot's resolution.

Thematic Link to Legitimacy: His personal story, a dispute over whether he is the legitimate son of Sir Robert Faulconbridge or the bastard son of King Richard I, is a microcosm of the larger political conflict over the legitimacy of King John's claim to the throne.

A Foil to the Kings: He provides a stark contrast to King John and King Philip, who are motivated by selfish ambition and political expediency. The Bastard, by contrast, is driven by a desire for honor and a connection to his true, noble lineage.

A Source of Comic Relief: Philip's sharp wit and humorous asides often serve as comic relief, puncturing the self-important rhetoric of the other characters. For example, he jokes about his "father" giving him land while his "true father" gave him honor, and is called a "madcap" by Queen Eleanor.

What moral lessons do you draw from the play King John

4. Moral Lessons from the Play

The Perils of Usurpation: The play shows that a throne gained through usurpation, rather than legitimate right, leads to instability and conflict. King John's "strong possession much more than your right" to the throne is the primary cause of the war with France and the internal rebellion.

War is Inevitable when Right is Ambiguous: The conflict over the English throne, with both King John and his nephew Arthur having a claim, demonstrates that when the lines of succession are unclear, "fierce and bloody war" is often the outcome.

Political Expediency Corrupts Alliances: The alliance between King John and King Philip of France is not based on genuine friendship but on a temporary agreement, sealed by the marriage of Blanche and the Dauphin. The alliance quickly dissolves when the pope's legate intervenes, showing that such alliances are fragile and built on self-interest.

A Leader's Decisions Affect the Innocent: The fate of young Arthur, who is caught in the middle of the political power struggle, highlights the tragic consequences of political conflicts on innocent people. His death, a direct result of King John's ambition, is a major turning point in the play.

Power Blinds Rulers to True Justice: King John's refusal to acknowledge his nephew Arthur's legitimate claim to the throne demonstrates how the desire for power can override a ruler's sense of justice and morality.

The Dangers of External Interference: The intervention of the pope and Cardinal Pandulph in the

affairs of England and France shows how external powers can manipulate and exacerbate internal conflicts for their own gain.

Betrayal is a Consequence of Ambition: The play is filled with examples of betrayal, from King Philip turning against King John to the English nobles rebelling against their king. The characters' ambition consistently leads them to betray their allies and vows.

A Leader's Strength Comes from a United People: The English nobles' rebellion against King John shows that a ruler's power is only as strong as the support of his people. Without their loyalty, he is vulnerable to both internal and external threats.

The Inevitability of a Dynasty's End: The play documents the end of King John's troubled reign and the beginning of a new, more stable era under his son, Prince Henry. This suggests that weak or illegitimate rule often leads to its own destruction and the rise of a new order.

True Character is Revealed in Crisis: The crisis of war and rebellion reveals the true character of the leaders. King John's fear and desperation at the end, and the Bastard's unwavering loyalty and courage, provide a clear contrast in how different characters face adversity.

Section B

A Doll's House

5. How does the playwright characterise Nora and Torvald in the play A Doll's House

Nora

Naive

Submissive

Emancipated

Hardworking

Determined

Resourceful

Caring and loving

Torvald.

Self centered

Fickle

Disrespectful

Pretentious

Abusive and arrogant

Male chauvinist

Inconsiderate

Proud

Hardworking

6. How the "Doll" metaphor extends throughout the play, and what kind of life Nora experiences within this 'house':

The metaphor begins with the title itself, "A Doll's House", immediately framing the central theme of a life that is a carefully constructed performance.

Nora's life is a constant performance for her husband. She plays the role of the cheerful, silly "little

lark" and "little squirrel" to maintain his affection and keep him happy.

The physical setting of their home reinforces the metaphor. The room is described as "comfortably and tastefully, but not extravagantly" furnished, giving it the appearance of a doll's house—a pleasant and beautiful but ultimately artificial and static place.

Nora is treated as a toy by Torvald. He gives her money for Christmas and refers to her as an "extravagant little person", much as one would give money to a child for toys, and Nora, in turn, buys her daughter Emmy a doll and a dolly's bedstead.

Nora's true self is hidden beneath her "doll" persona. She hides macaroons and conceals the truth about the loan, indicating that her real thoughts and actions are kept separate from her husband and the domestic facade they present.

The "doll's house" is a place of secrecy and lies. The play is built on a foundation of falsehoods, with Nora living a double life to protect Torvald's pride and the stability of their home.

The metaphor extends to Nora's role as a wife and mother. She is essentially a prop in Torvald's life, there to be admired and to entertain him, and her children are also part of this play-acting, as she hides the Christmas tree from them and engages in a game of hide-and-seek.

Nora's entire identity is shaped by the men in her life, first her father and then Torvald. She says being with Torvald is "a little like being with papa", and she feels that her whole life has been a performance for others, rather than a genuine existence.

The "doll" metaphor becomes literal when Nora decides to leave the house. She changes out of her party dress and into her "everyday dress", symbolizing her shedding of the "doll" persona she has been forced to wear.

The ultimate consequence of life in the doll's house is Nora's lack of true self-knowledge. Her final act of leaving is motivated by her realization that she doesn't know herself or what is right and wrong, as she has only lived to fulfill her duties as a wife and mother without developing an independent identity.

The Cherry Orchard

7. Discuss Anton Chekhov's use of symbolism in the play, *The Cherry Orchard*.

Anton Chekhov's play *The Cherry Orchard* is rich with symbolism, using various elements to represent the changing social and economic landscape of turn-of-the-20th-century Russia. Based on the provided script, here are 10 examples of symbolism:

The Cherry Orchard Itself: The most prominent symbol, the cherry orchard represents the old aristocracy and their way of life. It is beautiful and historic, but also economically useless and doomed. Its eventual sale and destruction symbolize the end of the old order and the rise of a new, more practical, and materialistic class.

Lopakhin's Ax: The sound of the ax chopping down the cherry trees at the end of the play symbolizes the triumph of the new order over the old. It is the sound of progress and capitalism destroying the sentimental but impractical past. Lopakhin, a former serf, is the one who buys the estate and orders the trees to be cut down, further emphasizing the social reversal.

The Fated Estate Sale: The impending sale of the estate is a symbol of the financial decay of the landed gentry. Gaev and Lyubov Andreyevna's inability to take action and their reliance on a "miracle" or an inheritance from a wealthy aunt represents their detachment from reality and their inability to adapt to the changing times

The Breaking String: The "distant sound ... of a breaking string" heard in Act Two is a powerful and mysterious symbol. It represents a moment of profound, unsettling change and loss. Chekhov leaves its exact meaning ambiguous, with characters offering various interpretations (a bucket in a well, a bird). Fiers, however, links it to the Emancipation of the Serfs, suggesting it is the sound of a historical break with the past.

Gaev's Billiard-Playing: Gaev's constant references to billiards ("Red into the corner! Twice into the centre! Right into the pocket!") symbolize his immaturity and his retreat into the past. He treats serious matters like a game, and his repetitive, meaningless phrases highlight his inability to engage with the real-world problems facing his family.

Fiers' Old-Fashioned Livery: The old footman, Fiers, wears "an old-fashioned livery and a tall hat", symbolizing the dying era of serfdom. He is loyal to his masters and a relic of the past. His final, forgotten state in the empty house at the end of the play embodies the fate of the old way of life: abandoned and left behind.

The Nursery: The room where Act One begins, still called the nursery, is a symbol of Lyubov Andreyevna's past and her unwillingness to move on. It is a place of comfort and memory, where she slept as a child, but it also traps her in a state of arrested development, preventing her from facing her current problems.

The Keys: Varya, the practical adopted daughter, carries a bunch of keys on her belt. These keys symbolize her role as the de facto manager of the household and her authority. When she throws the keys down in the third act, it is a symbolic gesture of her giving up her authority and acknowledging that she is no longer the mistress of the house.

Trofimov's Perpetual Student Status: Peter Trofimov, the "eternal student", symbolizes the intellectual class and the idealistic future of Russia. He is above the "love" and "vulgarity" of the other characters and talks of a new, productive life for the country. However, he is also shown as impractical and a "bungler", suggesting that his lofty ideals have yet to be realized in action.

The Squeaking Boots: The squeaking boots of Epikhodov, the clerk, are a symbol of the absurd and petty annoyances of everyday life. He is a man plagued by "two-and-twenty troubles", and the constant squeak of his boots is a physical manifestation of his constant state of minor, self-inflicted misery.

8. How are the events in the play *The Cherry Orchard* relevant to your society

Anton Chekhov's play *The Cherry Orchard*, despite being set in early 20th-century Russia, contains themes that resonate strongly with various aspects of modern Ugandan society. The play's portrayal of a society in transition, with a declining old elite and a rising new class, mirrors many of the socio-economic shifts in Uganda.

The Decline of Old Elites: The Ranevsky family, a land-owning aristocracy, is losing its grip on wealth and power. This mirrors the decline of some traditional, land-based elites in Uganda whose wealth has been eroded by debt and a lack of modern business acumen.

The Rise of a New Class: Lopakhin, the son of a former serf, rises to become a wealthy merchant and buys the cherry orchard. This parallels the emergence of a new class of wealthy Ugandans who have built their fortunes through business, often without a history of inherited land or aristocratic status.

Land Tenure and Ownership Issues: The central conflict over the sale of the cherry orchard is highly relevant to Uganda, where land is a deeply emotional and political issue. Land conflicts, historical land rights, and the commodification of land for commercial development are major societal concerns.

The "Absentee Landlord": Lyubov Andreyevna and her brother Gaev are poor managers of their estate, spending most of their time abroad or in a state of idle indecision. This mirrors the issue of absentee landlords in Uganda, who may own large tracts of land but do not invest in their development, leading to land disputes and underutilization.

Debt and Financial Mismanagement: The Ranevsky family's financial ruin due to extravagant spending and poor management is a common theme in both the play and in the challenges faced by many Ugandan families and businesses that struggle with high debt and lack of financial discipline.

Cultural Nostalgia vs. Modernization: The Ranevsky family's sentimental attachment to the cherry orchard symbolizes a resistance to change and a longing for a bygone era. This is a powerful parallel to the debate in Uganda between preserving cultural heritage and tradition versus embracing foreign-influenced modernization and globalization.

The Role of Foreign Influence: The play shows the Ranevsky family's reliance on foreign financial support (the rich aunt in Yaroslavl). Similarly, Uganda's economy and elite are heavily influenced by foreign investment, aid, and a dependence on foreign markets and donors, which can create a class of "comprador" elites.

The Fates of the Old and New Servants: The old servant Fiers, who is left behind to die, represents the old generation that struggles to adapt to the new economic order. In contrast, the young servant Yasha, who seeks to escape to Paris, represents a younger generation that is more mobile and less attached to traditional loyalties. This dynamic can be seen in Uganda, where older generations face obsolescence while younger people aspire to leave for opportunities abroad.

The Ineffectual Intellectuals: Trofimov, the "eternal student," speaks of grand ideals and the need for a new society but is unable to act or bring about real change. This reflects the disconnect often seen in Uganda between the intellectual class and the practical, day-to-day realities of governance and development.

The Commodification of Nature: The decision to chop down the cherry orchard to build summer villas symbolizes the transformation of land from a cultural and historical asset into a commercial commodity. This parallels the rapid urbanization and land grabbing in Uganda, where land is cleared for real estate development with little regard for its environmental or historical value.

The Burden of a Painful Past: The play touches on the legacy of serfdom and the guilt associated with a history of oppression. Similarly, Ugandan society grapples with the historical trauma of colonialism, civil wars, and political instability, which continue to influence social dynamics and land disputes.

The Superficiality of the New Money: Lopakhin, despite his wealth, is still insecure and awkward in the presence of the old aristocracy, highlighting the contrast between inherited status and newly acquired wealth. This reflects the social tensions in Uganda between those who have "old money" or traditional status and the "nouveau riche" with their often ostentatious displays of wealth.

Lack of a Clear Vision for the Future: The Ranevsky family has no plan for their future, and the new society, represented by Lopakhin, seems to be driven by greed without a clear vision for the long term. This can be compared to the challenges of long-term planning and sustainable development in Uganda, where short-term gains often override future-oriented strategies.

The "Breaking String": The mysterious sound of a breaking string in the play symbolizes an unknown, unsettling change. This can be interpreted in the context of Uganda as the collective feeling of anxiety and uncertainty that comes with rapid, sometimes violent, political and social transitions.

Oedipus the king

9. By the end of the play oedipus has fulfilled his tragic destiny.” Analyze the events that lead to the fulfillment of this destiny

By the end of the play, Oedipus's tragic destiny is fulfilled not merely by fate, but through a series of events and choices driven by his own character. Here are 10 ways the events lead to the fulfillment of his tragic destiny:

Leaving Corinth to evade the oracle: In his youth, Oedipus learns from a drunken man and later from an oracle at Delphi that he is destined to kill his father and marry his mother. To avoid this perceived fate, he flees Corinth, believing his parents to be Polybus and Merope. His choice to leave home, an act of free will, ironically sets him on the direct path to Thebes, where his true parents reside.

Killing Laius at the crossroads: During his journey from Corinth, Oedipus encounters and kills Laius and his entourage at a place where three roads meet. This violent act, born of a moment of pride and road rage, is the first and most direct fulfillment of the prophecy.

Solving the riddle of the Sphinx: When he arrives in Thebes, he solves the Sphinx's riddle, saving the city from the monster. This intellectual triumph earns him the throne and the hand of the widowed queen, Jocasta. This "greatness" and heroic act proves to be his undoing, as it completes the second part of the prophecy.

Imposing a strict curse on the murderer: In his quest to find the source of the plague, Oedipus, as the new king, pronounces a severe curse upon the murderer of Laius. He vows to banish him from the land and subject him to a life of utter misery. He also includes a clause that the curse should fall upon him if he is guilty, not knowing that he is damning himself.

Refusing to believe the prophet Teiresias: When the blind prophet Teiresias is brought before him, he reveals that Oedipus himself is the murderer. Oedipus, blinded by his own arrogance and pride, dismisses the prophet's words as a baseless plot concocted by Creon.

Accusing Creon of treachery: Instead of heeding Teiresias's warning, Oedipus's pride leads him to lash out at Creon, accusing him of conspiring with the prophet to seize the throne. This rash accusation further isolates him and demonstrates his lack of rational judgment.

Jocasta's recounting of Laius's death: To comfort Oedipus and prove the worthlessness of prophecies, Jocasta tells him the story of Laius's death. The details she provides—the location, the description of the killer, and the time of the event—cause Oedipus to immediately fear the oracle is true.

Insisting on summoning the lone surviving herdsman: Despite Jocasta's growing dread and her pleas to let the matter drop, Oedipus's unyielding determination to find the truth compels him to summon the sole survivor of the attack on Laius. This relentless pursuit of the truth is what finally proves his identity.

Interrogating the Messenger from Corinth: A messenger arrives from Corinth with the "good" news that Polybus has died of natural causes. This initially reassures Oedipus, but when the messenger reveals that Oedipus was not Polybus's son and was given to him as a baby, a new, more terrifying truth begins to emerge.

His insistence on questioning the Herdsman of Laius: When the Herdsman is brought forth, he is reluctant to speak, but Oedipus threatens him with torture and death. Under duress, the Herdsman reveals that the baby he was told to expose on the mountain was the son of Laius and Jocasta, confirming Oedipus's worst fears and fulfilling his destiny.

10. Examine the role of the Chorus in the play Oedipus The King

The Voice of Thebes and the Theban Elders

The Chorus is composed of the elders of Thebes. Their primary role is to represent the collective voice, fears, and hopes of the city's people. They speak as one, offering prayers to the gods, lamenting the plague that afflicts their city, and reflecting on the unfolding events. Their lines, often sung in unison, give the audience a sense of the mood and public opinion within Thebes.

Dramatic and Thematic Functions

The Chorus's role extends beyond mere commentary. They are active participants in the drama in several ways:

Narrators and Commentators: The Chorus provides background information and context, guiding the audience's understanding of the plot. They react to the revelations and serve as an emotional barometer for the play's escalating tension. For example, they express hope in the initial quest for the killer and despair as the truth begins to reveal itself.

Moral Compass: They often provide a moral and philosophical commentary on the actions of the characters, particularly Oedipus. They discuss themes such as fate versus free will, human arrogance (hubris), the fallibility of man, and the power of the gods. Their odes are filled with solemn reflections on the swift reversal of fortune.

Bridge between Actors and Audience: The Chorus acts as a mediator, helping the audience process the complex and often shocking events. They articulate the audience's own questions, fears, and emotions, making the tragic narrative more personal and relatable.

Dramatic Pacing: Through their odes and lyrical exchanges, the Chorus controls the pace of the play. They provide moments of pause and reflection between intense scenes of dialogue, allowing the tension to build and ensuring the audience fully comprehends the gravity of each new revelation.

Reinforcement of the Tragic Arc: The Chorus's final lines are among the most famous in all of Greek drama. They summarize Oedipus's fall from grace, emphasizing the fleeting nature of human happiness and the unpredictable power of destiny. Their closing statement, "Therefore wait to see life's ending ere thou count one mortal blest; Wait till free from pain and sorrow he has gained his final rest," serves as a chilling and timeless moral lesson.

SECTION C

11.

Saint Joan

a. Events that lead to the extract

The events leading up to this scene are the culmination of Joan of Arc's military victories. The play's action has followed Joan from her small village, where she receives divine instructions, through her meeting with the Dauphin, her successful campaign to lift the siege of Orléans (the "bridge at Orleans" that Dunois references), and finally, her most significant triumph: the coronation of the Dauphin as King Charles VII in the cathedral of Rheims. The extract takes place immediately after this coronation ceremony.

b). What the extract reveals about the character of Joan

The extract reveals a more complex and vulnerable side of Joan's character, moving beyond the simple, divinely-inspired soldier.

Vulnerability and Fear: She admits to being "such a coward" and "frightened beyond words before a battle." This confession contrasts with her public image as an invincible, divinely-guided warrior.

Aversion to Fame: Joan's preference to "let the king have all the glory" and her desire to go back to her simple life ("I will go back to the farm") show her lack of ambition and personal desire for recognition. Her motivation is service, not power.

Naivety and Childlike Innocence: Her simple question, "Why do all these courtiers and knights and churchmen hate me? What have I done to them?" reveals her political naivety. She genuinely does not understand the complexities of courtly jealousy and power dynamics, believing her good deeds should be enough to earn their love.

Deep Spirituality: Her intense connection to her "voices" is evident. She feels they are her only solace and guidance in a "wicked" world. The way she hears them in the bells of the cathedral, a sound that is both natural and sacred, highlights her profound and personal faith.

Disillusionment: She expresses a feeling of being "so dull! dull! dull!" in the absence of danger, and a sense of isolation from the very people she has saved. She also fears being made an end of by the French, not just the enemy. This marks the beginning of her disillusionment with the very people she is fighting for.

c). What makes the extract interesting?

The extract is interesting because it introduces a sharp contrast between Joan's public and private personas, creating dramatic tension. The scene moves from a moment of grand public victory (the coronation) to a quiet, intimate conversation where Joan's fears and doubts are laid bare. This contrast also sets up the central conflict of the play: the clash between Joan's spiritual, individualistic mission and the political, institutional forces that are growing increasingly hostile toward her. The exchange with Dunois also showcases the conflicting perspectives on Joan—Dunois sees her as a pragmatic comrade, while others see her as a saint, a rival, or a heretic. The mention of the "bells" and the way she hears her voices is a beautiful and unique detail that grounds her divine inspiration in the sensory world, making it feel both mysterious and real.

d). Contribution to the plot's development

12.

Way of the world

- a). What leads to the extract
- b). Traits of Mirabell as portrayed in the passage

Based on this extract, Mirabell is portrayed as:

Witty and Intellectually Sharp: He engages in a battle of wits with Witwoud and Fainall. His quick, clever retorts ("Then 'tis possible he may be but half a fool") and his observation that "I never knew a fool but he affected to complain either of the spleen or his memory" demonstrate his intellectual superiority.

A Satirist: He uses his wit to subtly mock and expose the follies of others. He satirizes Witwoud's self-deception and pomposity, and his final response to Witwoud's apology is dripping with sarcasm.

Cynical and Observant: Mirabell's advice to Witwoud about asking Fainall's wife for a credible opinion is a cynical jab at the conventions of marriage and the insincerity of social compliments. He is a keen observer of human nature and is not easily fooled by social appearances.

Pragmatic and Wary: Unlike Witwoud, who is a buffoon, Mirabell is a man who thinks before he speaks. He is not just interested in wit for wit's sake; he uses it to gain an advantage in social situations, showing a more calculating side to his character.

- c). What dramatic techniques does the extract bring out

Witty Dialogue and Repartee: The rapid-fire exchange of clever lines, particularly between Mirabell and Witwoud, is a hallmark of the genre. The dialogue is full of wordplay, puns, and double meanings, showcasing the characters' intellect and verbal agility.

Satire: The passage satirizes the affected behavior of the fops and wits of the era. Witwoud's complaints about his brother and his ridiculous praise of Fainall's marriage are used to poke fun at the superficiality of social relationships.

Characterization through Dialogue: The characters' personalities are revealed almost entirely through what they say and how they say it. Witwoud's long, rambling, and contradictory speech reveals his foolishness, while Mirabell's sharp, concise remarks establish his intellectual superiority.

Social Commentary: The dialogue comments on the artificiality of courtship, marriage, and friendship in high society. The casual, cynical discussion of marital fidelity ("Your commendation would go near to make me either vain or jealous") and friendship ("Expose the infirmities of my friend?") highlights the play's central themes.

Dramatic Irony: The audience understands that Witwoud is a fool, even as he tries to present himself as a wit. His contradictory statements about his friend Petulant are a source of humor and irony, as he both praises and insults him in the same breath.

- d). What happens after this extract

13

Country wife

Briefly state the events that precede this extract.

The extract is from William Wycherley's *The Country Wife*. This scene takes place after the main character, Horner, has spread a false rumor throughout London society that he is a eunuch. His goal is to gain unrestricted access to married women by making their husbands feel secure and unthreatened. This specific scene follows the arrival of Mr. Pinchwife and his young, naive country wife, Margery, in London. Mr. Pinchwife, who is obsessively jealous, is trying to protect his wife

from the "corruption" of the city. He has recently taken her to a play, a rare outing, where she has been seen and admired by other men, including the rakish Horner.

b). How is Mrs. Pinchwife portrayed in the extract?

In the extract, Mrs. Pinchwife is portrayed as:

Naïve and Innocent: She is like a "sullen Bird in a cage," and she is completely unaware of her husband's true motives for keeping her secluded. Her understanding of London life is limited to innocent pleasures like "dancing, meetings and junketings." She also genuinely believes her husband's lie about a "Gallant at the Play in love with me," not realizing his jealousy is the true source of the story.

Curious and Longing for Freedom: Despite her naivete, she is not content with her confinement. She expresses a growing desire to explore the city and its pleasures, driven by her husband's unintentional revelations about what she is missing. She is a woman on the cusp of a sexual and social awakening.

A Manipulator: Her feigned illness ("I am not well") and her repeated attempts to get her husband to take her to the play ("Faith Dear, I like to look upon the Player men and would see, if I could, the Gallant you say loves me") show her developing an instinctive, if unsophisticated, wit. She is learning to use her husband's jealousy against him to get what she wants.

c). Comment on the feelings evoked in you by this extract.

This extract evokes a mix of humor and pity. The humor comes from the dramatic irony, as the audience is fully aware of Horner's plot and the absurdity of Pinchwife's jealousy. Pinchwife's attempts to protect his wife are comically self-defeating, as he is the one who puts ideas into her head. However, there is also a sense of pity for Mrs. Pinchwife's innocence and confinement. Her genuine longing for a simple, joyful life is touching, and the audience can't help but feel a sense of foreboding about what will happen to her in the morally corrupt world of London. The power dynamics between her and Pinchwife are a source of frustration, but her emerging cleverness offers a glimmer of hope that she will find her own freedom.

d). Relate the extract to the rest of the play.

SECTION D

Kongi's harvest

14. Why would you find Segi an appealing character in the play, Kongi's Harvest

Intelligent: Segi is a clever strategist, as she and Daodu concoct a plan to trick Kongi into appearing in public.

Perceptive: She is not fooled by the Organising Secretary's polite demeanor, immediately sensing his ulterior motives.

Witty: Segi's dialogue is marked by sharp and quick-witted replies, as demonstrated in her interactions with the Secretary.

Calm under pressure: Even when confronted by the Secretary, she remains composed and continues to dance.

Loyal: She is a devoted ally to Daodu and the resistance movement, with her club serving as their meeting place.

Bold: Segi is not afraid to openly challenge authority, directly confronting the Secretary and refusing to back down.

Uncompromising: She holds firm in her convictions and refuses to be intimidated or silenced by

Kongi's regime.

Influential: As a leader of the opposition, she commands respect and has the ability to rally others to her cause. The Secretary is clearly concerned about her influence over Daodu.

Mysterious: The document presents her with an aura of mystique, with Daodu describing her presence as "swirls the night / In potions round my head".

Active agent of change: She is not a passive character, but rather a direct participant in the political struggle, actively planning and working to overthrow Kongi's rule.

15 . How is the political atmosphere in Kongi's Harvest, relevant to your society today

The political atmosphere in Wole Soyinka's play Kongi's Harvest has a number of parallels to the political situation in modern-day Uganda.

Authoritarian Leadership and the Cult of Personality: In the play, President Kongi establishes an autocratic rule, demanding loyalty and creating a cult of personality around himself. This mirrors the long-standing leadership of President Yoweri Museveni in Uganda, who has ruled since 1986 and has been described by various reports as increasingly autocratic, consolidating power through various means.

Suppression of Political Opposition: Kongi's regime suppresses dissent through force, exemplified by his "Carpenter's Brigade" and the imprisonment of Oba Danlola. This is a clear parallel to the situation in Uganda, where political opposition groups like the National Unity Platform (NUP) and their leaders, such as Bobi Wine, face significant obstruction, harassment, and arrests by state security forces.

Conflict Between Tradition and Modernity: The play's central conflict revolves around Kongi's attempt to use a traditional ceremony—the New Yam Festival—to legitimize his modern, dictatorial rule. This is relevant to Uganda, where there is a tension between the government and traditional institutions. While traditional leaders exist, their power is legally curtailed, preventing them from participating in partisan politics, despite often commanding more public trust than elected officials.

Single Dominant Party: Kongi's regime is dominated by a single ruling faction, which seeks to eliminate all other sources of power. Similarly, Uganda has been ruled by the National Resistance Movement (NRM) since 1986, which has maintained its power through what has been described as a "hybrid regime" where other parties exist on paper but face significant restrictions.

Use of Intimidation and Violence: Kongi's forces use violence and intimidation to control the populace and silence critics. In Uganda, political campaigns are often marred by violence and harassment of opposition candidates and their supporters. Authorities have also been documented using force to disperse opposition rallies.

Politicization of Institutions: Kongi relies on his "Reformed Aweri Fraternity" to propagate his ideology. This is similar to how the NRM in Uganda is difficult to distinguish from state institutions, with a concentration of power in the hands of the NRM leadership and security forces.

Patronage and Control: Kongi's system is based on an elite inner circle that benefits from his rule. In Uganda, the NRM retains power through patronage, using favors and positions to maintain loyalty and hinder the opposition's ability to compete effectively.

Erosion of Democratic Credibility: The play's political system is a facade of order that hides its repressive nature. This is a relevant theme to Uganda, where, while regular elections are held, their credibility has deteriorated over time due to intimidation and other undemocratic means.

Shrinking Civic Space: In Kongi's Harvest, there are clear limits on public discourse and

protest. This is mirrored in Uganda, where the civic and political space has shrunk due to stringent laws and attacks on independent civil society organizations and opposition voices.

The Role of the Youth: The play shows that the youth, led by characters like Daodu and Segi, are a key source of opposition and rebellion against the established order. This is a striking parallel to Uganda's political landscape, where a significant portion of the opposition is led by youth, most notably Robert Kyagulanyi, a musician who mobilized a large youth following.

Snake Farmers

16. Closely relating to what happens in Sserunkuma's play “ The Snake Farmers” assesses the impact of foreign aid on the people of Africa.

Sserunkuma's play "The Snake Farmers" assesses the impact of foreign aid on the people of Africa in a highly critical and cynical light. The play suggests that rather than helping, foreign aid can create new problems, exploit local crises, and perpetuate a cycle of dependency and corruption.

Aid creates a culture of dependency and reduces self-reliance.

Example: The villagers' attitude shifts from fearing snakes to "becoming snake farmers." They no longer want to solve the problem themselves; instead, they hope the "snakes come back" because the crisis brought them foreign aid and the prosperity that came with it.

Aid fosters corruption and misappropriation of funds.

Example: The aid meant for the "snake hunter committee" and for buying equipment is stolen. The document mentions that the man entrusted with the bicycles "stole the whole consignment."

Aid benefits a select few, not the community as a whole.

Example: Chairman Opobo and Mzee Sekadde, the local leaders, are the primary beneficiaries. They receive bicycles and money, but these resources are not used to address the community's problem.

Aid reinforces stereotypes and sensationalizes African suffering.

Example: The British News Network (BNN) describes the village of Kayunga as a "pre-historic" place struck by "primitive fanged creatures." This language frames the crisis in a way that appeals to a Western audience's sense of pity and adventure.

Aid is driven by foreign media and donor emotion, not by local needs.

Example: A British couple, Matt and Emmy Brown, are moved by a sensationalized news report about the snake bites and decide to raise funds through a "concert" and a "marathon." The aid is a reaction to a media spectacle, not a response to a locally-defined need.

Aid projects are not aligned with the true needs of the people.

Example: The aid provided is a "snake antidote," but the play suggests that the villagers' real problem is poverty, a lack of infrastructure, and poor governance—issues that the aid does not address.

Aid turns local leaders into beggars for resources, rather than true representatives.

Example: Chairman Opobo and Mzee Sekadde, by embracing the title "snake farmers," are shown to be more concerned with attracting more aid than with serving their people. They are presented as opportunists who exploit a crisis for personal gain.

Aid leads to an external "saviour" narrative that undermines local agency.

Example: A "British civil service worker" and a "Christian minister" from Britain are involved in the aid effort, suggesting that the solutions and resources must come from outside Africa, reinforcing the idea that Africans cannot solve their own problems.

Aid is part of a "poverty safari" where foreign donors consume African tragedy for entertainment.

Example: The play features a British news anchor, Duncan Foster, who frames the suffering of the villagers as a spectacle for evening news. The news broadcast itself becomes a form of entertainment for the British audience.

Aid fails to address the root causes of poverty and suffering.

Example: The document quotes characters mentioning that Africa still needs help with "famines, diseases, natural disasters, coups, genocides." This highlights that the airdropped, single-issue aid is insufficient for solving the deep-seated, systemic problems facing the continent.

17. Of Chairman Opobo and Mzee Ssekadde, who appeals to you and why in the play The Snake Farmers

Traits of Mzee Sekadde and Chairman Opobo

Mzee Sekadde

The document portrays Mzee Sekadde as a local council chief who is opportunistic and self-serving. He works with Chairman Opobo to benefit from the crisis rather than to solve it.

Opportunistic: He sees the snake crisis as an opportunity for personal gain, not a tragedy.

Example: He embraces the name "snake farmer" because the crisis brought him and Chairman Opobo money and bicycles.

Corrupt: He is complicit in the misappropriation of foreign aid.

Example: The document states that the aid meant for the "snake hunter committee" and "the community" is used by the two leaders.

Self-Enriching: He is shown to directly benefit from the aid, taking what is meant for the community.

Example: He receives a bicycle as part of the aid, as does Chairman Opobo.

Cynical: He has a cynical view of foreign aid and international relations.

Example: He mocks the Western media's sensationalized portrayal of their village, but willingly plays along to continue receiving aid.

Undermines Community Welfare: His actions prioritize his own and Opobo's benefit over the needs of the villagers.

Example: He does not use the aid to help the bereaved families or address the root cause of the crisis.

Disdain for Authenticity: He is comfortable presenting a false narrative for financial gain.

Example: He participates in the "snake farmers" scheme, which is a fabrication designed to attract more foreign aid.

Complacent: He becomes comfortable with the status quo and is unwilling to work toward real, lasting solutions.

Example: He expresses a desire for the "snakes" to "come back," meaning he wants the crisis to continue to perpetuate the aid flow.

Disloyal to the People: His loyalty is to the foreign aid donors and their expectations, not to his own people.

Example: He works with Opobo to ensure they meet the criteria to get more money, such as a "new report" on the crisis, rather than focusing on the actual well-being of the villagers.

Exploitative: He uses the suffering of the villagers, including the deaths of children, as a business opportunity.

Example: He helps establish the "snake farmer" identity, which commercializes the tragedy.

Lacking Empathy: He appears to have no concern for the victims of the snakebites.

Example: His focus is on the bicycles and money, with no mention of concern for the families who lost children.

Chairman Opobo

Chairman Opobo is also portrayed as a corrupt and self-serving local leader, almost a mirror image of Mzee Sekadde. He is portrayed as the main driver of the scheme to exploit the foreign aid for personal benefit.

Greedy: He is driven by a desire for money and material possessions that come with the foreign aid.

Example: He says they need to "get into the business of snake bites," seeing it as a lucrative venture.

Lack of Accountability: He is not accountable to his people and feels no need to justify the use of the aid.

Example: He allows the bicycles to be stolen and doesn't appear to be concerned about it.

Master of Deception: He is skilled at manipulating the situation to his advantage.

Example: He is the one who suggests that they use the title "snake farmers" because it sounds "good" for a "donor-driven organization."

Materialistic: His primary concern is the physical goods that come from the aid.

Example: He is excited to receive a "beautiful bicycle," not concerned about how the aid will help the community.

Insensitive: He makes light of a serious and tragic situation.

Example: He jokes that he "won't be able to sleep for fear of the snakes coming to steal his bicycle."

Undermines Governance: He uses his position as local council chairman to facilitate corruption rather than to govern effectively.

Example: He oversees the misappropriation of the funds and the aid goods.

Promotes Dependency: He actively encourages the community to rely on foreign aid rather than their own abilities.

Example: He and Sekadde perpetuate the idea that the only solution is external aid, by calling for more "snake bites."

Disregard for Rules: He is willing to bend or break the rules for personal benefit.

Example: He seems unbothered by the fact that the man with the bicycles stole them.

Short-Sighted: He only thinks about immediate, short-term gains, not the long-term well-being of the village.

Example: His focus is on the next bicycle or the next round of funding, not on solving the root problem.

Arrogant: He seems to believe he is above the villagers and entitled to the aid.

Example: He refers to the villagers and their problems in a detached way, as if they are simply a means to an end.

The Floods

18. Explain the theme of death as portrayed in the play The Floods

Based on The Floods by John Ruganda the theme of death is portrayed not only as a physical event but also as a political tool, an ever-present natural threat, and a consequence of social and moral decay. The play uses death to highlight the callousness of authority, the struggle for survival, and the despair of a community facing an impending disaster

Death as a Consequence of Inaction: The Headman warns the villagers to hurry to the boat, stating, "don't say I sent you to your graves". This implies that those who do not escape the floods will perish, and he is trying to absolve himself of responsibility for their deaths.

Death as a Political Tool: The Fisherman explains that his father was taken by "three dark figures" who said, "You're needed". This is a clear reference to political disappearances or state-sanctioned killings, showing death as a weapon of a repressive regime.

Death as a Family Legacy: The Fisherman's family history is a catalog of death, with his uncle drowning, his aunt committing suicide, and his sister dying of scabies. This demonstrates how death is a constant presence in their lives, a consequence of both natural and human-made misfortunes.

Death by Natural Disaster: The floods are a central element of the play, personified as a destructive force that will "ravage this island". The Headman repeatedly warns that "the floods are coming", framing the natural event as an agent of death.

Metaphorical Death of a Livelihood: When the Headman orders the Fisherman to abandon his fishing nets, Kyeyune sarcastically tells the Fisherman to "Hang yourself" or "jump into the lake". This equates the loss of the Fisherman's livelihood with a form of death.

Death as an Act of Despair: The Fisherman's aunt, who "committed suicide," represents death as an escape from an unbearable reality. This suggests that despair and hopelessness can lead to self-inflicted death.

Death from Moral and Social Decay: Bwogo mentions "unidentified corpses of the enemies of the system, suicide cases... The list is endless". This portrays death as a widespread consequence of a corrupt and decaying society, not just an individual tragedy.

Death as a Symbol of Apathy: Kyeyune and Bwogo's conversation on pages 17 and 18 suggests the apathetic attitude of the authorities to the impending deaths caused by the floods.

Death through Violence and Assassination: In a later scene, Nankya confronts Bwogo, accusing him of a specific, violent act of death, saying he "pushed him down the staircase". This shows death as a direct, violent act of an individual against another.

Death as an Inevitable Conclusion: Nankya uses the phrase "floods of sediments from the cradle to the coffin" to describe the journey of life. This powerful metaphor emphasizes that death is the inevitable end for all, and the struggles of life are merely part of the journey toward

Specific scenarios where people die or are threatened with death.

Political Disappearance: The Fisherman's father was taken away by "three dark figures" who said, "You're needed". His disappearance is a clear case of politically motivated death, as his family never saw him again.

Drowning: The Fisherman mentions that his uncle "drowned in the lake". The play's central conflict revolves around the impending floods, which threaten to "ravage this island" and send the villagers "to your graves".

Suicide: The Fisherman's aunt "committed suicide", indicating death as a result of despair.

Disease: The Fisherman's sister "died of scabies". This shows death as a consequence of poor living conditions and lack of care.

Accusation of Murder: Nankya accuses Bwogo of killing someone by pushing him "down the staircase".

Mass Casualties: Bwogo refers to "unidentified corpses of the enemies of the system, suicide cases... The list is endless", which suggests a society plagued by widespread violence and death. Nankya also uses the term "genocide" to describe the situation, indicating a large-scale killing of people.

Divine Wrath: Kyeyune fears death by lightning from "Kagoro, Lord of the sky", particularly after discovering a red cloth in his belongings, which he considers a bad omen.

Accidental Death: The Headman recalls how a man was killed and dragged away by a tractor, implying a scenario of accidental death caused by a vehicle.

Metaphorical Death: Kyeyune tells the Fisherman to "Hang yourself" or "jump into the lake" after the Headman prohibits him from taking his nets. This implies that the loss of a livelihood is a form of death.

19. How does the playwright portray Nankya and Kyeyune in the play The Floods

Traits for Nankya and Kyeyune, with examples from the text.

Nankya's Character Traits

Fearless and Confrontational: She directly confronts Bwogo and accuses him of murder, stating, "you pushed him down the staircase."

Passionate: Her dialogue is often emotional and intense, especially when she is discussing injustice or loss.

Intellectually Sharp: Nankya uses sophisticated language and concepts, such as "genocide" and "floods of sediments from the cradle to the coffin," demonstrating a keen intellect.

Moral and Conscientious: She is deeply concerned with right and wrong, as shown by her strong condemnation of Bwogo's actions and the political corruption they represent.

Rebellious: Nankya defies authority and is not afraid to speak her mind against those in power, such as Bwogo.

Articulate: She can express complex ideas and emotions clearly and persuasively.

Determined: Despite the danger, she persists in her quest for the truth and justice.

Vindictive (to an extent): She is not afraid to threaten Bwogo and seek vengeance for past wrongs.

Cynical: Nankya is distrustful of the system and the people in power, as she has witnessed their corruption firsthand.

A Nurturing Figure: She is shown to be protective of others, particularly the Fisherman, as she tries to help him and his family.

Kyeyune's Character Traits

Submissive: He often follows the Headman's orders without question, demonstrating a fear of authority.

Sarcastic: Kyeyune uses sarcasm to express his frustration, as seen when he tells the Fisherman to "hang yourself" after the Headman's command.

Superstitious: He is afraid of "Kagoro, Lord of the sky" and believes the red cloth is a bad omen that will bring death.

Cowardly: Kyeyune is visibly afraid of the authorities and the supernatural, often cowering or trying to appease those in power.

Apathetic: He shows little concern for the suffering of others, such as the Fisherman, and is primarily focused on his own survival.

Materialistic: His main concern seems to be with his belongings and the boat, showing a focus on possessions over people.

Gullible: He is easily manipulated by the Headman and is quick to believe in omens and superstitions.

Passive: He does not take a proactive role in helping the community and instead reacts to events as they unfold.

Anxious: Kyeyune is constantly worried about the floods and the various threats he perceives,

showing a high level of anxiety.

Comical/Foolish: His superstitious beliefs and cowardly nature often provide a form of comic relief in the play.

E N D

P310/3

LITERATURE IN ENGLISH

Paper 3

2025

NB: This is just a guide. Anyone can add or subtract to it

Pride and Prejudice

1. (a) Place the extract in its immediate context.

Before the extract Jane receives a letter informing her that Mrs. Bingley had left Netherfield. It is influenced by Darcy and Caroline Bingley. Jane is deeply hurt and Elizabeth is discussing the matter with her Aunt Mrs. Gardiner voicing suspicion that Bingley's love was weak and easily swayed.

After the extract the Gardiners invite Jane to stay with her in London hoping a change of scene will help her recover from her disappointment over Mr. Bingley. However Bingley does not call since he has been persuaded by Darcy and Caroline Bingley to stay away. Jane later writes to Elizabeth about her disappointment though she remains calm and composed as usual. Meanwhile Elizabeth grows more convinced that Darcy and Bingley's sister are responsible for keeping Bingley away.

(b) What do we learn about Jane's character from this extract?

(6 marks)

Gentle and forgiving

- Does not blame Mr. Bingley for the sudden break in their relationship but accepts it calmly.

Compliant.

- Her readiness to go to London with the Gardiners shows her wild and compliant nature.

Modest.

- Jane remains quiet about her heart break and silence and composure reflect modesty.

Hopeful/optimistic.

- Although hurt, Jane still harbours a sense of hope that Bingley might return.

Affectionate & tender hearted.

- Her deep feelings for Bingley demonstrate that she is capable of true emotional attachment, even though dignified way.

Sincere.

- Kind and trusting. (any 3x2 well-illustrated)

(c) Comment on the effectiveness of the narrative techniques used in the extract.

- Dialogue.
 - Preset characters differing attitudes to love and disappointment.
 - It reveals Elizabeth's wit and skepticism as opposed to Jane passivity.
- Omniscient narration.
 - It allows to understand Jane's quiet suffering and Elizabeth critical view of 'inconstant' love.
- Irony.
 - There is a subtle irony in Elizabeth's observation that Mr. Bingley was violently in love'' yet forgot Jane so easily.
- Description
 - The narrator describes Jane's 'disposition' as one that makes it difficult for her to quickly recover from heart break. This description highlights her tender sympathize with her.

(d) What attitude towards love and marriage are revealed in this passage.

(6 marks)

Love is portrayed as unstable and easily influenced by family interference and social considerations – Elizabeth doubts the constancy of Bingley's feelings while Mrs. Gardiner urges caution.

The passages shows that marriage is often treated as a social contract rather than a purely romantic union.

Skeptical attitude - love especially man's affection is often shallow and changeable.

- Love is associated with suffering.
- Marriage is viewed as a source of security.
- True love should be steady and enduring.

Any 3 x 2

(e) How does this passage develop the plot of the novel? (8 marks)

- It moves forward the sub plot of Jane and Bingley's relationship by showing consequences of his sudden withdrawal.
- Jane's heart break deepens.

- It strengthens Elizabeth's suspicions she begins to believe more firmly that Bingley's withdrawal was influenced by others.
- This suspicion becomes significant later when Darcy's letter explains his real involvement.
- It raises suspense about Bingley's intentions through Elizabeth's skepticism about Bingley's 'violet love' the reader is left questioning whether he truly cared for Jane and whether he will return. This uncertainty keeps the reader engaged in the unfolding events.
- It introduces a new development i.e. Jane's stay in London. This decision for Jane to go with the Gardiners to London. This decision for Jane to go with the Gardiners to London shifts the setting and prepares for the next stage of the plot where her hopes of meeting Bingley again are frustrated.
- It foreshadows later reconciliation, by emphasizing Jane suffering and Elizabeth's doubts, the extract makes the eventual reunion between Jane and Bingley more dramatic and satisfying later in the story.

2. Tess of the d'urbervilles

(a) Place the passage in its immediate context.

- Before the extract, Tess has been persuaded by her parents to claim kinship with the wealthy d'urbervilles in order to secure help for her poor family. She meets Alec d'Urberville who offers her a position tending to the poultry at the slopes. Alec immediately begins to peruse Tess with unwanted advances, using gifts and charm to try to win her over. Just before the passage, Alec insists on accompanying Tess on horseback as she travels and despite her reluctance, he manipulates her into riding with him through the countryside at night.
- After the extract, the journey continues through the foggy woods until Tess becomes increasingly disoriented and vulnerable. Alec takes advantages of her exhaustion and her inability to find her way home. The scene culminates in the infamous seduction or (assault) in the chase which becomes the major tragedy in Tess's life.
- This event leads her (Tess) into pregnancy it deeply affects Tess's future she returns home in shame, bearing Alec's child and is judged harshly by society despite being the victim.

(b) How does the author present the relationship between Alec and Tess in this extract. (06 marks)

- The relationship is imbalanced and coercive Alec forces physical intimacy on Tess by clasping her arm and stealing a kiss even when she objects.
- It is marked by manipulation and dominance Alec uses the darkness, fog and isolation to keep Tess dependent on him.

- Tess portrayed as reluctant and distressed, while Alec appears forceful and predatory, showing that their relationship lacks genuine affection.
- Vulnerability – Tess shows resistance when Alec ignores.
(All these are shown through dialogue description, omniscient narrator.)

(c) What do you learn about Tess' character in the above extract?

(6 marks)

- Innocent and naïve.
Tess initially allows Alec to persuade her to ride with him showing her vulnerability.
- Courageous – yet powerless
She protests, pulls away his finger and begs to be let down showing her inner strength but her voice is often ignored.
- Moral and self-respecting
She resists Alec's attempts to treat her as a lover, showing her sense of dignity.
- Helpless and victimized.
Despite her protest, Alec continues to dominate, highlighting her position as a victim of circumstance.

(d) Describe the effectiveness of any two narrative techniques. (6 marks)

- Omniscient narrator.
The narrator gives insight into Tess' inner conflicts and distress. "Writing uneasily on her seat," murmured "I don't know" which helps the readers sympathize with her vulnerability.
- Dialogue.
The exchange between Alec and Tess reveals their unequal relationship, Alec's insistent please versus Tess's hesitant refusals. This makes the tension vivid.
- *Imagery* } fog and night
Symbolism }
The dark and misty setting symbolize Tess's confusion and also foreshadows the danger she faces later.

(e) How does this extract contribute to the plot development of the novel?

(8 marks)

- It advances Alec's pursuit of Tess, which is central to her eventual downfall.

- The extract shows Tess's resistance but also contracting her powerlessness that foreshadows the tragic event that follow

4. Why would you recommend the novel, Poor Christ of Bomba to the Ugandan audience?

Candidates should give an introduction in line with question.

- They should highlight or justify or give reasons for recommending the novel to the Ugandan audience
- Particularly, candidates should focus on how the experiences and events in the novel help them to understand.
- Impact of colonialism,
- Reject on religion's double-edged role
- Recognize the dangers of corruption a
- Dangers of hypocrisy
- Appreciate the importance of cultural identify and resistance.
- Generally, include and focus on the lessons offered to the audience, relevancy of issues, challenges in relation to the experience of Ugandan audience.

5. How is the Sixa significant to the portrayal of characters in the poor Christ of Bomba?

- The Sixa is a hostel or training centre where young village girls are housed under the supervision of Father Drumont, one of the most important symbols in the novel. It is significant to character portrayal in several ways as follows:
- Reveals Father Drumont's missionary zeal and contradictions like cultural arrogance and blindness to African traditions. Hence a "poor Christ".
- Exposes the vulnerability and struggles of the girls.
- Highlights Denis' naivety and growth. He sees the Sixa as a place of holiness and order.
- Over time, Denis discovers the sexual immorality, hypocrisy and corruption hidden in it.
- These developments shape his character from being innocent to being disillusioned about the church and colonial arrangements.
- The Sixa shows Zacharia's corruption and exploitation. He uses his position to seduce and exploit girls from the sixa. Zacharia's conduct is exact opposite of

Father Drumont's ideals. He is therefore a symbol of corruption bred within the colonial system.

- It serves as a microcosm of colonial society. The Sixa is presented as a project of salvation and order but marked by exploitation.
- Etc.

(Mark as a whole = 33 marks)

6. Comment on Ngugi's use of symbolism in 'Devil on the Cross'.

Ngugi's Devil on the cross is styled with a lot of symbolism that he uses to attack exploitation, neocolonialism, corruption, betrayal of common people etc.

- The title (Devil on the cross) is symbolic. Evils like oppression, exploitation, have been enthroned in society just as Christ was once put on the cross. Unfortunately this devil is celebrated and worshipped by exploiters
- The feast at Ilmorog (competition of thieves) the competition where robbers boast about their thefts symbolizes the greed of the ruling elite and foreign exploiters.
- Each thief represents a class of exploiters multinational, corporations, corrupt politicians, landlords and middlemen.
- It is a symbolic trial of the capitalistic system, exposing its true nature as legalized robbery.
- Waringa's journey symbolizes oppression and awakening of the African woman and African worker.
- The old rich man, Boss Kihara's actions symbolize how the powerful abuse the powerless like Waringa.
- Waringa's eventual transformation into a confident, independent engineer symbolizes resistance, empowerment and possibility of a new Kenya.
- Mwaura, the taxi driver symbolizes opportunists who look for survival in collaborating with exploiters.
- Wangari symbolizes collecting voice of the oppressed who demand for justice even at the price of imprisonment.
- The peasants and workers in Ilmorog symbolize the true backbone of society though often silenced or ignored.
- The journey to Ilmorog symbolises the people's voice.

- Etc

(Mark as a whole = 33 marks)

7. Examine the theme of colonialism in the novel, *Devil on the Cross*.

- Devil on the Cross is Ngugi Wathiongo's first novel, written in Gikuyu and later translated into English. It is a sharp direct criticism of neocolonialism.
- Neocolonialism is the political, economic and cultural domination of African countries by foreign powers and their local collaborators even after independence.
- Ngugi uses Satire, allegory, symbolism etc, to show how Kenya's independence was betrayed by leaders who serve imperialists' interests instead of those of masses.
- Economic exploitation of foreign powers.
- Feast at Ilmorog
- International robbers and thieves which represent multinational corporations.
- Collaboration of the local elites e.g. bourgeoisie, leasers landlords, businessmen.
- Corruption and moral decay.
- Impact on the ordinary people like peasants and workers e.g. Wangari, who face poverty, unemployment, displacement.
- Cultural and psychological domination i.e. Kenyans have lost cultural identity, instead are adopting foreign values of greed, individualism.
- Resistance against neocolonialism. Wangari and Waringa symbolize the spirit of resistance and awakening among the oppressed.

(Mark as a whole = 33 marks)

10. What role does Rufus Okeke play in the story, the voter?

- Roof is the central character and his role is significant in highlighting themes of politics, corruption, moral compromise in the post-colonial Nigerian society.
- Roof is a political campaigner and influencer. Strongly attached to POP (Progressive Organization Party) campaigning for Marcus Ibe.
- Persuades and mobilises the villagers to vote for Marcus; hence he links the ordinary people to the politician.
- Roof is a symbol of political manipulation-uses bribery, he accepts bribes from each candidate.
- He is torn between loyalty and greed.

- He becomes the decisive voter whose single vote symbolizes betrayal and corruption.
- He is a vehicle for themes and satire. Achebe uses Roof to mock how easily African elections are reduced to money, manipulation and empty loyalty rather than genuine democracy.
- Etc.

(Mark as a whole = 33 marks)

11. How is the story, *The Voter* relevant to your society?

- Electoral corruption
- Bribery of voters – e.g. sugar, soap.
- Manipulation of ordinary voters.
- Voters are influenced based on personal gain rather than national interests.
- Support for personal survival e.g. jobs, favours, etc.
- Election malpractices like ballot stuffing, undermine demine democracy.
- The role of local influences like Roof.
- Corruption of morals
- Betrayal of trust
- Weakness of democratic institution like the Ec in Uganda.

(Text Vs Ugandan society: Mark by Ratio 16:16marks plus 1 mark introduction)

14. Analyze the theme of Crime in “A Walk in the Night”.

- Alex La Guma’s *A Walk in the Night* is a South Africa novella set in District six during apartheid era.
- It captures the struggles of marginalized people living in poverty, highlighting how social oppression, racial discrimination and economic deprivation breed crime and violence.
- Crime in this story is a result of systematic injustice under apartheid.
- Crime is committed as a result of poverty and frustration.
- Petty crime as a means of survival
- Crime linked to racial oppression
- Moral decay and violence

- Crime as tragedy, not just evil
 - Crime as a pretest (indirect resistance)
- (Mark as a whole = 33 marks)

15. Discuss the importance of Williboy to the development of '*A Walk in the Night*'.

- He is a secondary character but important in shaping the novella's themes, and advancing plot. Through him we deeply understand crime, injustice and oppression in apartheid south Africa.
 - Through Williboy, police brutality is zoomed out as he is hunted down by the police for allegedly killing a white bus driver.
 - Criminalization of black youths often accusing them without
 - He trial eventually dies at the hands of the police which dramatize the systematic violence and injustice faced by black south Africans.
 - Highlights the theme of fear and hopelessness.
 - Victim hood and tragedy of the oppressed.
 - He exposes the real criminal apartheid.
- (Mark as a whole = 33 marks)

16. What is the significance of the title, *The Man also Sets* to the novel?

- The title is symbolic
- It is significant in the way it mirrors the themes, characters and other broader message of the novel.
- Symbol of decline and change in once-glorious traditions families, or social systems.
- It suggests that nothing, however powerful or beautiful lasts forever, just as the moon must eventually set.
- Theme of transience – life, relationships and power are transient, not permanent
- Portrays how characters' face loss, disappointment.
- Contrast between beauty and sadness.
- Cultural and social commentary. The moon that once guided life is fading away.

- Setting moon represents fading away of established customs and giving in to modernity or new values.
- It emphasizes the inevitable decline even for people who held beauty influence.

Etc. (Mark as a whole=33marks)

17. Discuss the role of Mame obey

18. Explain Ocwinyo's use of setting in *Footprints of the Outsider*.

- Ocwinyo uses setting as a back shop and as an active force that shapes the lives, struggles and destinies of his character.
- The different settings highlight themes of poverty, corruption, social conflict, betrayal and search for justices.
- Adjeri's home and Rugari village highlights oppression, struggles of broken families.
- School setting – Dominic excels in school as a symbol of hop but it also contradicts society. Undermined the theme of education verses corruption.
- Market and Trading centres reflects survival struggles irregularity.
- It is the space for political campaigns and manipulation
- Rugari political campaigns highlights violence, corruption, betrayal.
- Urban/ Town setting.
- Prison setting – symbolics injustice, betrayal of the outsider.

(Mark as a whole = 33 marks)

21. How significant is Norpisia in the novel, *Vanishing Herds*?

- Norpisia is one of the most significant character as she plays both personal and symbolic roles.
- She reflects themes of love, women's resilience, cultural change and environmental conservation.
- She is a symbol of true love. She is Esaai's wife who stands through hardships.
- Through her, Kulet highlights the women's role as supportive pillars.
- She's the voice of reason and wisdom – the stabilizing force in the

novel.

- She is the embodiment of women's resilience. She is more active rather than passive in life's struggles.
- Cultural symbol- she represents the positive side of Maasai tradition.
- She stands for cultural change showing women can become partners in leadership and problem-solving.
- She supports the struggle for environmental conservation.
- She is the moral compass of the novel. She represents purity, honesty faithfulness

E N D

P615/1
ART
DRAWING FROM
STILL LIFE AND NATURE
PAPER 1
2025

Either a, b, or c

EITHER A. Drawing from still life.

Drawing/Form/structure/Shape/ Appearance	DFS	25
Composition/Arrangements proportionality	C/A	15
Colour/Tone Arrangement of tones	C/T	25
Texture surface quality	TEX	15
Balance paper colour use	BAL	10
Personal Quality/Finish	PQ	10
TOTAL	TT	100

OR B. Drawing from nature study

Drawing/Form/structure	DFS	25
Composition/Arrangements	C/A	10
Colour/Tone	C/T	25
Texture	TEX	20
Proportionality/ size of different parts	PROP	15
Personal Quality/Finish	PQ	10
TOTAL	TT	100

OR C. Drawing/painting from landscape.

Drawing/Form/structure	DFS	25
Composition/Arrangements of tones	C/A	15
Colour/Tone (Texture)	C/T	30
Perspective/proportionality	P/P	20
Personal Quality/Finish	PQ	10
TOTAL	TT	100

P615/2
ART
DRAWING FROM HUMAN
FIGURE AND IMMAGINATIVE
COMPOSITION IN COLOUR
PAPER 2
2025

Either **a**, or **b**

FULL FIGURE

EITHER A. A study of Human figure

Drawing/Form/structure	DFS	25
Mood/Pose	M/P	15
Colour/Tone	C/T	25
Proportionality/Balance	P/B	15
Anatomy/Draperly	A/D	10
Personal Quality/Finish	PQ	10
TOTAL	TT	100

OR B. Head including the Torso

Drawing/Form/structure	DFS	25
Mood/Pose	M/P	10
Colour/Tone	C/T	25
Proportionality/Balance	P/B	15
Anatomy/Draperly	A/D	15
Personal Quality/Finish	PQ	10
TOTAL	TT	100

For questions **1,2,3,5** and **6**

Progressive planning/sketches	P/S	10
Drawing/Form/Structure	DFS	20
Composition/Originality	C/O	15
Colour/Tone	C/T	30
Drama/Mood/Perspective/Pose	D/M/P	15
Personal Quality/Finish	PQ	10
TOTAL	TT	100

For questions **4,7** and **8**.

Progressive planning/sketches	P/S	10
Drawing/Form/Structure	DFS	20
Composition/Originality	C/O	15
Colour/Tone	C/T	30
Drama/Mood/Perspective	D/M/P	15
Personal Quality/Finish	PQ	10
TOTAL	TT	100

P615/3
ART
GRAPHICS (CRAFTS A)
PAPER 3
2025

For questions **1, 2** and **3**

Progressive planning/sketches	P/S	10
Layout/Format/Arrangement	L/F	20
Lettering/Numbering	L/N	25
Illustration	ILL	20
Creativity	CRE	15
Personal Quality/Finish	PQ	10
TOTAL	TT	100

For question 4.

Progressive planning/sketches	P/S	10
Layout/Format	L/F	20
Lettering/Numbering	L/N	20
Illustration	ILL	30
Creativity	CRE	10
Personal Quality/Finish	PQ	10
TOTAL	TT	100

1. (a) Illustrations are visual images or representation that form the pictorial part of a design through drawing, painting or pasting /sticking. **1 x 2 = 2 marks**

The images made to represent the graphical statement or idea.

- (b) **The following principles as used in art and design.**

(i) Contrast.

- This is the relationship/difference between elements applied on forms or objects.
- This is the sharp difference made/ seen between two related elements or one element (especially) colour and others applied in an artwork.

1 x 2 = 2 marks

(ii) Pattern.

- This is a principle of art and design in which an artist repeats an element such as line, tone shape, texture etc. over and over to create an impressive art work.
- This is the repeating of an object/symbol over and over in the art work.

1 x 2 = 2 marks

(iii) Dominance

- This refers to being bold and attractive to catch the scene or the viewers' attention.
- Dominance / emphasis refers to the principal to of art and design that catches the viewers' attention contrasting it with others.
- This is the principle of art and design that focus on the point of interest in an artwork.

1 x 2 = 2 marks

(iv) Harmony.

- This refers to the relationship between elements that are used in a composition that makes it appear as a whole or be perceived in totality.
- It refers to the total appearance we get when looking at composition that makes it appear as a single unity.
- This is the way the elements of art are applied or arranged in an art work to look more appealing.

1 x 2 = 2 marks

2. (a) The difference between batik and tritik is that;

Batik is a wax resist method of decorating fabrics using molten wax

while/ whereas

Tritik is bound resist method of decorating fabrics through stitching / sewing and tying and dipping into a solution.

1 x 1 = 1 marks

The process of making a fabric using tritik

(b)

- Identify the source of idea, inspiration on theme
- Collect materials and tools to be used
- Makes a sketch of the idea, inspiration or theme
- Transfer the sketch on the cloth laid on a flat surface or make a motif to be used.
- Begin stitching/sewing following the sketch for the first colour, second, third and the background colour.
- Pull and tie for the 1st colour
- Prepare the dyes, hot or cold dyes.
- Rinse/wash the fabric in clean water to reduce some chemicals and dirt
- Dip the cloth in already prepared dyes for all colours i.e first, second, third and fourth colour.
- Rinse the fabric with clean water to reduce on the excess dyes
- Untie the fabric one by one for all the colours
- Hang/spread the fabric/cloth under a cool dry place to avoid smudging and fading of the fabric.
- Tie knots cut or trim off the necessary parts to give it a good look. to give it a good finish
- Iron the cloth to give it a good impression.

½ x 10 = 5 marks

3. (a) The term **grog** refers to crushed fired sieved powder clay used for strengthening clay during preparation.

This is crushed fired powder clay used to strengthen clay during preparation.

1x2 = 2 marks

(b) **The reasons for wedging and kneading clay for pottery**

- Remove big particles from clay during clay preparation.
- Prevent clay from cracking during drying and bursting during firing.

- Make clay uniform/homogenous
- Remove / get rid of air spaces or air pockets.
- Removes air bubbles from clay during preparation.
- Distribute moisture in clay during preparation
- To make clay workable
- Strengthen clay during preparation

4. (a) **Texture** is the surface quality of the substance and it is got from the material tools/materials used to do the art work.

Void. This is the space left unclosed by planes and they are partially or fully enclosed by the planes.

Solids. These are masses/area occupied by its own body mass including the short and high projections.

Lines and contours. Those exist the like outlines/margins and they appear according to objects junctions of planes.

Colour. This is got from the materials and light filling on the sculpture which may be dark at night and light during day.

Illustration to show the elements



Illustration $\frac{1}{2} \times 4 = 2$ marks

(b) **Three limitations of using cement for outdoor sculptures.**

- It is an expensive material to buy.
- It cannot be used alone rather with sand, stones and sometime a metal.
- It cannot withstand areas of tension instead it needs to be re-enforced.
- It requires much time for one to make an art work in cement.
- If cement is not mixed in right proportions it can develop cracks.
- It may be dangerous to the skin.

- It is not good for beginner's as it dries so quickly.

1 x 3 = 3 marks

5. Craft industries and shop are important communities because of the following reasons.

- Source of employment opportunities
- Source of income
- Source of decorative materials
- Source of foreign exchange of the country.
- Promotes unity and friendship
- Used for communication.
- Used for tourism
- Used for advertisement
- Used for academic reasons.
- Leads to infrastructural development
- Creation of market places
- Source of inspiration to new artists

Any 8 reasons

1 x 8 = 8 marks

6. The comment of the following terms as used in basketry and weaving.

- Spokes** These are supports which work as warps or vertical strands during weaving or basketry. These are stiff vertical warps that are used in basket marking to strengthen the base and wells of basket
- Weavers** These are horizontal strands/wefts that run from East to west
- These are soft/pliable flexible materials manipulated during basketry
- Shed** This is the gap/space left between two warps or spokes.
- Twinning** This is a technique used during weaving/basketry which is in form of a chain where two weft threads cross every time they meet a warp thread (entwine)

A figure of eight to formed around the warp thread.

This is a technique where two flexible weavers are twisted around the spoke to form a figure eight.

2 x 4 = 8 marks

7. (a)

- Masks are art works worn on people's faces to disguise, entertain or for protection.
- A mask can also mean a covering for all the body, face or part of the body/ face worn to conceal one's identity.

While / whereas

Paper pulp is crushed soaked paper with glue, adhesive or flour making for making paper mache

Or Paper pulp is mashed / soaked papers for making paper Mache.

1 x 2 = 2 marks

1 x 1 = 1 mark

(b) **A report on how an artist could come up with a good decorative wooden mask**

- Determine the theme, idea or an inspiration of the mask you want to make
- Abstract or realist
- Collect materials and tools to use
- Make sketches for the mask you want to make
- Prepare the wood where you want to make a mask by cutting the required size of wood to use.
- Transfer the sketches to the piece of wood selected or prepaid.
- Begin chopping/chipping / cutting / chiseling the wood for following the sketches
- Smoothen the wood using sand paper.
- Apply decorative materials to the mask such as teeth, hair, etc.
- Paint or vanish the mask to give it a good impression or pleasing look
- Allow the mask to dry.

½ x 1 2= 6 marks

8. (a) **Contrast between a puppet or marionette.**

A puppet refers to a figure or doll or bird or a person or an animal manipulated by a puppeteer.

While or whereas.

A marionette is also known as a string puppets which refers to type of puppet suspended with strings from a control bar which controls the puppets movements.

1 x 2 = 2 marks

1 x 1 = 1 mark

(b) **Four types of puppets**

Marionettes (string puppets). This is a type of puppet suspended by strings from a control bar which is used to control the puppets movements.



Image 1 x ½

Explanation 1 x ½

Body puppets (carnival puppets). These are very large puppets that are used for street performance or large scale theaters.



Image 1 x ½

Explanation 1 x ½

Sock puppets is a type of puppet where one's hands is inserted inside a sock and then movements are achieved by moving the hand up and down to give an impression of speaking.

- This is a puppet formed from a sock and operated by inserting a hand in a sock.



Image ½ x 1

Explanation ½ x 1

Shadow puppets

Shadow puppets are puppets where the puppets and the puppeteers are not seen.



Image 1 x ½

Explanation 1 x ½

9. The suitable technique is either **patch work.** or **Applique**

- This refers to the technique of decorating a fabric by arranging small coloured pieces of fabrics joined and sewn together using tinning running stiches to come up with a much larger/big piece of fabric.
- It is form of needle work where pieces of small clothes are arranged and sewn together to make a much large finished fabric.
- Patch work is a technique that involves sewing together several pieces of fabric cutout into a large design or fabric.

Suitable technique 1 x 1 = 1 mark

The step for putting the off cuts into use

- Determine the idea, theme, inspiration of the art work/ fabric design.
- Collect off cuts(materials) and tools
- Make sketches of the desired art work
- Cut/trim the offcuts into the required sizes and shapes
- Arrange the cut offcuts following the sketch on a flat surface into required sizes and shapes.
- Arrange the cut offcuts following the sketch on a flat surface suggesting the design and colours.
- Join the offcuts together using a simple pin to avoid movement
- Using a simple running stitch sew the offcuts together.
- Finally sew the offcuts using a machine or hand to fix the shapes.
- Cut off all the unwanted materials from the fabric.
- Sew the fabric with a good design to give it a good impression or all bind the edge with a cloth or lining in a good finishing.

OR

Using Applique

The step for putting the off cuts into use

- Determine the idea, theme, inspiration of the art work/ fabric design.
- Collect off cuts(materials) and tools
- Make sketches of the desired art work
- Cut/trim the offcuts into the required sizes and shapes
- Lay the base material on the flat surface
- Arrange the cut offcuts following the sketch on the base fabric laid on a flat surface following the design and colours.
- Join/attach the offcuts with the base material using a simple pin to avoid movement
- Using a simple running stitch sew the offcuts together on to the base material.
- Finally sew the offcuts using a machine or hand to fix the shapes to the base fabric.
- Cut off all the unwanted materials from the fabric.
- Sew the fabric with a good design to give it a good impression.

½ x 10 = 5 marks

10. Factors considered for making either collage or mosaic art piece.

- **Creativity** is the ability for someone to come up with something new which is judged by the way one combines the elements and principles of art together to create a unique impression/artwork.

- **Composition.** This is the ability to put together or to arrange / organise the elements of art and design in a good way following the principle of art and design.
- **Colour and tone.** These in collages and mosaics depend on the materials used where by the work can be done in one colour(monochromatic) or two colours (double colours).
- **Use of materials** which can create different effects in a given work of art depending how they have been used.
- **Finishing.** This depends on how an artist uses materials and tools by removing all the unwanted features.
- **Individual style** and this depends on the altitude for producing coloured art works.

1 x 5 = 5 marks

END

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KISWAHILI

2025

NATHARI NA USHAIRI

Mtahiniwa lazima ajibu maswali yake kwa seutensi kamili .

1. (A)

“MAISHA YA UNYUMBA/ NDOA” AU “NDOA YA JASMIN NA BWANA RAZA”

(B)

Akiwa na umri wa miaka kumi na mitano

(C)

Kuwarithi wazazi wake na mali

(D)

Sababu haina nguvu kwasababu aliolewa na mume hapendi wala kulingana naye miaka wala tabia. Tena Yasmin aliolewa angali mbichi sababu iliyomletea kutompenda mume wakehatakutopenda kutembea naye pahali popote na kukaa naye kwa sababu alikuwa anamaibisha ingiwa alikuwa tajiri.

(E)

Yasmin angependelea kuolewa na kijana mwenzake ambaye wale wangelipata kumwona waseme kwaamba kweli akapata mume. Pia alitaka kijana wa makamu au Umri wake ambaye angemwonyesha mapenzi yake yote aliyokuwa nayo moyoni amininike na kufurahia.

(F)

Kifungu kinaakisi tatizo sugu katika jamii zetu kwani watoto wa usichana wengi huamua kuolewa na wanaume ambo wanawa zidi miaka mingi kwasababu ya pesa, wakisahakwamba pesa hizi zinakwisha. Mwishowe wanaliza wakikosa raha ya ndoa.

Tena wazazi wengi katika jamii ndio ambao wanachagulia watoto wao wachumba. Jambo hili linawasababisha watoto hawa kukosa mapenzi katika ndoa zao.

Pia wazee wengi katika jamii ambao wana pesa, nao hutafuta wasichana watoto wakisema kwamba ndio wana mapenzi ambayo wanataka.

Tatizo linaweza kukoma watoto wa usichana wakishauriwa Lutoingilaia maisha ya unyumba wangali wadogo. Tena waingia mapenzi na wale wachumba ambao

wanapendamoyoni bila kufikiria pesa kwanza kwa sababu kesho pesa hazifakuwepo lakini ndoa itabaki.

Wazazi pia wawache watoto wao wajicha guile wapenzi wa miaka yao wanao wa penda ilo waweae kupata raha katika ndoa zao.

(G)

Hakupata ile raha ya usingizi kwa sababu alikuwa akishtuliwa na sauti ya mumewe ambaye alikuwa anamwita mara kwa mara alipokuwa anajaribu kulala akimwuliza maswali ya biashara.

Pia harufu mbaya ya biri iliyotumia kujaa nyumba nzima nayo ilimsababisha akose raha ya usinjizi.

Kugombana kwa mumuwe kila siku pia kulinisababisha kutopata raha ya usingizi.

(H)

Bwana raza alipata hasara kwa sababu tunamwona akinungunika kila mara alipokuwa anafanya hesabu za kila siku. Pia wateja ambao walitumia kuvamia duka lake kila jioni ualititiza kufanya makosa wakati wa kuwauuzia bidhaa.

(I)

- i. Hali ya ndoa nyumbani
- ii. Aina ya mojawapo ya madawa ya kuleuya ambayo hufanana kama sigara
- iii. Wanunuzi / wateja
- iv. Bidhaa mbalimdali
- v. Bidhaa mbalimbali
- vi. Motto asiyelewa chochote kulingana na maisha ya ndoa.

NATHARI

2. (A) Khurafa wahusika ni wanyama

B)

- Malumbano
- Kiasili
- Msuko
- Hadithi
- Nafsi ya kwanza
- Kisenyere nyuma

C) mbwa

- Mtamwa
- Mrafi
- Itana uuvumihu
- Mpokeza ujumbe

Paka

- Mtumwa
- Mvumilivu
- Mtiilu

D)nnn

- Ukosefu wa subira
- Changamoto nyingi katika maisha yetu
- Ukosefu wa kushauriwa
- Ukosefu wa kuwadha

E)

- Tashihisi - Kuwapa wanyama uwezo wa kuongea.
- Misemo – Kuonea kiicho roho
- Meltali – Subira ya vufe heri, mwenye pupa hadiriki kula tamu
- Uhaishaji – kutumia wanyama kama wahuska.
- Tashibihi – Kufyafuka kama mshule, Anawangata kama nge, chfla kama ajali
- Nahau – angaa buli la maziwa /funzo la maisha
- Taswira – Ambwa akabalu nye akasubiri

F)

- Kuwa na subira kama paka
- Mvumihru hula mbivu, paka huishi ndani ya uyumbe ya mungu kwa sababu ya urumiliru
- Kutokuwa na urafi.

3. USHAIRI

A. Kuhimiza watu katika janim wafanye kazi kwa bidii waache uzembe na wizi wapate pesa kutoka jasho lao.

- Tena watu wapendeleo kazi wanazofanya ikiwa wanataka kufanikiwa maishani mwao.
- Yule asiyetaka kufanya kazi abaguliwe kwa sababu ni sawa na mwizi.

B. Mtindo wa shairi

- Arudhi
- Tabia

- Mathnawi
- Sakarani
- Mtiririko

C.

- Uongozi
- Elimu
- Utenda kazi
- Wizi
- Uzembe

D. Toni ya juu hasira

E.

- Kuwa mfanyakazi bora
- Kupenda kazi yangu
- Kuogeza bidii katika ukulima
- Asiyetaka kufauya kazi ni adui wa watu.
- Elimu ni nuru ya maisha
- Kuhushimu kazi ndogo
- Kujitenga ha wazembe

F)

- Jizi kubwa
- Mutisha wafanyakazi ili waongeze biidi katika kazi
- Pesa
- Hali /maisha mazuri
- Mvua nyinyi

4. Sumu YA NDOA

a) Muundo wa shairi

- Kichwa
- Beti
- Mishororo
- Vina
- Vipendo
- Kibwagizo
- Mizani

b) Maudhui

- Utengano
- Mapenzi
- Vita
- Samehe/radhi

- Ndoa
- Majuto

c) Kutusameheana

- Migogoro katika ndoa
- Kukosa furaha
- Umaskini
- Ukosefu wa uaminifu
- Zina

(Alama 07)

d) Bahani ya shaim

- Mathnawi
- Mtiririko
- Sabilia
- Tarbia

e) Maadili yanayopatikana katika shaini

- Kuheshimiana katika ndoa
- Kusameheana katika ndoa
- Kuwa waaminifu katika ndoa
- Furaha ni nguzo kubwa katika ndoa
- Umaskini ni chanzo cha kuvunjika kwa ndoa.
- Kutokusikiliziana ni sumu kubwa ya ndoa.
- Pamoja wapenzi wanaweza kutatua shida za ndoa.

5.

a) Chambua mtindo wa shairi hili

- Shairi lina beti tano
- Shairi lina mishororo minne katika kila beti.
- Shairi lina kibwagizo.
- Shairi lina vina vinavyo badilika kila beti.
- Shairi lina mishororo inayogawanvika.

b)

- Utengano
- Furaha
- Harusi
- Ushairi
- Ndoa
- Kuzaa 'watoto'.

c) Hasia ya mshairi ni uhibi na furaha.

d)

- Mishoro – Ni sentensi zinazopatikana katika kila beti.
- Beti – Ni kifungo cha mishoror katika shairi.
- Lahaja - Vilugha vidogovidogo vya lugha.

- iv. Inkisari – Ufupisho wa maneno idadi ya mizani.
- e)
- i) Muruzukiwe vijana - kuzaa watoto wa kiume.
 - ii) Watwae zenu tabia – kujikinga tabiambaya.
- 6.
- a) Maombi ya wokovu
 - b) Ni kubarikiwa na kuokolewa na mola/ mungu.
 - c) _____
 - d) Maombi kwa mula/kutaka wokovu – kuomba rehema.
 - e) kuwa

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FASIHI YA KISWAHILI

KARATASI YA PILI

2025

SEHEMU A: (Maswali ya lazima)

JIBU LA SWALI 1

(Alama: 33)

Majibu Tarajiwa:

Mwandishi (William Shakespeare) ana malengo mbalimbali katika kuandika tamthilia hii. Lengo kuu linaweza kuwasilishwa kwa kuzingatia vipengele vifuatavyo:

i) Kukosoa unyonyaji wa kibepari

Lengo kuu la mwandishi ni kukosoa mfumo wa kibepari unaoendeshwa na tabaka la mabepari ambalo linawanyonya wafanyakazi na watu wa kawaida.

Anaonesha jinsi mabepari wanavyowanyonya maskini kwa maslahi yao binafsi.

ii) Kuonyesha athari za ukoloni mamboleo

Mwandishi anaangazia jinsi ambavyo nchi zinazoendelea zinatumikishwa na mataifa tajiri kupitia mashirika ya kibepari.

Anaonyesha ukosefu wa haki na usawa katika jamii zilizoathirika na ukoloni mamboleo.

iii) Kupigania haki za wanyonge

Mwandishi anaweka bayana matatizo yanayowakumba watu wa kawaida kama vile akina Lita, Banja, na Sudi.

Analenga kuchochea fikra za mapambano dhidi ya mfumo dhalimu.

iv) Kuibua mwamko wa kisiasa na kijamii

Tamthilia inawahamasisha wananchi kutambua hali yao ya kinyonyaji na kuchukua hatua za mabadiliko.

Ni lengo la kuamsha fikra na kuchochea harakati za ukombozi.

v) Kuonesha mgongano wa kitabaka

Lengo ni kufichua mvutano baina ya tabaka tawala (Mabepari) na tabaka la chini (watu wa kawaida).

Mwandishi anatumia wahusika kama Kado, Banja, na Masha kuonyesha mapambano haya.

vi) Kuonyesha udhalimu na ubinafsi wa watawala

Kupitia wahusika kama Mabepari na Gavana, mwandishi anadhihirisha jinsi viongozi wanavyotumia mamlaka kwa maslahi yao binafsi.

vii) Kuonya dhidi ya kutegemea misaada

Anaonyesha kuwa misaada kutoka kwa wakoloni ni njia ya kuendelea kuwanyonya.

viii) Kuburudisha na kufundisha jamii

Kuwa na mapenzi ya dhati

Kuheshimu ndoa

Kujenga msingi imara wa familia kiuchumi.

Umoja na ushirikiano kama vile, Antonio na rafiki zake.

Kuwashirikisha watu wa familia katika biashara.

Mawasiliano mema na watu.

Kuendeleza utamaduni wa kijamii.

Kuepuka dhuluma.

Wizi wa mali ya mzazi.

Kuwa wazalendo.

Kuwa wavumilivu.

Kufanya kazi kwa bidii.

Kuwa waaminifu.

Tamaa ni mbaya.

Mtenda jamala hulipwa jamala. N.k

Licha ya ujumbe mzito, tamthilia ina burudani – methali, kejeli, ucheshi, nk.

Mpangilio wa Alama:

Ufahamu wa ujumla wa lengo kuu: alama 5

Maelezo ya kina kwa kila hoja: alama $3 \times$ hoja 8 = alama 24

Mtiririko mzuri wa hoja na matumizi sahihi ya lugha: alama 4

Jumla: 33

JIBU LA SWALI 2

(Alama: 33)

Majibu Tarajiwa:

Dhuluma imejitokeza katika nyanja mbalimbali ndani ya tamthilia hii:

i) Dhuluma ya kiuchumi

Mabepari wanawadhulumu wafanyakazi kupitia mishahara midogo.

Wanafanya kazi kwa muda mrefu bila marupurupu.

Wafanyakazi kama Sudi, Banja wanaishi maisha ya dhiki.

ii) Dhuluma ya kijamii

Watu wa tabaka la chini wanaonewa na kunyanyaswa.

Hakuna usawa wa kijamii – tabaka la juu linamiliki kila kitu.

iii) Dhuluma ya kisiasa

Gavana anatumia nguvu na mamlaka vibaya.

Wananchi hawana sauti katika maamuzi ya serikali.

iv) Dhuluma dhidi ya wanawake

Lita anadhulumiwa kama mfanyakazi na kama mwanamke.

Anatishiwa na hata kupoteza kazi kwa sababu ya kuhoji.

v) Dhuluma ya kiakili na kihisia

Tabaka la juu linawafanya wananchi waamini kuwa bila wao hawawezi kuishi.

Wanapewa matumaini ya uongo – "miradi ya maendeleo" ambayo ni njia ya kuwaibia zaidi.

vi) Dhuluma kwa mazingira

Uwekezaji wa mabepari unaleta uharibifu wa mazingira (migodi, viwanda, nk).

vii) Dhuluma kwa wanaharakati

Dhuluma za mapenzi.

Dhuluma ya malipo kidogo.

Dhuluma ya pesa.

Dhuluma ya haki.

Dhuluma ya mali. N.k

Wanaopinga mfumo dhalimu kama Banja wanawekwa ndani, kutishwa au kufukuzwa kazi.

Mpangilio wa Alama:

Kuelewa dhana ya dhuluma: alama 5

Maelezo ya kina kwa hoja 7: alama $3 \times 7 =$ alama 21

Mtiririko mzuri wa hoja na lugha: alama 7

Jumla: 33

JIBU LA SWALI 3

3(a)

Mtahiniwa abainishe hoja zinazochangia ufanisi wa Edipode mpaka kuwa mfalme

Majibu Tarajiwa:

Mchungaji kuokoa maisha ya Edipode.

Edipode kulelewa korinto kwa Merope na Polibo.

Edipode kuenda Delfia kwa Apollo kuangaliwa na kupata ukweli wa usuli wake.

Edipode kutoroka korinto na kuelekea Thebe penye kitovu chake.

Edipode kumuua mfalme Laio-babake bila kujua.

Kuokoa wanathebe na kupata umaarufu.

Kufanya mfalme wa Thebe.

Uzalendo wake wa kuokoa wanathebe.

Kumuoa Jokasta ambaye ni malkia- mamake halisi.

i) Ushujaa na ujasiri wake

Alimshinda jitu la simba mwenye kichwa cha binadamu (Sifoksi).

Ushujaa wake uliokoa Thebe, na ndipo akapewa ufalme.

ii) Busara na akili

Alitatua fumbo la Sifoksi ambalo halikueleweka kwa wengine.

Uwezo huu ulimfanya aheshimiwe.

iii) Haki na kujali watu

Alionyesha kujali watu wa Thebe kwa kuchunguza chanzo cha taabu zao (ugonjwa).

Alijitolea mwenyewe kutafuta suluhisho.

iv) Kupendwa na watu

Watu wa Thebe walimheshimu na kumpenda kwa kuwaokoa.

Hii ilimpa uhalali wa kisiasa.

v) Asili ya kifalme

Ingawa hakujua, alikuwa mtoto wa kifalme (Layo na Jokasta), hivyo alikuwa wa kifalme kwa damu.

Mpangilio wa Alama:

Kila hoja ya msingi: alama $4 \times 4 = 16$

Jumla: 16

3(b)

Majibu Tarajiwa:

i) Kutotii maagizo ya miungu

Alikataa maagizo ya miungu, hasa alipoamua kuchunguza siri ya maisha yake.

Miungu ilishatabiri kuwa atamuua baba na kumuoa mama.

ii) Kiburi na kujiona

Edipode alikuwa na kiburi cha kutokubali ushauri.

Alimtuhumu Teiresiasi kwa njama bila msingi.

iii) Kutokujua asili yake

Kwa bahati mbaya, Edipode alimuua baba yake bila kujua, na kumuoa mama yake.

Hii ilisababisha mkosi mkubwa na anguko la kiutawala.

iv) Laana ya miungu

Maisha yake yalikuwa yamelaaniwa tangu kuzaliwa, kutokana na dhambi ya wazazi wake au tabia ya utawala wa kifalme.

v) Kukosa subira na kufanya maamuzi ya haraka

Alifanya uamuzi wa kuondoka Korintheta bila kutafakari vya kutosha.

Alijitolea kufukuza "muuaji" asiyemjua ni yeye mwenyewe.

vi) Ufunuo wa ukweli

Alipogundua kuwa amemuua baba yake na kumuoa mama yake, alipatwa na mshtuko.

Hatimaye alijichoma macho na kujiuzulu.

Mpangilio wa Alama:

Kila hoja ya msingi (alama 3×5) = 15

Mtiririko na lugha: 2

Jumla: 17 (punguza 1 kufikia 16 kama kuna marudio)

Swali la 4:

Hapa tunatetea kuwa laana ni maudhui makuu, hata kama si "pekee", lakini yanaweza kuonekana kuwa ndiyo kiini cha kila tukio muhimu. Hoja zifuatazo zinaonyesha hilo:

Hoja 15 za Kutetea:

1. Tamthilia inaanza na athari za laana – Tauni kubwa inaua watu Thebani. Chanzo chake ni muuaji wa mfalme Laios ambaye bado yuko huru, jambo ambalo linaaminika kulaani jamii.
2. Laana ya Edipode kutabiriwa tangu utotoni – Edipode alitabiriwa kuwa ataua baba yake na kumuoa mama yake, laana ambayo ilimfuata maisha yake yote.
3. Edipode anafanya kila awezalo kukwepa laana – Anaondoka Korintho ili kuepuka kutimiza laana hiyo, lakini bado anaishia kuitimiza bila kujua.
4. Edipode anamuua baba yake bila kujua – Wakiwa njiani, Edipode anamuua Laios kwenye njia ya makutano, akitimiza sehemu ya laana.
5. Anamuoa mama yake bila kujua – Anaoa Jokasta na kupata naye watoto, pasipo kujua kuwa ni mama yake mzazi – laana inatimia.
6. Tiresias anampa onyo la kiunabii Edipode – Nabii huyo anamwambia kuwa yeye ndiye muuaji wa Laios, jambo ambalo ni sehemu ya laana.
7. Jokasta naye ni mhanga wa laana – Alijaribu kumuua mtoto wake ili aepuke laana, lakini anajikuta amemuoa baadaye – laana hiyo inamwangamiza pia.
8. Ukweli ukifichuka, laana inaendelea kudhuru – Jokasta anajiua, Edipode anajichoma macho – yote ni matokeo ya laana hiyo ya kifamilia.
9. Watoto wa Edipode nao wamo ndani ya laana hiyo – Watoto wa Edipode wanaingia kwenye migogoro ya kifamilia, mfano Antigone, ambao ni matokeo ya uchafu wa laana.
10. Laana ni ya kifamilia na kizazi – Inarithiwa toka kizazi cha Laios hadi kwa Edipode na watoto wake, hivyo inabeba uzito wa kihistoria.
11. Tunaona hali ya kutokuwa na njia mbadala (fate) – Hata juhudi zote za kuepuka laana zinafeli. Maisha ya Edipode yanaongozwa na laana hiyo tu.
12. Uongozi wa Edipode unaharibika kwa sababu ya laana – Alikuwa mfalme bora aliyewaokoa watu dhidi ya jitu la Sphinx, lakini laana inamharibia jina na nafasi.
13. Tamaa ya kujua ukweli inaleta athari ya laana – Edipode alivyoazimia kufichua muuaji wa Laios, anaishia kufichua uhusiano wake wa familia wenye laana.

14. Kujichoma macho ni ishara ya kuadhibu mwenye laana – Hatua ya Edipode ya kujiumiza ni kujipa adhabu kwa kutimiza laana ya kisasi.

15. Tamthilia inamalizika kwa Edipode kufukuzwa – Anaomba kuondoka Thebani na kwenda kuishi uhamishoni kwa kuwa hana tena heshima, heshima iliyomezwa na laana.

Swali la 5:

Tamthilia hii si ya burudani pekee, bali ni kisima cha mafunzo kuhusu maisha, uongozi, familia, kiburi, na hatima ya binadamu. Hapa chini kuna hoja 15 zinazoonyesha mafunzo hayo.

Hoja 15 za Mafunzo kwa Jamii:

1. Umuhimu wa unyenyekevu kwa viongozi – Edipode anapokataa ushauri wa Tiresias na kushuku watu wasio na hatia, anaonyesha kiburi kisicho na tija.
2. Kiongozi mzuri ni yule anayekubali makosa – Edipode, baada ya kugundua ukweli, anakiri makosa yake na kujichoma macho, akichukua jukumu kwa vitendo vyake.
3. Huwezi kukwepa hatima – Juhudi za Edipode na wazazi wake kuepuka laana zinashindikana. Hii inafundisha kuwa kuna mambo ya maisha hayazuiliki.
4. Kiburi huleta maangamizi – Edipode ana kiburi cha kupindukia, anajiona mwerevu kuliko nabii, jambo linalomsababishia maangamizi makubwa.
5. Jamii iheshimu manabii na wazee wenye hekima – Nabii Tiresias alitoa onyo la mapema, lakini hakisikilizwa. Hii inasisitiza umuhimu wa kusikiliza hekima ya wengine.
6. Utafutaji wa ukweli ni muhimu, lakini unaweza kuwa mchungu – Edipode alivyochunguza kisa cha mauaji ya Laios, alipata ukweli wa kuumiza. Hata hivyo, utafutaji wa ukweli huleta haki.
7. Mwanadamu awe na maadili mema hata asipokuwa na taarifa zote – Edipode hakujua kuwa anamwoa mama yake, lakini kosa hubaki kuwa kosa.
8. Dhambi za wazazi huweza kuathiri watoto – Laana iliyoanzia kwa Laios inaathiri Edipode na hata watoto wake, ikifundisha umuhimu wa uadilifu wa vizazi vya mwanzo.
9. Uongozi wa kweli ni kujali maslahi ya watu – Edipode, licha ya makosa yake, alikuwa na dhamira ya dhati kutatua matatizo ya Thebani.
10. Kukiri makosa ni hatua ya kujenga jamii bora – Hatua ya Edipode ya kujiuzulu na kujichoma macho ni njia ya kuonyesha uwajibikaji, jambo la kujifunza na kuigwa na viongozi.

11. Mazingira yanaposhuhudia dhuluma, jamii huathirika – Mauaji ya Laios yanasababisha tauni kubwa, kuonyesha kuwa matendo ya dhuluma huathiri watu wengi.
12. Wanajamii wafanye uchunguzi wa kina kabla ya kuhukumu – Edipode anamshutumu Kreon na Tiresias bila ushahidi wa kutosha, jambo linaloonyesha madhara ya kuharakisha hukumu.
13. Jamii inapaswa kuwa tayari kwa mabadiliko – Thebani ilikubali mabadiliko kwa kuondoka kwa Edipode, jambo linalofundisha umuhimu wa kustahimili hali mpya.
14. Watoto wa kizazi kilichochafuliwa huathirika – Hii inaonekana kwa watoto wa Edipode ambao wanarithi migogoro na hatari zilizotokana na uchafu wa familia yao.
15. Maisha yanaweza kubadilika ghafla – Edipode kutoka kuwa shujaa hadi kuwa mtu aliyejaa aibu na kujichukia ni onyo kwamba maisha hayana uhakika wa daima.

SWALI la 6:

Mtahiniwa anafaa kuonyesha yaliyopo kabla Kati na baada ya dondoo hili la tamathali kijiba Cha moyo..kama vile;

(a)

- Kabla ya dondoo hili tunaona mazungumo Kati ya Sele na Aisha. huku Aisha akimwambia kwamba hana shida na mziki aupenda mziki wowote lamuhimu ni kucheza tu.
- Kati ya dondoo hili, tunaona Sele akikatiza tabasamu lake na kuacha kucheza na Aisha anamuulizi Kuna nini, ingawa Sele haseme lolote. Aonekana kuwa na mawazo mengi pale sebukeni waliko.
- Baada ya dondoo hili Sele anakasirika na kuonyesha huzuni jinsi anavyopelejwa pale alipo kuwa Bado mtoto mdogo. Mtoto ambaye hasikilizwi wala kueleweka maoni yake.

(b) Ufunguzi wa Swali:

"Eleza..." – Hii ina maana unatakiwa kufafanua au kuchambua kwa kina, si tu kutaja kwa orodha.

Kiini cha Swali:

"udhaifu wa Mwafrika" – Hii inamaanisha unapaswa kueleza mambo yanayomfanya Mwafrika aonekane dhaifu, au changamoto na mapungufu anayokumbana nayo, kama yanavyoonyeshwa katika dondoo.

Muktadha:

Unapaswa kutumia mfano, matukio, tabia, au mazungumzo kutoka katika dondoo ili kuonyesha udhaifu huo. Hii inaweza kuwa:

Kutokuwa na umoja

Kuiga mila au tamaduni za kigeni

Kujidharau au kutothamini vya kwao

Kuogopa mabadiliko

Kukubali unyonyaji au dhuluma bila kupinga

(ch).

Ujumbe wa umoja

Madharau

Uoga

Kutothamini n.k.

d). Dondoo hili lina husu;

Kuthamini vya kwetu

Kuwa pamoja kwa hali yoyote

Kuwa wenye kujiuana hali n.k.

e).

Taswira

Maswali balagha (Kuna nini tena)

Kuchanganya ndimi n.k.

f).

Madiili ya kuhishimiana

Maadili ya kujuliana hali

Maadili ya kusikilizana n.k.

Swali la 7:

Mtahiniwa anafaa kuonyesha yaliyopo kabla Kati na baada ya dondoo hili kama vile;

- Kabla ya dondoo hili, wanafamilia ya bwana Binafsi walikuwa kwenye meza wakisubiri bwana mkubwa ili waanze Kula chakula kilicho kuwa kimetayarishwa.. wote waonekana kimya na wanyenyekevu ispokuwa mpya.
- Kati ya dondoo hili, tunaona mgogoro mkubwa kabisa Kati ya baba na mtoto wake mpya ambaye hajashika adabu na kufuata Mila, Sheria na desturi za nyumbani yaani kuheshimu mkuu kwa kutoa sema au kulalamika na lolote.
- Baada ya dondoo hili mpya anaazisha kampeni za kumpiga baba na uongozi wake hadharani kwa kukusanya ummati wa watu.
 - b). Ni mwenye hasira
 - Ni mwenye matusi
 - Ni mpenda anasa na heshima
 - Ni kiongozi mbaya
 - Ni mzazi
 - Ni mwenye amri n.k.
 - Ch).
 - Unyenyekevu
 - Utawala
 - Utii
 - Matusi
 - Migogoro
 - Utengano n.k.
 - d).
 - Mdokezo
 - Maswali balagha
 - Takiri
 - Chuku n.k
 - e).
 - Maadili ya heshima ni kuhishimiana
 - Kuwa wenye upendo
 - Kuwa na ushirikiano
 - Kuheshimu mkeo hadharani n.k.

Swali la 8:

Toa hoja 15.

Tamthilia ya Mizigo inatoa taswira halisi ya jamii yenye matatizo mbalimbali yanayokwamisha maendeleo ya watu. Hali hii inaakisi matatizo yanayowakumba watu katika jamii nyingi leo. Changamoto hizo ni kama zifuatazo:

1. Uongozi mbovu: Kama ilivyo kwa Chokali, viongozi wengi hutanguliza maslahi binafsi badala ya kushughulikia matatizo ya wananchi.
2. Ufisadi: Wizi wa mali ya umma na ubadhirifu kama inavyoonyeshwa na viongozi katika Mizigo, ni kiini cha kudumaa kwa maendeleo.
3. Ukosefu wa haki: Wananchi hukosa haki zao za msingi kama vile huduma bora za afya, elimu, na usalama – hali kama ya kina Namuddu.
4. Umasikini: Wananchi kama vile Namuddu wanaishi katika hali duni sana ya maisha, jambo linalowakwamisha kujiendeleza.
5. Ukosefu wa ajira: Vijana wengi hawana ajira licha ya kuwa na taaluma na ujuzi, kama vile vijana waliorejea kutoka uhamishoni.
6. Utawala wa mabavu: Viongozi wanatumia nguvu na vitisho kuwatisha raia na kukandamiza uhuru wao.
7. Ubinafsi wa viongozi: Kama inavyoonekana kwa viongozi wa serikali wanaowafungia nje wale walioko uhamishoni – hawajali maslahi ya wote.
8. Migogoro ya kisiasa: Tofauti za kisiasa huleta migawanyiko na kuzorotesha maendeleo ya kijamii na kiuchumi.
9. Ubaguzi wa kijinsia: Wanawake kama Namuddu hubeba mzigo mkubwa wa familia huku wakibaguliwa na mfumo dume.
10. Ukosefu wa elimu bora: Elimu duni huzuia watu wengi kutoka kwenye mzunguko wa umaskini.
11. Mabadiliko ya kisiasa yasiyojali raia: Serikali mpya hushindwa kuboresha maisha ya watu wa kawaida – hutumia muda kujilimbikizia mali.
12. Uhamiaji usio na mpango: Wengi hukimbilia uhamishoni kutafuta maisha bora, lakini warudi bila matumaini.

13. Mapambano ya kiitikadi: Migongano ya kiitikadi huacha jamii katika hali ya sintofahamu na hofu.
14. Unyanyasaji wa wanawake: Namuddu anatumiwa vibaya na wanaume bila msaada wowote wa kijamii.
15. Utepetevu wa taasisi za kijamii: Mashirika ya kiraia na taasisi zingine hazitekelezi wajibu wake wa kulinda wanyonge.

Swali la 9a:

"Mwanamke amechorwa na mwandishi kama nguzo katika kuendeleza familia." Thibitisha ukweli huu kwa kuzingatia yaliyomo tamthilia nzima ya Mizigo.

Katika Mizigo, John Ruganda anamwonyesha mwanamke kama mhimili wa familia na jamii licha ya changamoto nyingi. Haya ni baadhi ya mambo yanayothibitisha hayo:

1. Namuddu kama mama mwenye moyo wa kujitolea: Anahangaika kuhakikisha watoto wake wana chakula na mahitaji ya msingi.
2. Mwanamke kama mlezi: Namuddu analea familia katika mazingira magumu bila msaada wa mume.
3. Dhamira ya kujikimu: Anafanya kazi ya usafi jela ili kupata riziki halali.
4. Msimamo thabiti: Licha ya kudharauliwa, Namuddu hasaliti maadili yake au utu wake.
5. Mwanamke kama mwalimu wa familia: Namuddu huwapa watoto mafunzo ya kimaadili kupitia mfano wake wa maisha.
6. Subira na uvumilivu: Anaonyesha uvumilivu mkubwa katika mazingira yenye uonevu na dhiki.
7. Nguzo ya kiroho: Anasimama kidete hata wakati wa misiba au matatizo, akiwafariji watoto.
8. Nguvu ya kimwili na kiakili: Licha ya uchovu, anaendelea kufanya kazi ili kulea familia.
9. Ujasiri wa mwanamke: Anakabiliana na ukatili wa kijamii na kidume kwa uthabiti mkubwa.
10. Mwanamke kama mwokozi wa familia: Bila Namuddu, familia yake ingezama kwenye umaskini zaidi.
11. Ujasiri wa kuishi bila mwanaume: Anapambana na maisha bila tegemeo la mume.
12. Kusaidia jamii kwa ujumla: Anawakilisha wanawake wengi wanaowajibika katika familia zao na jamii.

13. Kuendeleza kizazi: Kwa kulea watoto, anaendeleza kizazi kilicho na maadili na msimamo.
14. Mwanamke kama daraja la matumaini: Namuddu anaonyesha kuwa bado kuna matumaini kupitia kazi na nidhamu.
15. Mwanamke kama mwasisi wa mabadiliko: Kwa mfano wake, anatufundisha kuwa wanawake wanaweza kubeba majukumu makubwa zaidi ya familia.

Swali la 9b:

Mlinganishe mhusika Wamala na kizazi cha leo ukizingatia ujumbe kuntu wa mwandishi John Ruganda.

Wamala ni mhusika mkuu katika Mizigo anayeakisi viongozi waliopoteza mwelekeo baada ya mabadiliko ya kisiasa. Ulinganisho wake na kizazi cha sasa unadhihirisha ujumbe wa mwandishi kuhusu uwajibikaji, matumaini, na kutafakari upya maisha.

1. Wamala ni kiongozi aliyechanganyikiwa: Viongozi wa leo pia hukumbwa na sintofahamu wanaporudi kutoka uhamishoni bila ajira au mwelekeo.
2. Hofu ya kushindwa: Wamala anaogopa kukabiliana na hali halisi – vijana wa leo wengi hukata tamaa mapema.
3. Kuishi katika kumbukumbu: Wamala huzungumzia sana maisha ya zamani – hali inayoshuhudiwa kwa baadhi ya watu wa kizazi cha sasa wanaoshikilia fikra za kale.
4. Kukosa mwelekeo wa maisha: Kama Wamala, baadhi ya vijana leo hukosa dira ya maisha kutokana na changamoto nyingi.
5. Tegemezi: Wamala anategemea mke wake – kizazi cha sasa pia kinao watu wanaotegemea wazazi au wake zao kifedha.
6. Kukosa uwajibikaji: Wamala ni kielelezo cha mzazi asiyejali familia – hali hii ipo kwa baadhi ya wanaume wa leo.
7. Majuto yasiyo na hatua: Wamala anajutia yaliyopita bila kufanya mabadiliko – mfano wa watu wasiotenda licha ya kuona makosa yao.
8. Mwanaume wa mfumo dume: Wamala anaamini mwanamke ni msaidizi tu – fikra ambazo bado zipo kwa baadhi ya wanaume leo.
9. Kukosa mawasiliano na familia: Uhusiano wake na watoto si mzuri – changamoto pia kwa wazazi wa leo wanaokosa muda na watoto.

10. Kukataa kubadilika: Wamala anakataa hali mpya ya kijamii – kama watu wanaokataa teknolojia au mabadiliko ya kifikra.
11. Kuwalaumu wengine kwa matatizo yake: Anaona serikali na jamii ndo chanzo – tabia inayoonekana pia kwa watu wengi leo.
12. Kutokujiamini: Ana wasiwasi kuwa hajakubalika – vijana wengi leo hukumbwa na msongo wa mawazo na kutojiamini.
13. Ulevi kama kimbilio: Wamala anakunywa kupoteza mawazo – tabia inayoonekana kwa vijana wengi wanaokimbilia mihadarati.
14. Kusubiri fursa bila juhudi: Wamala hataki kufanya kazi ndogo – mfano wa vijana wanaosubiri kazi kubwa pekee.
15. Mwito wa mwandishi kwa kizazi kipya: Kupitia Wamala, Ruganda anatufundisha kuwa mabadiliko huanzia na mtu binafsi – si kulaumu au kukimbia.

Swali 10:

Swali 11:

Swali 12:

Mtahiniwa anafaa kuonyesha jinsi Anwani Mkwamo yafaa akitoa maelezo zaidi kupitia hoja zifuatazo;

- Mfalme Mkazo anahotubia watu wake wa kasulenge hususana usaliti.
- Mfalme kasuku anawandaa wapiganaji wake wa Bupomboli.
- Majemedari wanawakataza kufuata mzungu
- Waumini wanabatizwa na kupewa majina ya kizungu.
- Kitimbi anaendelea kushirikiana na Gavana Yohane
- Kupewa silaha na Gavana ili kupigana
- Waumini kichomwa moto kule kamakaa
- Kukamatwa kwa kasuku na Mkazo n.k.

Swali 13:

Mtahiniwa anafaa kutoa utangulizi maalumu

Kisha aonyeshe jinsi tamthilia Mkwamo ina umuhimu mkubwa kwa wasomaji. Kam vile;

- Tamthilia inaonyesha umuhimu wa kuwa umoja.

- Inaelimisha wasomaji kuhusu athari za ukoloni barani Afrika.
- Kuwa wazalendo.
- Kufuata maagizo na amri.
- Kwamba umoja ni nguvu na utengano ni udhaifu
- Vita havina macho.
- Kikulacho ki nguoni mwako
- Mwenye nguvu mpishe. n.k

Swali la 14:

Hoja 10 za kuchambua jinsi ‘dhuluma’ inavyopata kipaumbele:

1. Ukatili wa kitaasisi au utawala – Tamthilia inaonyesha mifano ya ukandamizaji unaofanywa na serikali au nguvu za ukoloni dhidi ya watu mashuhuri au wanyonge.
2. Utekaji huru haki – Hadithi inaonesha jinsi watu wanavyorushwa katika mazingira yasiyo ya haki, kama vile kufungwa bila hatia au kusikilizwa bila haki.
3. Madhila kwa wafanyakazi – Wafanyakazi wanaojitokeza kupigania haki zao wanahukumiwa, kupigwa au kukamatwa—inayoakisi dhuluma ya kiutendaji.
4. Taarifa za propaganda potofu – Serikali au mamlaka hutumia vyombo vya habari kumfanya mtu waoneke kama hatari ili kuiondoa jamii kama sehemu ya kipaumbele cha dhuluma kichwani mwa umma.
5. Ukosefu wa usawa mbele ya sheria – Watu mashuhuri au wenye ushawishi wanaweza kutendea wanyonge ukiukaji wa haki bila kuchukuliwa hatua.
6. Dhima ya jamii kwa wale waliotendewa dhuluma – Hadithi inaonyesha jinsi jamii inaweza kutotetea au hata kunyanyaswa jamii yenye haki.
7. Mabonde ya mwisho wa jamii – Inadhihirisha jamii inayokosa sauti na nguvu— wanaonyanyaswa bila kupinga.
8. Dhamira ya kikatili juu ya elimu – Mara nyingi, kuni kipaumbele kwa dhuluma kwa wanafunzi, walimu au vyuo, ili kuendeleza mfumo mbaya wa elimu au uongozi.
9. Kupuuza sauti za wanawake na wanyonge – Hadithi inaonyesha jinsi sauti na haki za wanawake zinaweza kupuuzwa, hivyo kukiuka haki zao.
10. Mathalani: Athari za kisiasa na kijamii – Dhuluma inaonyesha athari kama hofu, ukata, au kupotea kwa matumaini katika jamii yenye dhuluma.

Mfano: Iwapo hadithi inaonesha mwanamke kama Lanina akitekeleza kazi ya kutetea wanyonge, lakini akakabiliwa na adhabu au udhalimu, hiyo ni dhuluma kwa sababu mamlaka hulificha azma yake, kumfunga au kumkandamiza.

Swali la 15:

a) Hoja 10 za kuonyesha utetezi wake:

1. Hutoa hotuba au matamshi ya kisiasa akimtetea mfanyakazi, mtoto au mwanamke aliyekiukwa haki.
2. Anachukua hatua kwa vitendo – mfano, anatembelea familia zilizopigwa au ambaye aliteswa, kuwasaidia kisheria au mawazo.
3. Anaandika au kuchapisha – anaandaa vipeperushi, maandishi au waraka unaotia moyo watu kupata haki.
4. Anapeana msaada wa kifedha kwa wanyonge ili waendeleo kupigania haki zao.
5. Anapinga amri zenye dhuluma – akipiga kura, kutoa ripoti au kutoa shtaka za kitaasisi dhidi ya mamlaka.
6. Anasimamia maandamano au mikutano ya umma dhidi ya ukoloni au nguvu ya udhalimu.
7. Anawaelimisha wengine juu ya haki zao – kupitia semina, shule, vyama vya kiraia.
8. Anaonyesha gani mateso wanayopata wanyonge – kwa mfano kuwafundisha haki za wafanyakazi walioadhibiwa ajira bila sababu.
9. Anatumia lugha zenye nguvu za uhamasishaji—hizi zinaweza kuibua hisia za haki na usawa.
10. Anaungana na wanazuoni wengine – akipeana mitazamo, mikakati na usaidizi kwa ajili ya haki. Mfano: “Lanina alimwita mwalimu akizungumza juu ya haki za wafanyakazi, akatoa mfano wa dereva aliyepigwa vibaya kwa kupinga mashirika.” (hakuna rasili mbichi; mfano tu)

b) Hoja 10 za semi za kujenga wahusika:

1. “Haki haiwezi kusubiri kwa uoga.” – Inamuinua mtu kuwa jasiri.
2. “Kila uchiwapaswa kupata sauti.” – Inaonesha kuwa kila mtu ana thamani.
3. “Usipige kelele kwa wengine kiasi gani usifanye neema kwa maskini.”
4. “Sauti yangu si yangu peke, ni ya wote.”
5. “Tusaidiane kama ndugu katika kutetea haki.”

6. “Wenye nguvu hawapaswi kuwapotosha walio dhaifu.”
7. “Maumivu ya wanyonge yanalia kwa sauti ambayo hatuwezi kisikia.”
8. “Kukemea dhuluma si chaguo, ni wajibu.”
9. “Mwongoze kwa mfano, sio kwa maneno tu.”
10. “Hakuna haki bila upendo.”

Swali 16:

Kwa kutoa mifano mwafaka kutoka katika mchezo Chema Chajiuza, dhihirisha umuhimu wake kwa wasomaji. Hoja za Umuhimu wa Tamthilia kwa Wasomaji (zikiwa na mifano):

1. Kukuza maadili ya uadilifu na ukweli:

Mhusika Kwatampola ni mfano wa mtu mwadilifu ambaye haogopi kusema ukweli, na mwisho anatumizwa jumba na tajiri Bumaali kwa uaminifu wake.

2. Kukemea tabia ya unafiki na wizi:

Mwandishi anampambanua Bakehena kama mlaghai na mwizi wa vifaa vya ujenzi, jambo ambalo linatufundisha kukataa tabia kama hiyo.

3. Kueleza nafasi ya mwanamke katika jamii:

Wahusika kama Kunihiira na Bi-Akello huonesha hali ya wanawake kuvumilia dhuluma na kutafuta haki zao. Bi-Akello anaachana na mume wake kwa sababu ya dhuluma.

4. Kuhamasisha bidii na uvumilivu:

Kwatampola, licha ya changamoto za maisha, anasonga mbele kwa nidhamu, kazi, na subira hadi anafanikiwa.

5. Kutoa elimu ya kijamii kuhusu ndoa:

Migogoro ya ndoa kati ya wanandoa (kama Kunihiira na Kwatampola, Bi-Akello na mumewe) huonesha changamoto halisi zinazohitaji hekima kuzitatua.

6. Kutoa onyo dhidi ya matumizi mabaya ya madaraka:

Bakehena anatumia nafasi yake kama injiniya kwa tamaa binafsi, lakini anafichuliwa na adhabu inamhusu. Hili linasaidia wasomaji kujua madhara ya ufisadi.

7. Kuonyesha nguvu ya mshikamano na msaada wa kijamii:

Watu kama Bumaali wanaonyesha moyo wa kusaidia watu wema kama Kwatampola. Ni funzo kuwa jamii inaweza kubadilika kwa kuenzi mema.

8. Kuhimiza ndoto na matumaini:

Ndoto ya Kwatampola ya maisha bora haikufifia licha ya changamoto. Anafanikiwa, jambo ambalo linawahamasisha wasomaji kuendelea kuwa na matumaini.

9. Kuwaelimisha wasomaji kuhusu athari za umbeya na usengenyaji:

Wahusika kama Bi-Shogora huonesha tabia mbaya ya kusambaza umbeya, ambayo huathiri jamii na kuharibu mahusiano.

10. Kuwasilisha hali halisi ya kijamii kwa njia ya sanaa:

Mwandishi anatumia visa vya kawaida vinavyotokea majumbani na kazini, hivyo wasomaji wanajifunza kupitia maisha halisi yanayowakabili.

Swali 17:

Hoja kuhusu Matumizi ya Lugha na Mifano ya Mwandishi:

1. Matumizi ya methali na nahau:

Mfano: “Chema chajiiza, kibaya chajitembeza” – methali inayobeba ujumbe mkuu wa kazi nzima kuhusu maadili.

2. Mazungumzo ya kila siku ya watu wa kawaida:

Lugha rahisi inayotumika na wahusika kama Bi-Shogora na Bi-Machu huifanya kazi kuwa halisi na ya kueleweka kwa kila msomaji.

3. Lugha ya kejeli na dhihaka:

Wahusika kama Bi-Machu huongea kwa kejeli akibeza wanandoa au hali ya maisha ya wengine. Hii hutoa burudani na ujumbe wa ndani.

4. Matumizi ya lugha ya picha (taswira):

Mwandishi hutumia taswira kama "moyo wake ulipasuka vipande vipande" kuonyesha maumivu ya kihisia.

5. Matumizi ya maswali ya balagha:

Mfano: "Je, haki ipo kwa maskini?" – maswali haya huamsha fikra na kuonyesha dhuluma zinazokithiri.

6. Kuchanganya lugha fasaha na lugha ya mitaani:

Hii huonyesha utofauti wa tabaka katika jamii na kuipa tamthilia uhalisia. Lugha ya Bi-Machu na Bi-Akello hutofautiana sana na ya Kwatampola.

7. Lugha ya kiswahili sanifu yenye lafudhi ya eneo (Uganda):

Mwandishi hutumia maneno ya Kiswahili yenye mvuto wa Kiafrika kama "nyumbani kwetu Masindi" ambayo huonyesha asili ya kazi.

8. Lugha ya hisia na jazba:

Mifano ya hasira, huzuni, furaha huonyeshwa kupitia kauli zenye msisitizo kama vile “Siwezi kuvumilia tena!”

9. Utohozi na mchanganyiko wa ndimi:

Maneno kama ‘plani’, ‘simenti’ (kutoka plan na cement) – huonyesha athari za muktadha wa kijamii na elimu mseto ya wahusika.

10. Matumizi ya majina ya kinafsi na matumizi ya majina ya ucheshi:

Majina kama Bakehena (analeta balaa), Shogora (mwenye umbeya), yana maana fiche na mchango katika kueleza tabia za wahusika.

Hitimisho la Pamoja kwa Maswali Mawili:

Tamthilia ya Chema Chajiuza ni kazi yenye thamani kubwa kwa jamii kwa sababu inatoa mafunzo ya kimaadili, inakemea maovu, na inatoa matumaini.

Mwandishi ametumia lugha kwa ufasaha – ikiwemo mbinu za kisanaa kama methali, nahau, taswira, na mazungumzo ya kila siku – ili kuwasilisha ujumbe wake kwa njia yenye mvuto na athari kubwa kwa msomaji.

MWISO

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KISWAHILI

Paper 3

2025

KARATASI YA TATU

Mtahiniwa anatakiwa kuonyesha yafuatayo:

1. Utangulizi (alama 2-3)

Ufupisho wa riwaya na mtazamo wa jumla wa swali.

Uoneshwe msimamo wa mtahiniwa kuhusu hoja anayokwenda kuijadili.

Kutajwa kwa jina la mwandishi na kazi husika ni muhimu.

2. Maudhui/Mwili (alama 15-18)

Mtahiniwa ataje hoja mbalimbali (karibu 6–10 au zaidi) na azieleze kwa mifano mahsusi kutoka katika riwaya.

Hoja ziambatane na mifano, uchanganuzi na uhusiano wake na jamii halisi.

Kila hoja yenye maelezo mazuri inaweza kupata alama 2-3.

3. Hitimisho (alama 2-3)

Muhtasari wa yale yaliyosemwa.

Msisitizo wa hoja kuu.

Msimamo wa mwandishi au mafunzo yanayotokana na kazi hiyo.

JIBU LA SWALI LA 1.

Uozo wa maadili na changamoto nyinginezo katika jamii huibuliwa kwa kina kupitia kazi ya fasihi. Kwa kurejelea riwaya ya Utengano, jadili mambo yanayokosolewa na mwandishi kuhusu jamii.

Utangulizi (alama 2-3)

Mwandishi wa riwaya ya Utengano, Said A. Mohamed, anatumia kazi hii kuonyesha matatizo ya kijamii na uozo wa maadili katika jamii.

Riwaya hii inatufichulia matatizo yanayokumba jamii ya Kisasa – ukiukaji wa maadili, unyanyasaji wa wanawake, uonevu, na kuporomoka kwa utu.

Kazi hii inaangazia migogoro ya kitabaka, kisiasa na kiuchumi ambayo mwandishi anaikosoa vikali.

Hoja 15 Zinazokosolewa (alama 15-18)

1. Ufisadi na matumizi mabaya ya mamlaka

Watu wenye mamlaka kama wakuu wa shule au viongozi wanatumia nafasi zao vibaya kwa manufaa binafsi kwa mifano bwana Maksudi anatumia nafasi ya ume kumnyanyasa mkewe na familia kwa ujumla kwa kuwagyima hali zao. Isitoshe ananyanyasa wanajamii.

2. Tabaka la kijamii

Ubaguzi wa kitabaka baina ya walalahoi na matajiri – maskini hawana sauti.

3. Uonevu wa wanawake

Wanawake kama Bi. wananyanyaswa kijinsia, kisaikolojia na kimwili.

4. Ukosefu wa maadili ya dini

Watu wanatumia dini kujificha kitabu. Mifano wake Bwana Makusuudi anamdanganya mkewe Kila wikiendi kwamba anadhuru makaburi na kuenda kuomba Dua ilhali anaenda kwa mke mwenza kazija kufanya mapenzi.

5. Kuzorota kwa mshikamano wa kifamilia

Familia hazina mshikamano; watoto hawaheshimu wazazi na wazazi hawana haya kwa watoto. Kwamfamo Bwana Makusuudi na mwanawe wanapigania mke hadharani bila kujali aibu jambo ambalo linasababisha mfaruku baina Yao.

6. Uzembe wa taasisi za elimu

Elimu imekosa mwelekeo; baadhi ya walimu hawajali maadili ya wanafunzi.

7. Matumizi ya dawa za kulevya

Vijana wengi wanaharibika kwa mihadarati kwa sababu ya kukosa mwelekeo. Mifano Maimuna anatumia pombe jwenye baa.

8. Umasikini na ukosefu wa ajira

Hali ngumu ya maisha inawalazimisha watu kufanya kazi za kudhalilisha. Kwanfano Mhusika Maimuna baada ya kukimbia nyumbani maisha yake yanakuwa magumu na kupata chakula alianza kuimba jwenye mabaa huku akiwa nusu uchi.

9. Mapenzi ya pesa na tamaa

Watu wengi wako tayari kusali maadili kwa ajili ya fedha. Mifano bwana Maksudi alimsali mwanasururu kuchukua mali yake.

10. Migogoro ya kifamilia

Migogoro mingi hutokana na kutoelewana au kutotimiza wajibu. Mifano wake ni mkewe Bwana Maksudi ambaye alivunja Sheria za mmewe kwa kuingiza mkunga ndani ya kasri kinyume na amri za mumewe. Mwishowe ugomvi na kusambaratika kwa famili.

11. Ukoefu wa heshima kwa utu wa binadamu

Watu wanachukuliwa kama vyombo vya starehe au faida. Mifano Makusuudi anatumia kazija kama nafasi ta kutuliza fikra ndio maana Kila wikiendi anakuenda kwake kufanya mapenzi nae.

12. Ubakaji na udhalilishaji wa kijinsia

Wengine hujipatia fedha kwa kuwadhulumu wanawake au wasichana. Makusuudi alimdhulumu mwanasururu. Pia James alitaka kumbaka Maimuna kwenye baa.

13. Ukoefu wa haki katika vyombo vya sheria

Mahakama na polisi wamepoteza dira; haki hainunuliwi kwa pesa.

14. Uhuru wa vyombo vya habari kupuuzwa

Uandishi huru haupo tena – habari huzimwa au kuchezewa.

15. Ukoefu wa mshikamano wa kitaifa

Watu wanagawanyika kwa misingi ya udini, ukabila au matabaka.

Hitimisho (alama 2-3)

Mwandishi anaonyesha kuwa jamii yetu inakumbwa na matatizo mengi ya kimaadili yanayostahili kurekebisha.

Kupitia riwaya ya Utengano, anatumia kuwa ni lazima kuamka na kurekebisha maovu haya kabla hayajatawala kabisa.

Hii ni kazi ya fasihi ya kijamii yenye lengo la kuibua fikra za mabadiliko.

JIBU LA SWALI LA 2.

> Mwanamke katika jamii nyingi za kiafrika amekuwa na nafasi yenye changamoto nyingi. Kwa kurejelea riwaya ya utengano, eleza jinsi mwandishi alivyoonyesha uhalisi wa hali ya mwanamke katika jamii hizo.

Utangulizi (alama 2-3)

Katika riwaya ya Utengano, mwanamke ameoneshwa akiwa katika hali ya unyonge, manyanyaso, na kupuuzwa.

Said A. Mohamed anatumia wahusika wa kike kuonyesha namna jamii inavyomnyima mwanamke nafasi sawa na mwanaume.

Anaibua changamoto nyingi wanazokumbana nazo wanawake wa Kiafrika.

Hoja 15 Kuhusu Hali ya Mwanamke (alama 15-18)

1. Unyanyasaji wa kijinsia

Kazija anadhalilishwa na wanaume waliomzunguka.

2. Ukatili wa majumbani

Wanawake wengi huishi kwa mateso majumbani mwao wakinyanyaswa na waume zao.

3. Ukosefu wa uhuru wa kuamua

Maamuzi mengi hufanywa kwa niaba ya wanawake; hawana sauti.

4. Mwanamke kutumika kama chombo cha starehe

Wanawake hutumika kutimiza tamaa za wanaume bila kujali hisia zao.

5. Kunyimwa elimu

Baadhi ya familia hazimpi kipaumbele msichana katika elimu. Mifano maimuna

6. Utandawazi na mmomonyoko wa maadili

Wanawake huingia katika biashara ya ngono kutokana na mazingira magumu.

7. Ukosefu wa ajira

Mwanamke hana fursa nyingi za ajira kama mwanaume, hali inayomfanya ategemee wanaume.

8. Mimba za utotoni

Wasichana wengi huathirika kwa kupata mimba wakiwa bado shuleni.

9. Ubaguzi katika ndoa

Wanawake wengi hulazimishwa kuolewa au kudhulumiwa ndani ya ndoa.

10. Matumizi ya mwili kwa faida

Baadhi ya wanawake hulazimika kutumia miili yao kujipatia kipato.

11. Unyanyapaa dhidi ya wanawake waliokosa watoto

Jamii huwakejeli wanawake wasiozaa, kama vile wana kasoro.

12. Kufungwa katika majukumu ya kijadi

Mwanamke huona jukumu lake ni kulea tu na kutunza nyumba bila malipo au kutambuliwa.

13. Ukosefu wa usawa katika maamuzi ya kijamii

Mwanamke hana nafasi ya kuwa kiongozi au kutoa maoni katika jamii.

14. Migogoro ya kifamilia inayomuumiza mwanamke zaidi

Mwanamke hulaumiwa hata kama siye chanzo cha matatizo.

15. Mapenzi ya kutumia wanawake kisiasa au kibiashara

Wanawake huchezewa tu kwenye kampeni au biashara za wanaume.

Hitimisho (alama 2-3)

Mwandishi anaonyesha kuwa mwanamke wa Kiafrika anakumbwa na changamoto nyingi zinazodhoofisha hadhi yake. Kupitia kazi hii, anatoa wito wa mabadiliko na kuenzi usawa wa kijinsia. Mwanamke ni mhimili wa jamii, hivyo anastahili kuthaminiwa na kulindwa.

JIBU LA SWALI LA 3:

Katika jamii nyingi za leo, wananchi hukumbwa na matatizo yanayowakandamiza kijamii, kiuchumi na kisiasa. Kwa kurejelea riwaya ya Kiu, jadili jinsi matatizo hayo yanavyoendelea kuathiri maisha ya watu wa sasa.

UTANGULIZI

Jamii ya leo inakumbwa na matatizo mengi ya kijamii, kiuchumi na kisiasa ambayo huathiri maisha ya wananchi wa kawaida. Riwaya ya Kiu ya Mohammed Said Abdulla inaakisi hali hiyo kwa kina kwa kuonesha uhalisia wa maisha ya watu wanaotaabika kutokana na usaliti, tamaa ya

mali, ukosefu wa uongozi bora, mapenzi ya uongo na matumizi mabaya ya madaraka. Matatizo haya yaliyopo katika riwaya bado yanaendelea kushuhudiwa katika jamii ya sasa, yakiharibu ndoto na matumaini ya wengi.

HOJA 15 ZA MAUDHUI

1. Usaliti unaovunja moyo wa jamii

Idi ni mfano halisi wa msaliti. Anasaliti mzee Mwinyi ambaye alimchukua kama mwanawe. Badala ya kumfikishia Bahati ujumbe wa mapenzi kutoka kwa Mwinyi, Idi anamdanganya na kuoa Bahati mwenyewe. Hali hii inaonekana leo ambapo watu wanaowekeka imani hutumia nafasi hiyo kuumiza wengine.

2. Tamaa ya mali na nafasi za juu

Idi anaonyesha tamaa ya mali kwa kutumia nafasi yake kama dereva kujipenyeza kwenye familia ya Mwinyi kwa faida binafsi. Jamii ya sasa imejaa watu wenye tamaa kubwa ya madaraka na utajiri, hata kwa njia haramu.

3. Mapenzi ya maslahi

Idi anamwoa Bahati kwa sababu ya mali na hadhi yake, si kwa upendo wa kweli. Baada ya miaka mitano anamuacha na kwenda kwa Rehema, binti wa Mwinyi. Hali hii inaathiri jamii ya sasa ambapo ndoa nyingi huvunjika kwa sababu ya kutopendana bali kutamani mali.

4. Ukosefu wa uaminifu

Idi hana uaminifu kwa Mwinyi, mtu aliyempa kazi na hifadhi. Jamii ya sasa pia ina watu wanaokosa uaminifu kazini, nyumbani na hata serikalini, hali inayovuruga maendeleo ya kijamii.

5. Migogoro ya kifamilia

Usaliti wa Idi unasababisha kuvunjika kwa ndoa yake na Bahati, na migogoro katika familia ya Mwinyi. Hali kama hii imeenea leo ambapo familia nyingi hugawanyika kutokana na uongo, tamaa na ukosefu wa mawasiliano.

6. Ukandamizaji wa wanawake

Bahati na Rehema wanaoneshwa kama waathirika wa matamano ya wanaume kama Idi. Wanawake katika jamii ya sasa pia hukandamizwa kihisia, kimwili na hata kiuchumi kwa sababu ya mfumo dume.

7. Mapenzi ya uongo

Idi anatangaza upendo wa uongo kwa Bahati kisha kwa Rehema, akihamisha hisia kwa manufaa yake tu. Mapenzi ya aina hii ni tatizo kubwa katika jamii ya sasa, hasa kwa vijana.

8. Kifo na maumivu ya kihisia

Mwinyi anakufa akiwa na huzuni kubwa kwa sababu ya kusalitiwa na mtu aliyempenda kama mwanawe. Kifo chake ni mfano wa watu wanaokufa kwa msongo wa mawazo unaotokana na usaliti wa wale waliowaamini.

9. Mfumuko wa maadili

Tabia ya Idi ni kielelezo cha kuporomoka kwa maadili. Hali hii inaendelea leo ambapo watu hufanya lolote kwa ajili ya mafanikio binafsi, wakisahau utu na heshima.

10. Matumizi mabaya ya nafasi ya kazi

Idi kama dereva alitakiwa kuwa mlinzi na mtiifu kwa mwajiri wake. Badala yake alitumia nafasi hiyo kwa maslahi binafsi. Jamii ya sasa ina watu wengi wanaotumia ofisi na nafasi walizopewa kufanya uovu.

11. Kutowajibika katika mahusiano

Idi anamuoa Bahati, kisha anamtelekeza. Hii inaonyesha ukosefu wa uwajibikaji. Tatizo hili linaathiri ndoa nyingi leo, ambapo watu hukimbia majukumu yao ya kifamilia.

12. Kukosekana kwa huruma

Idi hana huruma kwa Mwinyi wala Bahati. Anaendesha maisha kwa ubinafsi. Hali hii inaonekana leo ambapo watu huumiza wengine pasipo kujali.

13. Ukosefu wa mawasiliano ya kweli

Mwinyi hakuongea moja kwa moja na Bahati bali alitumia Idi, jambo lililopelekea usaliti. Katika jamii ya sasa, ukosefu wa mawasiliano ya moja kwa moja husababisha migogoro mingi.

14. Uongozi mbovu wa kimaadili

Idi anaonyesha mfano wa mtu asiyefaa kuaminiwa. Kama binadamu aliyepewa wajibu, alipaswa kuwa kiongozi bora wa maadili. Hali ya sasa ina viongozi wengi wa familia au jamii wanaoshindwa kuishi kwa maadili.

15. Athari kwa kizazi kijacho

Baada ya kuharibu familia ya Mwinyi, Idi anamhadaa pia Rehema. Hii inaashiria kuendelea kwa mzizi wa uovu hata kizazi kijacho. Hali hii huathiri watoto na vijana wa sasa, wanaokosa mifano bora ya kuiga.

UJUMBE

Usaliti huleta maumivu na migogoro mikubwa.

Tamaa ya mali huharibu mahusiano ya kijamii.

Mapenzi ya kweli yanahitaji uaminifu, si maslahi.

Matumizi mabaya ya nafasi huleta uharibifu mkubwa.

Kukosa maadili huathiri kizazi cha sasa na kijacho.

HITIMISHO

Kwa kuhitimisha, riwaya ya Kiu inaonyesha wazi jinsi matatizo ya kijamii, kiuchumi na kisiasa yanavyoathiri jamii. Usaliti wa Idi ni mfano wa changamoto nyingi zinazowakabili watu leo. Kupitia kazi hii, jamii ya sasa inaweza kujifunza athari za maovu na kuchukua hatua madhubuti kurekebisha mwenendo wa kijamii.

JIBU LA SWALI 4:

Mtahiniwa atoe utangulizi Kisha aeleze yafuatayo;

1. Inafundisha umuhimu wa uaminifu

Kupitia mfano wa Idi ambaye anamsaliti Mwinyi, riwaya hii inafundisha vijana kuwa waaminifu, hasa wanapoaminiwa katika nafasi mbalimbali.

2. Inapinga tamaa ya mali na vyeo

Kizazi cha sasa kinakumbushwa kwamba tamaa ya mali kama ile ya Idi huleta madhara. Hili huwasaidia kuishi kwa uadilifu na kuridhika.

3. Inasisitiza maadili mema

Riwaya inawafundisha vijana kuwa na maadili bora kama njia ya kujiepusha na migogoro ya kijamii inayosababishwa na uovu.

4. Inatahadharisha dhidi ya mapenzi ya maslahi

Bahati na Rehema wanakuwa wahanga wa mapenzi ya kihila. Hii huwasaidia vijana kuchagua wapenzi kwa msingi wa upendo wa kweli, si mali.

5. Inahimiza uwajibikaji katika mahusiano

Kizazi cha sasa hufundishwa kuchukua majukumu ya kifamilia kwa uzito, kinyume na Idi aliyekimbia ndoa na majukumu yake.

6. Inapinga matumizi mabaya ya nafasi kazini

Idi kama dereva alitakiwa kuwa mwaminifu kwa Mwinyi, lakini akatumia nafasi yake vibaya. Somo hili linafaa kwa vijana waliopo kazini au kazini baadaye.

7. Inahamasisha kupambana na usaliti

Kwa kuonyesha madhara ya usaliti, kazi hii inawapa vijana hamasa ya kuwa waadilifu katika mahusiano ya kijamii na kikazi.

8. Inaelekeza kuhusu hatari ya kuporomoka kwa maadili

Kupitia tabia za baadhi ya wahusika, jamii ya sasa inaonywa dhidi ya kupoteza maadili, jambo linalotishia mshikamano wa jamii.

9. Inafundisha madhara ya ukosefu wa mawasiliano ya moja kwa moja

Mwinyi hakuongea moja kwa moja na Bahati, jambo lililofungua mlango kwa Idi kusaliti. Hili linafundisha vijana kuwa wawazi na wa moja kwa moja.

10. Inaibua umuhimu wa kujiamini

Bahati anajikuta katika mateso kwa kutokuwa na sauti ya kujitetea. Riwaya hii inawahimiza vijana wa kike na wa kiume kuwa jasiri na kujiamini.

11. Inahimiza huruma na utu

Riwaya inafundisha kuwa na utu kwa wengine, kinyume na Idi aliyewadhulumu waliomsaidia. Kizazi cha sasa kinafundishwa kuwa na moyo wa huruma.

12. Inatufundisha kuhusu athari za msongo wa mawazo

Mwinyi anakufa kutokana na huzuni ya kusalitiwa. Kazi hii inasisitiza kuzungumzia matatizo na kuepuka msongo wa mawazo.

13. Inaonyesha athari za matendo yetu kwa vizazi vijavyo

Idi anaharibu kizazi kwa kumtendea vibaya Rehema, binti ya Mwinyi. Hili linawafundisha vijana kuishi kwa kujali athari za matendo yao kwa jamii na familia zao.

14. Inatufundisha kuwa na heshima kwa waliotutangulia

Kama Mwinyi alivyompa Idi nafasi ya maisha bora, kazi hii inahimiza heshima kwa wakubwa na wale waliotufanikisha.

15. Inalenga kuamsha fikra za vijana kuhusu haki na wajibu wao

Riwaya ya Kiu inawapa vijana mwanga wa kutambua haki zao, lakini pia wajibu wao katika kujenga jamii yenye uadilifu, upendo na usawa.

HITIMISHO

Kwa kumalizia, riwaya ya Kiu ni zana muhimu kwa kizazi cha sasa katika kuelewa matatizo ya kijamii, kiuchumi na hata kimaadili. Kupitia maudhui yake yenye uzito na wahusika waliojaa funzo, kazi hii huwasaidia vijana kutambua hatari zinazowakabili na kuwapa mwelekeo wa maisha ya heshima, uaminifu, na maadili mema. Bila shaka, mchango wa kazi hii kwa jamii ya sasa ni mkubwa mno.

Hapa chini kuna hoja 15 zinazoeleza jinsi mwandishi wa riwaya ya Nguvu ya Sala alivyoonyesha sala kuwa ngao ya mtu dhidi ya matatizo ya maisha, pamoja na maelezo mafupi kwa kila hoja:

JIBU LA SWALI LA 5

Swali la 5 lahitaji mafundisho ya bibilia ilivyowasaidia wahusika

- Mary kasiva anapojiunga na ukristo anaacha umalaya**
- Susan anamfukuza rose na mtihani aliopewa na mwalimu kwa sababu anaamini dini**
- Richard ngunze anawafunza wanawe bibilia kila jumapili**
- Susan anakataa uchumba wake mwalimu octavian akidai si mafundisho ya bibilia**

1. Sala kama tumaini la mwisho

Wakati njia zote za binadamu zinaposhindikana, mhusika mkuu hujikuta akikimbilia sala, akiamini ni msaada wa mwisho kutoka kwa Mungu.

2. Sala kama chanzo cha faraja ya ndani

Katika mateso na huzuni, sala humletea mhusika utulivu wa moyo na nafsi, hali inayoonyesha kuwa ni ngao dhidi ya msongo wa mawazo.

3. Sala kama mawasiliano ya binafsi na Mungu

Sala huonyeshwa kama njia ya mhusika kuzungumza na Mungu moja kwa moja, bila kupitia mtu mwingine, jambo linalompa hisia ya ukaribu na Mungu.

4. Sala kama chombo cha kupambana na hofu

Wakati mhusika anapokumbwa na woga juu ya maisha au kifo, sala humsaidia kushinda hofu hiyo na kuendelea kuishi kwa matumaini.

5. Sala kama kinga dhidi ya vishawishi

Mwandishi anaonyesha jinsi sala inavyomfanya mhusika asikubali kushawishiwa kutenda uovu hata anapokabiliwa na hali ngumu ya maisha.

6. Sala kama njia ya kupokea hekima

Mhusika husali ili kupata mwongozo wa Mungu katika kufanya maamuzi magumu, na mara nyingi hupata suluhisho baada ya sala.

7. Sala kama chanzo cha nguvu ya kuendelea kupambana

Katika wakati wa udhaifu wa kimwili au kisaikolojia, mhusika hupata nguvu mpya baada ya kusali, akiendelea kupambana na hali yake.

8. Sala kama kitulizo cha maumivu ya kimwili na kiakili

Wakati mwingine mhusika anaumwa au yuko katika hali ya kuteseka, lakini hupata nafuu au subira kupitia sala.

9. Sala kama ulinzi dhidi ya maadui wa maisha

Mwandishi anaeleza kuwa mhusika anapokumbwa na mateso kutoka kwa watu au jamii, sala humsaidia kuvumilia na hata kuwasamehe.

10. Sala kama njia ya kumshukuru Mungu katika magumu

Hata akiwa kwenye matatizo, mhusika huendelea kumsifu Mungu kwa sala, akionyesha imani ya kweli na kumshukuru licha ya hali ngumu.

11. Sala kama njia ya kutafuta msamaha

Wakati mhusika anapojihisi ametenda dhambi au kosa, hutumia sala kama njia ya kutubu na kupata msamaha kutoka kwa Mungu.

12. Sala kama ushahidi wa maisha ya kiroho yenye kina

Mwandishi anamtumia mhusika kuonyesha kwamba mtu anaweza kuwa na uhusiano wa karibu na Mungu kupitia maisha ya sala ya mara kwa mara.

13. Sala kama njia ya kuleta mabadiliko

Baada ya sala ya dhati, hali za maisha ya mhusika hubadilika – aidha anapata kazi, uponyaji au msaada wa kimwili au wa kijamii.

14. Sala kama chombo cha kuvumilia mateso ya muda mrefu

Mhusika huonyesha subira katika matatizo yanayodumu muda mrefu, kwa sababu anakuwa na imani kuwa Mungu atasikia sala zake kwa wakati wake.

15. Sala kama msingi wa matumaini yasiyokoma

Hata mambo yanapokuwa magumu kupita kiasi, sala humfanya mhusika asikate tamaa kabisa – akiwa na hakika kwamba kuna mwanga mbele.

Hitimisho la jumla:

Katika hoja hizi, mwandishi anaweka wazi kuwa sala si tu ibada ya dini bali ni ngao madhubuti inayolinda nafsi, moyo na akili ya binadamu dhidi ya mikikimikiki ya maisha ya kila siku. Anaifanya sala kuwa mhimili mkuu wa maisha ya kiroho ya mhusika.

JIBU LA SWALI 6:

. Masuala muhimu hapa ni maudhui au ujumbe;

- dini
- elimu
- migogoro
- mapenzi na ndoa
- ukatili
- usaliti
- unafiki
- umalaya
- nafasi ya mwanamke
- chuki na kadhalika

JIBU LA SWALI 7:

Mtahiniwa aonyeshe jinsi mhusika Baraka alivyobarikiwa. Kwamfano:

- Alibarikiwa kupata gari jingine baada ya askari polisi kukatiza like lililokuwa limewabeba abiria wengi
- Baada ya kifo Cha mama Ami wake Baguma alimlipia Karo ya shule.
- Alibarikiwa kupata kazi katika kampuni ya Raviraj
- Kondakta alimsamehe nauli baada ya kuibwa
- Anabarikiw na mpenzi ampendae madikizela
- Usaidizi wa Afande karimu kwake ili apige simu
- Alikuwa miongoni mwa wliopewa kazi katika kituo Cha ndege
- Mshahara wake ulibarikiwa na mola akanunua kiwanja na kujenga nyumba. N.k.

JIBU LA SWALI LA 8:

Mtahiniwa anafaa kutoa utangulizi sahihi

Kisha aonyeshe jinsi maudhui ya Baraka yanavyopewa kipaumbele katika riwaya.

Kwa upande mwingine aonyeshe maudhui engine. Kwamfano;

- Baraka ya kufanya kazi kwa kituo Cha ndege
- Baraka ya kupata msaada wa kuendeleza Masombo
- Baraka ya kupata mpenzi Mwema
- Baraka ya kupata mshahara
- Baraka ya kusaidiwa na Afande polisi
- Baraka ya kupendwa na watu n.k.

Kwa upande mwingine aonyeshe maudhui kama;

- Maudhui ya mapenzi
- Maudhui ya vifo
- Maudhui ya elimu
- Maudhui ya utamaduni
- Maudhui ya mabadiliko
- Maudhui ya utajiri
- Maudhui ya utengano
- Maudhui ya ufisadi
- Maudhui ya ulevi
- Maudhui ya urafiki
- Maudhui ya usaliti n.k.

JIBU LA SWALI LA 9.

- a). Hapa mtahiniwa anafaa kutoa utangulizi unaofaa lafu Kisha aeleze jinsi wanarai ya kiwachema walivyoathirika kutokana na migogoro mbalimbali huku akinukuu mifano kuntu. Kama vile:
 - Mdororo wa kiuchumi
 - Uhaba wa bidhaa muhimu
 - Mauaji ya halaiki.
 - Watu wengi walijeruhiwa vibaya
 - Uhamaji wa wasomi kama walimu.
 - Ulipizaji wa visasi.
 - Uzorotaji wa huduma za kijamii.
 - Ukosefu wa ajira.
 - Mmomonyoko wa maadili.
 - Mfumuko wa bei za biashara.
 - Ongezeko kubwa la watoto yatima.
 - Ongezeko la ombaomba mitaano.
 - Kusambaratika kwa miji na famili.
 - Kivunjika kwa ndoa.
 - Ongezeko kubwa la uharifu.
 - Mmnuko mbaya wa harufu ya maiti. N.k.
- b). Changanua hatua unaweza tumia ili kulijenga taifa jipya. Kama vile:
 - Kutumia lugha ya pamoja ili kuepuka ukabila kama kiswahili.
 - Kuheshimu na kulinda haki za kibinadamu.
 - Kuboresha elimu mahali kote nchini kiwachema.
 - Kuelimisha watu kuchagua viongozi wazalendo.
 - Kuwa mzalendo kimaendeleo na matendo.
 - Kuhifafhi Mila na desturi Bora.
 - Kuwa na kamati Bora na yenye ukabila tofauti katika uongozi wa taifa.
 - Kufanya kazi kwa bidii.
 - Kudhibiti tofauti za wananchi wote kiwachema.
 - Kuwa kiongozi muungwana.
 - Kupinga viongozi wanafiki.
 - Kuelimisha demokrasia nchi nzima.
 - Kupiganisha chuki Kati ya watu. N.k.

JIBU LA SWALI 11

Mtahiniwa anafaa kutoa utangulizi wake kuhusu SWALI.

Pili aonyeshe tamathali zinayoipamba lugha katika ujumbe wa uchungu wa mwaridi kama:

- Taswira
- Methali
- Utohozi
- Tashbihi
- Tanakali za sauti
- Takriri
- Chuku n.k.

JIBU LA SWALI 12

Mtahiniwa anafaa kutoa utangulizi wake

Aonyeshe ujumbe uliyomo riwaya Uchungu wa mwaridi kama:

- Ndiyo yaliyomo mi ujumbe
- - usaliti
- - mapenzi na ndoa
- - uongozi mbaya
- - ukatili
- - bidii
- - biashara
- - migogoro
- - utengano
- - umalaya na kadhalika

JIBU LA SWALI 10

a). Mtahiniwa anafaa kutoa utangulizi na Kisha aeleze mbinu za uandishi alizotumia mwandishi wa riwaya kufakuzikana. Kwamfano:

- Ilani - Ile iliyokuwa ikiwatishia wakanju kutimuliwa korosho.
- Baruga: mifano baruga ya nana kwa wazazi wake.
- Magazeti: kama vile sauti ya kiwachema likichapisha habari.
- Jarida: kama like la jerumani alilpatia Akida
- Matangazo ya radio na runinga BBC
- Nyimbo za kishairi. Kama wimbo wa Akida kwa Tim na Pamela.
- Ndoto: haswa ndoto za Akida n.k.

b). Kuna Yale vijana wanayojifunza hususana uhusiano wa Akida na Tim. Mifano;

- Kuwa na urafiki wa dhati.
- Kuwa na mapenzi ya dhati.
- Kuwa wasaidizi.
- Kuwa na huruma.
- Kuepuka ukabila
- Kutokuwa wabaguzi.
- Kusameheana Kila mara.
- Kuwa waadilifu na wema kwa wenzio n.k.

JIBU LA SWALI 11.

Mtahiniwa anafaa kutoa utangulizi Kisha aeleze tamathali za semi alizotumia mwandishi wa riwaya Uchungu wa mwaridi kutekeleza ujumbe kwa wasomi. Kama vile:

- Methali
- Taswira
- Majazi
- Nahau
- Utohozi
- Kuchanganya ndimi
- Takriri
- Tashbihi
- Tanakali za sauti n.k.

JIBU LA SWALI 12.

Mtahiniwa atoe utangulizi

Aeleze Yale masuala yanayojitokeza katika riwaya kama vile:

JIBU LA SWALI 13:

a). Mtahiniwa aeleze yaliyopo kabla , Kati na baada ya dondoo la uhasama kilimani. Mifano;

- Kabla ya dondoo wanabunyangabo walikuwa wakitoka mijini na vijini makwao kuelekea kwenye mkutano uliokuwa umeitishwa na Mfalme.
- Kati ya dondoo, tunaona wananchi wamekusanyika uwanjani huku wakisikiliza na kufurahia mazungumo(hotuba) ya mfalme kuhusu umuhimu WA umoja, na kuwakanya kuishi pamoja kuepuka ukabila baina ya Abasukali.na Abaswagha.

- Baada ya dondoo hili, wanabunyangabo walitawanyika kurudi makwao wakiwa na shangwe kutokana na mazungumo ya mfalme, wakasameheana na kuanza kuishi vyema bila vita vya kikabila tena.

b).

- Umoja
- Ushauri
- Ushawishi
- Ufalme
- Utawala
- Ushirikiano
- Uzalendo
- Utii
- Unyenyekevu n.k.

Ch).

- Chuku
- Majazi
- Taswira
- Methali
- Kisengere nyuma
- Kisengere mbele
- Taharuki.

d).

- Kuwa wazalendo
- Kuwa na ushirikiano
- Kuepuka ukabila
- Kuwa msikilizaji
- Kuwa mwenye huruma na utu
- Kuwa kiongozi mwenye msimamo thabiti
- Kuwa kiongozi mwadilifu
- Kuwa na uhusiano mwema na watu
- Vita vya kikabila ni silaha kubwa ya uadui. N.k.

e).

- Mandhari ya dondoo hili ni;
- Mandhari ya Mji Bwera
- Mandhari ya kilima chema
- Mandhari ya Bunyangabo

JIBU LA SWALI 14:

a). Hapa mtahiniwa anafaa kueleza yaliyopo kabla, Kati ya na baada ya dondoo la Jitihada zafuadafu. Kama vile:

- Kabla ya dondoo hili mhusika Masombo alirudi nyumbani usiku wa manane na akakuta mkewe Nabuduwa akiumwa uchungu wa uzazi. Alibisha mlango wa dadake Mwema na kumwambia yaliyopo Kisha waka pata sala kwa mama ili kuanza safari hadi hospitalini usiku huo huo.
- Kati ya dondoo hili Nabuduwa anaumwa na kulalamika akionyesha uchungu wa uzazi anaopitia kumza mwana ingawa walimkuta mkunga ametokomea na usingizi, walibisha mlango wakashindwa kujibiwa. Ila wa awake waliopo hospitali walifanya alakuli hali kumsaidia Nabuduwa kujifungua vizuri.
- Baada ya dondoo hili, Masombo, Nabuduwa na nduguye Mwema walishika zakwao na kurudi nyumbani. Walikaribishwa na mama kwa shangwe alafu wakaita mzee kibiti kumpa jina Nabwire mtoto aliyekuwa amezaliwa usiku. Walichinja mbuzi na kufuata Mila za utamaduni wao.

b).

- Kuchanganya ndimi (wapi gloves)
- Maswali balagha (Hili ni nini?)
- Tashbihi (Nilihisi ghadhabu zikinipanda kama maji ya kilima joto la mgonjwa)
- Takriri (Mischana mweusi ti ti ti) n.k.
- Methali
- Nahau

Ch.

- Uvumilivu
- Hongo/ Rushwa
- Usaidizi
- Chuki
- Utu
- Huruma.

d).

- Kwamba maskini hana lakusema
- Pesa ndio sabuni ya roho
- Mvumilivu hula mbivu
- Subira huleta kheri
- Kuwa msaidizi
- Kuwa na huruma.n.k.

e). Masombo

- Ni mvumilivu
 - Ni mwingi wa hasira
 - Ni mwenye mapenzi
 - Ni mwenye huruma.
- Mkunga
- Ni mwenye matusi
 - Ni mpenda pesa
 - Hana huruma
 - Ni mwenye hasira
 - Mfanya kazi kwa ajili ya pesa n.k.

MWISO

P366/1

LUSOGA

Paper 1

2025

EKITUNDU A

OLULIMI N'EMPANDIIKA YAALWO

Iramu ebibuuzo byona byona mu kitundu kino.

1. (a) (obubonero 02)
- (i) Tapenensi mukazi mukalamu.
 - (ii) Byobona n'omughala yenka omulema ku kyalo kyaife.
- (b) (obubonero 02)
- (i) Bapunta
 - (ii) Bagoma
- (c) (obubonero 02)
- (i) Limisa kitegeeza okulima nga oli n'ekiri kukuyambaku okugeza Jowani alimisa mbago mpyaka.
 - (ii) Limika kitegeeza okulima aghantu nga ghagonvu okugeza olubimbi lwebatugheire lubeire lulimika.
 - (iii) Temerera kitegeeza okutema ekintu ng'oli n'ekigendererwa okugeza temerera omuti ogwo gugwe.
 - (iv) Temera kitegeeza okutema ekintu ng'oli n'ekiri kukuyambaku.
- (d) (obubonero 02)
- (i) GU – gusaadha, gute, gukazi
 - (ii) MI – misota, miti, mipiira
- (e) (obubonero 02)
- i. Emere ya Dhabanji eriiriibwa.
 - ii. Enkoko dha Kikwidha dhaibibwa.
- (f) (obubonero 02)
- Enhuguta ey'okunsaya “B” eghanga okuyimbibwa eibiri aghalala mu kibono okwigumiza kwirobozi okugeza, bbaabba, bbookisi, bbuutusi.
 - Enhuguta edh'okunsaya “B ni P” dhikulembere enhuguta dhi wona ghemba dhonka W ni Y okugeza bwana, byana mpwapulo, mpyaka.

- Enhuguta edh'okunsaya dhikulemberwa enhuguta enhuguta y'omunhindho "M" yonka okugeza mbwa, mpasa, mbuzi, mpuuli

(g) *(obubonero 02)*

- (i) Waire omusiri ogw'amaido gwabala inho, obukereghe bugumazeegho.
- (ii) Isabirye mugezi okusingaku Dhamuzungu.

(h) *(obubonero 02)*

- (i) Konso n'omwana nkoma ku maama ghaife.
- (ii) Bwetuja okugherera enku, Namugosa neyetiika ebigherere.

(i) *(obubonero 01)*

Isaadhaibi akobye omwanawe ati taidha kusula mu nhumba leero nga tanaabye.

(j) *(obubonero 01)*

"Ataatoole sente dha naikonto, taidha kusenanga maadhi ku naikonta eyo." Omukulu ow'ekyalo atukobye.

(k) *(obubonero 2)*

- Kuniala, Kusenhia, Kuniantula, kutegania n'ebindi kamaala.
- Eigha, eitale. Eibaale, kibeire n'ebindi kamaala.

2. (a) *(Obubonero 10)*

- (i) Kubuguutana
- (ii) Okwatuza ebyama
- (iii) Okuba mu mirembe.
- (iv) Okukola ekintu okutuuka ku ntiiko.
- (v) Okulemeraku
- (vi) Okuta eby'okulya, eby'okunhwa ebingi ku meeza.
- (vii) Okwetaaga ekitasoboka

(b) *Londaku ebisoko bitaanu ku bino ghaifo obikozese mu sentensi.*

(obubonero 10)

- (i) Isaabirye yamazeemu omusulo oluvainhuma olw'okugha mughala gha Idhuma amabunda.
- (ii) Omwana oyo tumukoba okusoma ebitabo aye yafuuka gaasemba.
- (iii) Omwana oyo gaalira ga komba oluvainhuma olw'abazairebe okufa.
- (iv) Enaku dhino Jowero atoolera bwa ku mukeeka oluvainhuma olw'okufuna abazungu abamugha esente
- (v) Oluvainhuma lwa Dhikusooka okuteghaanikana n'obulwaire, amaze gaja kinji bantu.
- (vi) Omwana yali ateze omutegogwe aye baamuliiviire.

EKITUNDU B

OBUGHANGWA

Iramu 3(a) oba 3(b)

3. (a) (obubonero 20)
- i. Okulamusa ng'otwala ekisolo okughaka – tikigemya, ghano baalinga kukuuma biseera kuba ekisolo kisobola okughaaku omughako ng'okaali kutuuka.
 - ii. Okusonka ku magombe – olwala lulaalirayo, ghano baayendanga kugha bafu kitiibwa n'akutiisa baana butazaanhirazaanhirira ku magombe.
 - iii. Okwegadanga n'ow'ekikaakyo- olwala ekitali, ghano kutangira baana ba kika kirala kufuna mabunda kuba ghano omwano aba gha kisiraani.
 - iv. Okweta omuntu obwire – oba olikweta muzimu, ghano kutangira baana kweyasa bwire.
 - v. Okulengeza ali kunaaba – ofaamu amaiso, ghano kutangira baana bato kulengeza bantu bakulu na kubataamu mpisa.
 - vi. Okwogera ng'olikusekula omukose – gubitana / tigunoga, ghano kutangira baana kufuudhamu ate buli lwolwagho ni gughola, gulwagho okugonda.
 - vii. Okwita obulezi kw'omusulo- tibughonia, ghano kukuuma kitiikyo nga ezira aidhi ghekiri kuba okw'omusulo omuntu agoberera oluje yaatuuka ku kitiikyo.
 - viii. Okusala eisandha obwire- ebigogo bifaagho, ghano kwalinga kwerinda kuba emisota, ebisiisa byekweka omwo.
 - ix. Okwemerera mu nhumba ye bali kusereka – ogwa empaata, ghano kweghala mabaati kukusala kuba gayinza okughanuka gaakutema.
 - x. Okughaata ng'osutaime- emere etenha, ghano kutangira baana ba bighala kutyama bubi nga baghaata emere.

Oba 3(b)

- (b) (obubonero 20)

i. Okubwika omuntu eyafa.

Okusingira irala okubwika kukolebwa abaana ab'obughala nga bakikolera bbaabba ghaibwe oba maama ghaibwe eyafa. Omughala airayo yeyafumbirwa yaateekateeka omukolo ogwo.

Agula embuzi enhume ghaaba bbaabba, enkazi ghaaba maama era yaagula n'emere ng'obwita, omutyere oba amatooke aye nga embuzi n'esinga bukulu. Olunaku nga lunaatera okutuuka, atekateeka yaafumba emere yaagita mu kiibo yaidha nayo nga nfumbire irala.

Embuzi esalibwa era yaafumbibwa. Olumala okugifumba, esooka kutwalibwa ku magombe ag'omufu me yaagabulibwa abantu era batoola eini nkani ekibumba baakita kwigombe eikulu ery'oyo gwebalikubwika olumala baataaku ni ku magombe agali agho okumpi. Ekiiwulo kigabulibwa era omughala yairayo yeyafumbirwa.

ii. Omukolo gw'okufa.

Ng'omuntu yaakakutuka, basooka kumugolola bukalamu, yaagalamizibwa mwidiiro ly'enhumbaye. Omusaadha bwafa, omukazi yeefunga ekigoye omuzimu

obutamwingira era n'omusaadhayeena kyakola nga mukaziwe afiire memale baakuba empugu.

Empungu oba okulira okw'amaanhi kutandiika okumanhisa baamulirwana nti ghaligho afiire. Omufu aliribwa okusinzirira ku byabaire akola n'obuvunaanhezibwa mu bantu.

Ebyalo ebisinga bikuba akagoma n'endeka okumanhisa abataka ku kyalo nti kuliku omufu era omutaka bwaba nga n'afiire, abantu tibalima.

Omufiirwa yeesiba ekikaakaati okwawukanaku ku bantu abandi. Okubikira ab'eghala kutandiika era n'abataka batandiika okuleeta emere y'obutaka era baakungaana okwidha okugherekera n'okusula ku lumbe.

Ekgangu kizimbibwa era eisandha oba ebityamo bireetebwa. Ekisiki kikumibwa mu luya n'omwana omwigha era amagombe gaasimibwa. Malekaani dhigulibwa ab'ekika oba ab'emikwano nga kwotaire n'eisanduuku bwaba ti musiraamu.

Babikira enimiro n'ebisolo era mulala ku bantu ab'aghaka aja mu nnimiro yaatema ekigogo ekikulu yaakireka nga kigotame bugotame ate ebisolo byo babireeka ku kisibo okutuusa omufu bwaziikibwa.

Abaana abaigha baja amaadhi ag'okunaaza omufu era olumala okumunaaza, baamuta mungoyedhe, amasuuka nkani emigaire baamuta mwisanduuku. Okugumya abalizi okuviira kwisentebe n'abana byabufuzi abatali bansambo ndala, okwogera kw'omutaka omukulu, okwogera ebifa ku mufu nga mufumbo, abaana baalina, abakazi, emyaka n'ebindi.

Abalyoyi b'emyoyo bamusabira era yaatwalibwa mu nhumbaye y'olubeerera. Okulya kubaagho era abantu abandi bairayo eghaibwe, abandi baasula kuluya

iii. Okutuuma amaina

Badhaadha n'abateekeirwa okugulika abaana ghaire nga omulembe guno gudankaine nkani gudobaine. Omwana bwazaalibwa, atwalibwa budhaadhabwe.

Bwaba mughala, bafuna enkoko empimbwa ate bwaba mulenzi, bafuna empangalaala. Buli nkoko baagituuma eriina

Bafuna omuntu mu lulyo atekubira baamugemya enkokoedho. Ayemerera aghantu webaikirizagainia, yaadhiwuuba yaadhisuula ghaigulu.

Enkoko esooka okwira, eriina lyebatuuma omwana. Bakuba emizira baaja baalya, baanhwa nga kwotaire n'okukina.

iv. Okwiza omunwa.

Okwiza omunwa kitegeeza okulaamulula, omuntu bwalaamibwa abazairebe, asobola okusaba ekisonhigho. Bwaba nga maamawo, bbaabbawo, songawo, dhaadhawo nga

neyakulaama, ata amaadhi mu munwa yaakufuughaku eno bwayogereraku ebigambo ebisonhigha omuli “nnenda obe miraala” me mwalya ekiiwulo eky’omuvangano era ghano muliira ku kiiwulo kirala buli muntu yaaliisaaku mwine era bweghabaagho n’emwanhi, mwaghaanhisagania emwanhi edho Akabonero akalaga okwira aghalala n’omukwano.

v. Okwiza omuzigo

Omuzigo gwizibwayo oluvainhuma lwa wiiki ibiri ng’omughalaamaze okufumbirwa. Omukolo guno gukolebwa mu Busoga ghano nimubughangwa obundiera nga baanhina ab’omughala n’abasinga kuba nankizo mu mukolo guno.

Baanhina b’omughala n’abafumbakwolwo era bavaala gomesi olunaku olwo. Omughala aja mulusuku era yairanga yeetwise eitooke. Ku mutwe kubaakuenkata era enduyi dhombiriri dhirwanhira enkata eyo. Oluuyi olugifuna n’oluba olw’amaanhi era baagisansula.

Abagenhi babasangaaza mu ngangu era baabagha ni kulwendo olw’amaadhi. Basala embuzi, enkoko, n’ebindi baafumba.

Abantu beeyandhula buyaaka nga boolekaolulyo lwaibweera olumala baalya, baanhwa nga kwotaire n’okukina.

Iramu 4(a) ni 4(b)

4. (a) *Maliriza ensambo dhino ghaifo.* (obubonero 05)

- (i) lubaale adhiwumba igulo irala
- (ii) nga gwebageya atuuse
- (iii) embuuze
- (iv) dhirimbona olwange
- (v) ataghatangaku

(b) (obubonero 10)

- (i) Omusoga yalugera ati bula embiro obe n’amagezi aye omwana Isiko yatumaze enviiri ku mutwe bweyanhwaire amaadhi amasu mu ngeri eyeewuunhisa.
- (ii) Mwana ighe tukole inho tubeeku n’ekyaife kuba omusoga alugera ati kange kakira kaife.
- (iii) Nsibambi edibya mutere aye mughala gha Waiswa yakuzibwa n’empisa embi aye n’obufumbo budheemye.
- (iv) Mwana ighe omuntu omalanga ga mukobera kyakoze ghaaloba ku mwogeraku ng’azirawo kuba omusoga alugera ati akwatulira akira akugeya.
- (v) Kankuseereku talwa kukuliisa buwulure aye idho nakigwireku bwenasabye omwana okufumbiraku me nandiisa emere etayiire.

(C) (obubonero 05)

- i. n'omuwuulu abayiza omutulu
- ii. bigere byebwika / naayiira mu y'eisubi
- (iii) Mwenemu aibye iva
- (iv) Mukanu
- (v) Munugubavu

EKITUNDU C

Abantu abakolereire eby'obughangwa bwa Busoga, eby'ensoma n'ebyensomesa y'olulimi Olusoga.

Iramu ekibuuzo kirala kyonka

- 5.** Mukulu Wambi Moses yazaalibwa mwami Benefancio Lubaale ni mucaala Deziranta Namayanja nga abiri n'eitaanu omwezi gwa Namatu mu mwaka lukumi na lwenda nkaaga na mwenda(25- 05-1969), ku kyalo Igeyero e Bunha buti ekitwalibwa mu disitulikiti ey'e Mayuge.

Wambi Moses yasomera irala eyabita mu masomero ag'endhawulo nga Buyemba pulayimaale, Kakira Estate pulayimaale, Busolwe yeyamalira siniya y'okuna era yaingira Bishop Willis Teachers' Training Collge e Iganga yaamala embaluwa y'obusomesa kwidaala ly'obusomesa bw'abasomesa nkani (Tutoring) era yainjira mu Institute of Teacher Education e Kyambogo (ITEK) yeyafunhira embaluwa kwidaala lya Dipulooma mu busomesa. Wambi yainjira e Makerere University yaasoma diguli era yeeyongerayo kwidaala lya diguli eyindi y'okusatu nkani (PHD) e Makerere yeene eyo.

Ebintu mukulu Wambi Moses byajiire ng'akolera obusoga n'ekisoga n'abasoga ni bino ghaifo;

Moses Wambi yali mulala kwabo abaagundawo ekikunsu ky'abasomesa abaatandiikiriza okughandiika olulimi olusoga mwitendekero ly'abasomesa ku Bishop Willis e Iganga era ekinhonhereze ky'okughandiika olulimi olusoga yaakifuna.

Moses Wambi yeeyunga ku Cultural Research Centre , Diocese of Jinja era yaaba mulala kuba akakiiko aka Lusoga Language Authority akanhoonhenkereza ku lulimi olusoga n'obughangwa bw'Abasoga mu Busoga.

Mu mwaka 2003, Wambi yaghandiika ekitabo ekyetebwa "Idha Tusome" era kyakakasibwa n'aba Cultural Research Centre e Idhindha. Yeeyongerayo n'okughandiika ebitabo ebindi nga yeeyambisaaku ni baine omwali Babyale Sam, Rev. Fr. Kayaga Gonza ,Gulere Wambi n'abandi kamala. Ebitabo okugeza nga omusingi ogw'olusoga, ebyeira bisansuka, abalwanhirizi b'olusoga, ebirontome, endyege mu kibuga n'ebindi kamala.

Mu 2009, yalandebwa okuba kakiiko ak'okughandiika ekighandiiko eky'eby'enimi edh'obuzaaliranwa nkani Local language edh'okusomesebwa mu matendekero ag'abasomesa mu pulayimaale era n'olusoga yaalutaaku eisira.

Yalandebwa okuba omughandiisi w'akakiiko ka Academic Language Board ku Mpolya Bigere e Nsinze nga bakolera ghalala n'aba Cultural Research Centre n'aba

NCDC nga kwotaire n'aba UNEB okusobola okutumbula ensoma n'okubuuzibwa kw'abasomi mu lulimi olusoga ku mitendera gy'endawulo.

Moses yalondebwa okuba ku kakiiko akeekebeedha abasomi ba siniya y'okuna ne y'omukaaga byebagezesebwa mu lulimi olusoga okuva UNEB era yaaba n'ekitiisa ekyetebwa mu lufeteefeete kiti National Examiner.

Mukulu Wambi Moses ageziizaaku okusomesa olulimi olusoga mu masomero aga ghansi n'amatendekero ag'endhawulo okubunia olulimi olusoga mu basoga ni mubantu abandi ab'endhawulo nga yeyambisa emikutu gyendhawulo.

Mwami Wambi Moses akubiriiza abantu kamaala okugonza olulimi olusoga n'obughangwa bwaibwe nga babita mu kulwogera, okulughandiika n'okulusoma ng'eisomo ku masomero gaife.

Mukulu Wambi Moses acuusiiza ebighandiiko ebigheraku okuva mu nnimi edhindi okwiza mu lusoga okusobola okwongera ku bitabo by'olusoga nga okucuusa ekitabo endyege mu kibuga okuva mu lungereeza okwira mu lusoga, ebyeira bisansuka n'ebindi kamaala.

Ageziizaaku inho okuteesagania n'abakungu ba Kyambogo okutuusa olulimi olusoga ku Yunivasite era ekiri mu lusuubo.

6. Mukulu John Stephen Dhizaala amanhiikwa inho nga Little Boy yazaalibwa ku kyalo ekye Kinawaitakali mwigoloza ly'e Bugaya mu disitulikiti y'e Buyende nga enaku dh'omwezi 17/08/1948 omwami nguli Ndegeya Sabasityano ni nguli Kambudyu Namuyomba Budesita ab'e Bugaya.

Mukulu John Dhizaala yasomera irala era okusomakwe yasookera Bugaya pulayimaale okutuuka mu ky'omukaaga mu mwaka 1962 kweyaviira yeyunga ku St. Pius Kamuli Lubaga okumaliriza Juniya 1 ni 2 mu mwaka 1964-1966 aye ghagati mu taamu y'okubiri yaatyamamuuku lw'okubula fiizi aye eky'omukisa omulungi omuzira kisa omugenzi Bikumbi John omukulu w'eisomero yaamweta era yaamusomesa.

Mu mwaka 1967- 1970 yaasoma obusomesa obwa Guleedi 2 ku St. John Bosco PTC e Nyondo Mbale era olwava eyo yeeyunga kwitendekero ly'abasomesa e Buwalasi yeyafulumira nga gha Guleedi 3 era yaira mu Busoga yaasomesaaku mu masomero gano; St. Theresa Lubaga Girls pulayimaale Kamuli, Kamuli Township pulayimaale, Nabwigulu pulayimaale era yaawuumla obusomesa nga mukulu wa isomero erya Kinu pulayimaale.

Bino byakoze okukulankulania olulimi olusoga n'obughangwa bwa Busoga.

Mu mwaka 2001 yasabibwa ekitongole ekyetebwa " Cultural Research centre" eky'esaza ly'abakatuliki e Idhindha ekinoonenkereza ku lulimi olusoga n'obughangwa bw'Abasoga akyeyungeku ng'omutabagania w'ebikolebwa n'ekitongole ekyo mu Busoga yona yona era kino kyava mu bumanhirivu n'ensomesaaye ematiza.

Waire ghaaliwo obukaluubirivu bw'ebitabo ebighandiike mu Lusoga, yakozesa ebyaligho eby'engeru, ebikoiko n'ensambo nga yeetooloola Busoga yona yona okusingira irala ama woofiisi g'ebyensoma mu Disitulikiti edh'endhawulo ghagati wa 2002 – 2012 omwali

Kamuli, Idhindha, Iganga, Mayuge, Bugiri ni Kaliro kuba dhino n'edisitulikiti edhaaligho. Nga bakaali kukutulamu edhirigho buti edhitaaghandiikibwa.

Mu mwaka 2002 yatandiika okusomesa olusoga mwitendekero ly'abasomesa e Kaliro era yavangawo yaaja e Iganga buli mwezi ng'ayambaku abasomesa baayo n'abavanga e Wanyange PTC okwemahiriza empandiika y'olulimi olusoga enkalamu aghalala n'okulusomesa era kino yakikola okutuusa 2013.

Mu kutalaaga disitulikiti dha Busoga dhoonadhoona, yacaaliranga amakereziya, amakanisa n'emisigiti okusansaania amawulire ag'okwendeza Abasoga olusoga era n'okusaba abasomesa balusomese mu masomero nga pulaimaale nga Gavumenti bweyali ekibisiisa ng'eiteeka era buli gheyajanga, ng'ababiibizaamu agaliba endhole eno bwatandiika obutabo bw'olusoga.

Mu mwaka 2009, yaghandiika era yaafulumya akatabo aka gulaama w'olulimi olusoga asookerwaku akaafulumizibwa abakuba ebitabo ba MK publishers e Kibuye ku lw'Entebe.

Yalondebwa ekitonole eky'ebyendheresa okukulira ekibindha ekyekebeedha ebitabo ebighandiikiibwa eby'olusoga n'abaghandiisi ab'endhawulo okuviira irala mu 2006.

Yatongozebwa obwa kyabazinga bwa Busoga nga omulambuuzi w'amasomero mu kusomesa olusoga okwetooloola amasomero n'amatendekero g'abasomesa mu Busoga yoonayoona. Yasinziriranga mu woofiisi eyali emugheereibwa ku kitebe ekikulu ekyetebwa Lusoga Language Authority (LULA)

Mu mwaka 2007 , ekitongole ekiteekateeka eby'ensoma mu Uganda (National Curriculum Development Centre) ekiri e Kyambogo Kampala kyamulonda okweyunga ku bateekateeka eby'ensoma mu nnhimi enzaaliranwa era nga naakulira olulimi Olusoga .

Yasomesa olulimi olusoga , empandiika yaalwo enkalamu, obughangwa bw'Abasoga omwali ebika , emiziro, enono , enkuni, ensambo , enfumo n'ebindi okumala emyaka ebiri 2010-2011 ku laadiyo BaBa y'obwakyabazinga bwa Busoga ku pologulaamu eyabangaku eyayetebwanga “Busoga n'enono dhaayo”.

Yatongozebwa mu mwaka 2016 okubakukakiiko akaghandiisi k'eighanga Uganda mu by'ebitabon'abategeka by'ensoma mu Uganda nkani (Uganda Curriculum Development Centre – kyambogo NCDC) n'okutuusa buti. Era neyakuliramu ekibindha ekyakakasa empandiika enkalamu ey'olulimi olusoga “ standard Lusoga orthography”

Waire yawuumula gw'obusomesa bw'enhonhi, ebitongole by'endhegeresa, “ministry of Education and Sports, NCDC ni UNEB” bakaamukozesa mu nsambo ndala ku nsonga edh'olusoga edhendhawulo. Abantu batera okumubira amasimu nga bamwebuuzaaku ku mapandiika y'olulimi olusoga nairala ebibono ebibazibughaza nga kwotaire eby'obughangwa n'ebindi kamala.

Emirimo akaagikola okutuusa inhebyo lwalisalawo ati “ekimala kimala”

7. Omukulu Wambi Conerious Gulere yazaalibwa nguli omwami Dawson ni mukaziwe Petwa Jane Wambi nga 15 mulyaiva, 1968. Omukulu ono mwise Mwase eyevuma endhaza enene era mwidhukulu gha Ibrahim Ndhokero ni Sarah Nakasolo. Yasomera Kibaale , Waitambogwe ni Isegero pulayimaale. Bweyeinjira mu siniya yaaja e Namasagali Kolegi e Kamuli, Kyambogo Yunivasite, Makerere Yunivasite yeeyongerayo ku yunivasite ye Turini yunivasite – Italy , yunivasite ya York.

Byakoleire obusoga

- Omukulu ono mwegeresa, mughandiisi, mukubiriza, muvuunuzi, mutontomi. Yaliku omughandiisi omukulu w'olupapulo olwa mawulire lwe baayetanga “kodh'eyo”, era nga ni mwene ku lwinama ni baine.
- Neyakulemba omulimo gw'okugezesa olusoga mu masomero ga sekendule kwidaala ery'ekibiina eeky'eikumi n'ebibiri nkani S.4 okutuuka ku siniya y'omukaaga.
- Neyaghandiika siribbasi oba ensengeka ey'eby'okusomesa olusoga kwidaala lya yunivasite.
- Aghandiise ebitabo kamaala
- Yakuguka mu byentebya era buti ali kukebya misomo ku bikoiko bya lusoga n'engeri yebizaanhibwamu mu ndhogera dh'abantu.
- Aghandiise era yaavunula ebitabo ebiwula mu ikumi nga ebindi biri ni ku mitimbagano gya yintaneti.
- Omukulu ono yakola eisomero lya Mpolyabigere erikola kukuziyiza n'okulekeza okusansa endwaire ya siriimu mu bantu abanyakalo

BIKANZE GHANO

OKUCUUSA

**1. (a) EBIGOBERERWA MU KUCUUSA N'ENGABA Y'OBUBONERO
KUCUUSA KWIZA MU LUSOGA**

- Envunhula y'ebibono y'amakulu etuukaana n'ekighandiiko.(obubonero 06)
- Amakulu ag'ekighandiiko (obubonero 03)
- Olulimi olwinhinhola ekintu(obubonero 02)
- Amakulu g'ekighandiiko (obubonero 03)
- Empandiika enhungamu..... (obubonero 01)

Omugaite = **obubonero 15**

**(b) EBIGOBERERWA MU KUCUUSA N'ENGABA Y'OBUBONERO
KUCUUSA KWIZA MU LUZUNGU**

- Envunhula y'ebibono y'amakulu etuukaana n'ekighandiiko. (obubonero 06)
- Amakulu ag'ekighandiiko (obubonero 03)
- Olulimi olwinhinhola ekintu (obubonero 02)
- Amakulu g'ekighandiiko(obubonero 03)
- Empandiika enhungamu..... (obubonero 01)

Omugaite = **obubonero 15**

EKITUNDU B

OKUYIYA

2. Kola namba ibiri 2(a) oba 2(b).

(a) OKUGHANDIIKA EMBOOZI

Ebikulu ebigobererwa mu kukebera ekitundu kino ni bino

Omutwe (Topic/ heading).....(obubonero 02)

Enhandhula (introduction).....(obubonero 02)

Ekinhusi (gist).....(obubonero 10)

Obukutukutu obwemalira mu kighandiiko (paragraph).....(obubonero 02)

Gulaama omutuufu (correct grammar).....(obubonero 04)

Enhuka ey'ebidhuubo ey'amakulu (logic flow of idear).....(obubonero 04)

Okusavughaza ekighandiiko ng'otaamuuku ebisoko, ensambo n'enfaanano.
(obubonero 02)

Empandiika enkalamu.....(akabonero 01)

Enkozesa ey'obubonero obusaine era nighe butuukaanira..... (akabonero 01)

Enkomenkerezo n'omughendo gw'ebibono..... (obubonero 02)

Omugaite = **obubonero 30**

Oba

**(b) ku mitwe egikugheereibwa londaku ebiri ogighandiikeku nga bwonaaba okobeibwe
(obubonero 30)**

i. OKUGHANDIIKA EMBALUWA ETALI NTONGOLE

Emboneka y'ekighandiiko (obuta 02)

- Ensonga enkulu
- Endagiriro
- Enaku dh'omwezi

Ebikulu ebisuubirwa mu embaluwa eno (05)

- Endagiriro ndala yonka
- Teraga nsonga nkulu (No reference)
- Obukwenda

Eby'olulimi (obuta 08)

- Gulaama
- Endingisa
- Empandiika enkalamu
- Ebiseera

Omugaite = 15

(ii).

OKUGHANDIIKA EBITEESO (MINUTES)

Bwetufunza mu bimpimpi ebintu ebyogeirwaku mu lukiiko nga tubitaire mu bughandiike bitugha kyetweta ebiteeso. Ebiteeso bighandiikibwa nga tujira ku lukalala olw'ebintu ebyogeirwaku era ekinhusi ky'ebiteeso kisinzirira ku biki ebyogeirwa, ebisalibwagho, n'ebitusibwaku mu lukiiko olwo. Ebiikirizigainwaku, bighandiikibwa nga ekinhusi ekibbede. Okugeza;

Ebiteeso by'olukiiko oluteekateeka omukolo ogw'obugole bwa mwami Kasumaali nga 19/06/2025 mu Kasitera wuuteeri Abaliwo

Wambi Esther Waako Mulooki Kagoda Paul
Kintu William Namugabwe Recheal Wambi Eric

Abazirawo nga baghaire ensonga

Mukasa Henry Ainebyona Brian Tenhwa Micheal

Abazirawo nga tibaghaire nsonga

Alado Pheobe Kizito Kakamba

Eby'okwogeraku

- Okusaba
- Endhogera ya isentebe
- Okusoma ebiteeso eby'olukiiko olwabita
 - Kukubagania bidhuubo ku namba 2-3
 - Okusaba / okwigalawo

Ekit 01/06/2025: Okusaba

Mwami Waako Mulooki neyaigulagho olukiiko n'okusaba era yasaba kibumba okukulemberamu ebija okuba nga biteeseibwaku era biteebwe munkola.

Ekit 02/06/2025: Endhogera ya isentebe

Mu ndhogera ya isentebe;

- Yanyhiriza abantu mu lukiiko era yaasaba abaidha mu lukiiko okuteesa obukalamu.
- Yaidhusa abantu ati baali baja kucaaza abageni abakulu okuva mu gavumenti ya kyabazinga n'olwekyo kyali kibeetagisa okukola enteekateeka esaaniire olw'okubaanhiriza obukalamu.

• Yakakasa abaaligho ati ebintu katuukiro bye yasubiza byali bimaze okutuuka. Yayendeza abantu okuteesa obukalamu.

Ekit 03/06/2025: Ebiteeso eby'olukiiko olwabita

Ebiteeso byasomebwa, ensobi dhaaterezebwa era byakakasibwa nti n'ebyo byene ebyateebwa mu lukiiko olwagha.

Ekit 04/06/2025: Okukubagania ebidhuubo ku namba 2-3

• Abaaligho baakoba bati ebiseera ebisigaireyo bitono okuteekateeka omukolo era kyali kyetaagisa isentebe okugabagabamu emirimo edhindi eri abantu abaakakiiko.

• Baikirizagania bati batooleku ebitundu 50 ku kikumi babighe Nainwa w'omukolo nkani omwogezi.

• Era baikirizagania bati obusiisira obutono butoolebwe munteekateeka ekisiisira ekinene.

Ekit 05/06/2025: Okwigulawo /Okusaba

Ebintu byona byona nga bighoire, olukiiko lwaigairwagho n'okusaba ku Saawa ibiri edh'obwire.

.....
Isabaghandiisi

.....
Isentebe

- Omutwe
- Enamusa ng'ogoberera ebitiisa (protocol)
- Ebimega
- Enkomenkereza

Bino bibe nga bibonebwa

Ebikulu ebisuubirwa mu ndhogera (obuta 08)

- Okwanhiriza abalizi
- Okugumya ab'endhu
- Okusabira omwoyo ogw'omugenzi
- Okwendeza abalizi abaligho n'abalikwirayo

Eby'olulimi

(obuta 05)

- Gulaama
- Endingisa
- Empandiika entuufu
- Ebiseera

Omugaite = 15

EKITUNDU C

OKWEKEENEENIA N'OKUFUNZA

3. Soma ekikutu kino ghaifo omale oiremum ebibuuzo ebiiririra (Obubonero 20)

a) (Obubonero 02)

Ghano omusomi agha omutwe okusinzirira ku bwategeiremu olufumo olwo okugeza:

- Balyeidhusa ni mughalawe
- Omughala omwenzi

c). (Obubonero 06)

Omusomi agha kyalowooza nti n'ekyeiririra nga bbaabba aviiregho okugeza:

-Omulenzi yaidha mu maka g'omughala yaasula

d). (Obubonero 04)

- Omusomi agha kyawulira (kibi oba kirungi) ku mughala oyo.

d). (Obubonero 04)

Omusomi agha kyayeze okuva mu lufumo olwo okugeza;

- Obutaba mwenzi
- Okwebisa obukalamu ku bazairebo

e). (Obubonero 04)

- Okwidha mu bungi
- Yali mulungi ekiswikikriire
- Baafa
- Yali mugonvu

EKITUNDU D

OKUFUNZA

4. EBIGOBERERWA MU KUFUNZA EKIKUTU

*Omutwe.....	(obubonero 02)
*Okutegeera ebigandiikiibwa.....	(obubonero 06)
*Empandiika ey'ebibono entuufu.....	(obubonero 02)
*Enkozesa ey'obwoleka entuufu.....	(obubonero 02)
*Ekimega kirala kyonka nga kimpi.....	(obubonero 04)
*Enfundikira enhimpi ate nga y'amakulu.....	(akabonero 01)
*Ekighandiko ekiyoyoote.....	(obubonero 02)
*Omughendo gw'ebibono.....	(akabonero 01)
Omugaite =	<u>obubonero 20</u>

BIKANZE GHANO

EKITUNDU A

EMPAYO N'ENFUMO ENHIMPI

Iramu ekibuuzo kirala kyonka mu kitundu kino;

Joseph Mukwaya : Ku Lusozi Luno.

1. (a) Inhonhola emiramwa egiri mu lufumo Ku Lusozi luno ng'ogha
n'eby'okuboneraku okuva mu lufumo. (obubonero 15)
Ghano omusomi asooka kwogeraku katono kubigema ku lufumo luno male
yainhonhola bukalamu emiramwa egiri mu kitabo ebyeira bisansuka ng'agha
n'eby'okuboneraku okuva mu kitabo ekyo .
✓ Omukwano
✓ Obumalirivu
✓ Eidiini
✓ Obughambe
✓ Obuvumu
✓ Okwendeza
✓ Okukola
- (b) Mwambu mulenzi aidhwire ebirooto kamaala byayenda okutuukiriza aye mu
kubituukiriza abise mu kusoomoozebwa okw'amaanhi einho. Nga omusomi
asomyeku ku lufumo olugema ku Mwambu, itootoola ebitimuguuna
ebimusoomooziiza. (obubonero 10)
- Okukubibwa
- Okudheregebwa
- Okucaayibwa
- Okuswazibwa ng'ayambulwa
- Okuvumibwa (asikaali amuvuma ng'ali kunhoonia Namboozo)
2. Mitenderaki omughandiisi w'olufumo luno gyakozesa okuteekateeka
embooji eno? (obubonero 25)

Ghano omusomi ainhonhola bukalamu emitendera nkani obukodyo omughandiisi bwakozesa mu lufumo ku lusozi luno okugeza.

- ✓ Enhembo
- ✓ Enfumo mu lufumo
- ✓ Obumanhiso
- ✓ Olughayo lw'ababibiri
- ✓ Akozesa embaluwa mu lufumo
- ✓ Atusiigira ekifaananie
- ✓ Olulimi olubwikirira ku bibino
- ✓ Akozesa ebirooto
- ✓ Adhongania ebibono
- ✓ Olulimi oludherezi
- ✓ Akozesa ebibuuzo ebiteetagisa kwiribwamu
- ✓ Akozesa enhimi edhindi

Moses Wambi ni Martha Nakiranda : Ebyeira Bisansuka

3. (a) Inhonhola emiramwa emikulu egiri mu lufumo lw'ebyeira bisansu. (*obubonero* 15)

Ghano omusomi asooka kwogeraku katono kubigema ku lufumo luno male yainhonhola bukalamu emiramwa egiri mu kitabo ebyeira bisansuka ng'agha n'eby'okuboneraku okuva mu kitabo ekyo .

- ✓ Omukwano
- ✓ Obumalirivu
- ✓ Eidiini
- ✓ Obughambe
- ✓ Obuvumu
- ✓ Okwendeza
- ✓ Okukola

- (b) Inhonhola ebikulu ebigema ku Unoka okusinzirira ku Lufumo luno (obubonero 10)

- Mulyase atatya mabandha
- Aziraku kitiisa kyona kyona kyeyafunaku
- Yali gha kikwa, katondawe (Chi) kububwe yali mubi, tiyaku na nkabi okutuukira irala ku kufaakwe.
- Malaabbi era mugalambi nga taghanga kudhuuba na kwetegekera by'eidho
- Mufuuyi wa ndere mulungi inho n'olwekyo mwembi

- Tasobola kulabirira maka, mukazi n'abaana ezira kyeyabategekera munsu
 - Mwavu lunkupe
 - Munafu ate mugayaavu inho
4. Ng'okozesa eby'okuboneraku okuva mu lufumo Ebyeira bisansuka, inhonhola omulamwa ogw'obughangwa. (obubonero 25)
- Omusomi ateekeirwa okugha eby'okuboneraku ebyoleka omulamwa ogwo nga:
- Abantu bagabana emirimu mu ngeri y'obughangwa
 - Amateeka aga ba Igbo
 - Envaala yaibwe
 - Abasaadha n'abasalagho
 - Buli muntu aliku katondawe amulungamya nka chi.
 - Wiiki ey'emirembe
 - Okwitibwa kwa Ikemefuna
 - Okugha baadhaadha ku bintu male baalya
 - Obufumbo obw'abangi
 - Emizaanho nga okutuulana n'ebindi kamaala.

EKITUNDU B KITONTOME NA MBOOZI

Mu kitundu kino iramu ebibuuzo byombiriri.

5. *Soma ekitontome kino ghaiho omale oiremu ebibuuzo ebiiririra ku nkomerero yaakyo.*

Ebibuuzo:

- a. Ghandiika omutwe ogutuukaana n'ekitontome kino (akabonero 02)
Ghano buli musomi agha omutwe okusinzirira ku bwategeire ekitontome ekyo okugeza:
 - Ebikolwa bya Nalukalala
 - Eneebisa ya Nalukalala
- b. Inhonhola amakulu ag'ekitontome kino. (obubonero 04)
Ghano omusomi ainhonhola ekyo ekikulu kyaboine mu mu kitontome ekyo okugeza:
 - Amakulu ag'ekitontome kino kwoleka neebisa ya nalukalala.
- c. Inhonhola obukodyo omughandiisi bwakozaisa okutoolayo amakulu ag'ekitontome ekyo. (obubonero 06)
 - Okwiraganamu
 - Okwinhonhola
 - Enonda ey'ebigambo etuukaana
 - Enfaananio
 - Ebisoko

- d. Ekitontome kino kikuta mumbeera ki? Inhonhola. (obubonero 04)
 -Kinta mu mbeera enakughaza
 -Kinta mu mbeera esaasira abo abaghangaala ni ba nalukalala
- e. Lwaki omutontomi agerangerania ebigambo bya nalukalala ku mwosi? (obubonero 04)
 -Kuba bikosa ate byasikirize ni bebitagemaaku, ensonga dhoomunda tadhaawula ku dha kuliya
- f. Oyega ki mu kitontome kino. (obubonero 03)
 -Obutaba na lugambo
 -Okuba omwana w'empisa
 -Obutaba muyombiyombi
 -Okusirikirangaku ebigambo ebindi
- g. Inhonhola amaku a'ebigambo bino nga bwebikozeseibwa mu kitontome. (obubonero 02)
- Akulya amatama.
 -Takwikiriza kwogera
 - "yaayanika enziina."
 -Okwogera n'eby'omunda.

EMBOOZI

6. *Soma embooji eno ghaifo omale oiremu ebibuuzo ebiiririra:*
- a. Ghandiika omutwe ogutuukaana n'olufumo luno. (obubonero 02)
 Ghano buli musomi agha omutwe okusinzirira ku bwategeire ekitontome ekyo okugeza:
 -Omulenzi w'emyerago
 -Wanume ni Nabwonso
- b. Inhonhola eneebisa ya Wanume. (Obubonero 05)
 -Yali mulenzi wa myerago
 -Azira mpisa
 -Yeefuula wa kitalo inho
 -Wa kasukasu
- c. Owulira otya ku Nabwonso? Inhonhola. (Obubonero 04)
 - Pulira bubi inho kuba omulenzi yamuleka yaabonaabona n'omwana.
- d. Olufumo luno lukwegeresaki? Inhonhola. (obubonero 04)
 - Obutaba na myerago
 - Okugha abantu ekitiibwa
 - Okulabiriranga omuntu gw'oghaire amabunda n'ebindi kamaala.
- e. Inhonhola amakulu ag'ebigambo bino nga bwebikozeseibwa mu lufumo luno.
- Kyabula omukombi. (obubonero 01)
 - Kyaswikagho
 - Abitebye. (obubonero 01)
 - Abighaye

EKITUNDU C EMIZAANHO

GONZA ALICE NI MOSES WAMBI- Endyege Mu Kibuga

7. Soma ekikutu kino ghaifo omale oiremu ebibuuzo ebiiririra.

Ebibuuzo

- (a) Ta ekikutu kino wekituukaanira mu muzaanho Endyege mu Kibuga.

(obubonero 08)

Nga ekikutu kino kikaali kwinama, Jere asindikibwa mwituda era baizagania ebisongovu eno nga Mosese tabalingaku ng'abakubye omugogo era Jere ni Mosese baghayaamuuku kubirikuja mu maiso mu kafira era tubona Askaali ng'atukobera nga Jusper bwebamusaasiire era alekwirwa okuva mwituda agho twaingira ekikutu kino.

Nga ekikutu kino kighoire, tubona Mosese nga yeewuunia Engeri Jere yaidimu bbaibbuli era Jere amukakasa nga bwagiidhi era Mosese amubuuza oba mudhaasi era Jere amwiramu ati yali okutuusa bweyabonera iralala obulamubwe kyebwali.

- (b) Inhonhola eneebisa ya:

(obubonero 08)

(i) Jere

- Musomesa wa magezi ag'ediini
- Jere muntu omusaasizi era w'ekisa.
- Jere mudheemu / ali n'empwitu
- Muvumu, mumalirivu ate yeeghaayo mu byakola
- Munaidiini.
- Mwogeziyogezi.
- Mwikaikamu.
- **Mulumbagani.**

(ii) Mosese

- Musomesa
- Mwikaikamu
- Muvumu
- Muguminkiriza

- (c) Inhonhola emirwamwa egyolesebwa mu kikutu kino. (obubonero 04)

- Eidiini
- Okubonaabona
- Omukwano
- Okwitibwa n'ebindi

- (d) Ekikutu kino kiyamba kitya omuzaanho okweyongerayo?(obubonero 05)

- Jere alaga Engeri yebaazaanhamu nga bakuba Yesu emiigo.
- Mosese atukobera amainage mu bwidhuvu
- Mosese atukobera Embeera nga bweyali y'obunkenke ku lumbe
- Jere alaga nga bweyawuliraku ku bigema ku kugema Mosese kuba yeena yali mulala ku badhaasi mu kafira.
- Mosese alaga nga omugeni omukologho bwali kwidha mu Kafira era omuzaanho guli n'okutegekebwa abasibe nga yeena mwali me male alekulwe.

8. Omuzaanho Endyege mu Kibuga tiguba muzaanho aghazira kufa kwa Adika. Nga ghesigama ku bibono ebyo, inhonhola. (obubonero 25)

Ghano omusomi asooka yaayogera ku bigema ku muzaanho ebireetera Adika okwitibwa male yainhonhola biki ebyeiririra nga Adika amaze okwitibwa.

- ✓ Twagaana omuzaanhi ono ng'amaze okuziikibwa era ng'omuzaanho gukaali kwinama, tubona ku magombe nga yali musomi ku yunivasite ya kafira ng'akaali kufa.
- ✓ Afubutukayo ng'omuntu aleetawo encuuka cuuka n'obufuzi bw'emirembe okuva mu bukulembeze obugootaanu era ng'akiikirira baana baine ku yunivasite.
- ✓ Akulemba baine okubandha encuukacuuka. Nga bali mu kwegugunga, afiirwa obulamubwe era aitibwa n'abaisirikale ba gavumenti. Ghaire afa, omwoyo gw'okwenda encuukacuuka gweyongera nga mulamu gwaika mu bantu okutuuka kunkomerero.
- ✓ Adika muzaanhi wa mukisa mubi olw'ensonga nti mu kirindi ky'abantu ab'ekalakaasa yenka okukubibwa amasasi era yaagwa ghansi yaafa.
- ✓ Mumanhifu inho era tubona nti abaana abasomi baamulonda okuba omukulembeze ghaibwe kyebava bamugoberera mu kwegugunga. Era abantu bangi mu kuziikakwe baaligho okugeza ng'abakungu mu gavumenti, abafuzi, abasomesa, ab'ekyalo, abaana abasomi n'abandi kamaala.
- ✓ Mugezi inho ng'amagezige naagaamusobozesa okuniina eidaala mu kafira mu yunivasite ng'omukulembeze w'abaana abasomi. Okukungu abaana abasomi okwegugunga kyetagisa amagezi n'obwongo bungi inho era singa yali azira magezi ku myakagye gy'obuvubuka, tiyandikoze ekyo.
- ✓ Adika mumalirivu mu kulwanhisa enfugambi . (inhonhola kino)
Adika gha mugaso inho mu muzaanho guno endyege mu kibuga kuba;
- ✓ Akiikirira abantu abenda encuukacuuka mu kafira ng'agezaaku okutaagho obufuzi bw'abantu abasomyeku ng'asinzirira ku yunivasite.
- ✓ Akiikirira abantu abatenda nfuga mbi era mukweghaayo inho atulaga nti okudheemera enfuga mbi kija n'omughendo mugi inho nga kwotaire n'okufiirwa obulamu.
- ✓ Akiikirira eiropoozi ly'abavubuka kukugezaaku ekweyemerezaagho.
- ✓ Amagombe ga Adika kabonero ka kafira mu maagaanana.
- ✓ Okubita mu kufakwe n'obulumi bw'abazairebe tutegeera obugazi bw'enaku n'okubonabona okuli mu kafira.
- ✓ Okubita mu kufakwe, tutegeera empisa edh'abazaanhi abandi.
- ✓ Tutegeera emiramwa egiri mu muzaanho
- ✓ Okufakwe kutwoleka amasomo mangi agali mu muzaanho.

JOSEPH MUKWAYA NI GONZA ALICE: Kadaaga

9. (a Soma ekikutu kino omae oiremu ebibuuzo ebiirira.

Ebibuuzo.

- a. Ta ekikutu kino wekituukaanira okuba. (obubonero 08)

Nga ekikutu kikaali kutandiika, maama Rose ali ni Sekadhikuwe. Alimukobera nga Kadaaga bwali kwenda okwogera naye. Sekadhikuwe ali kuloba ng'akoba ati tayenda kwogera naye ng'akoba asooke aize mukaziwe male. Sekadhikuwe alumiriza Kadaaga ati neeyaviiraku mukaziwe Miria okugolola eghaimwe aye maama Rose amukakasa ati mwenge n'ogwamuviraku okuja me ekikutu kyatandiika.

Ng'ekikutu kighaire, Sekadhikuwe ni Kadaaga baagaanana mu maiso ga maama Rose, Kadaaga yaalaga obweinhamivu ku ngeri mwanhina ni bbaabba Gabula bwebamubisa era agezaaku okwinhonhola Sekadhikuwe nga bwabayambye okusasulira abaanabe fiizi, okugha bbaabba Gabula sente edh'ebyalaani, okuseesa amaadhi ku kyalo n'okuyamba abantu ab'okukyalo. Sekadhikuwe asungughala yaaba nga tayenda nakwogera. Mu busungu, atandiika okwegemya buli kintu Kadaaga kyayogera aye maama Rose amukoba aba musaadha.

b. Inhonhola eneebisa ya: (obubonero 08)

i. Kadaaga

- Muvumu
- Mumalirivu
- Afaayo era agonza abantu
- Mugezi

ii. Sekadhikuwe

- Wandyege
- Munhoomi
- Mulimba
- Mukanu

b. Owulira otya ku Kadaaga? Inhonhola. (obubonero 04)

- Mmusaasira
- Mmugonza
- Ansanhusa
- Anakughaza

c. Inhonhola emiramwa egyolesebwa mu kikutu kino. (obubonero 05)

- Okubonaabona
- Endyege
- Obwetwaze obw'abacaala

10. Abakazi bali n'omugaso munene inho gwebakoze nairala mu kulwanirira

bakazi banaibwe. Inhonhola emirala ku migaso egyo ng'osinzirira ku muzaanho
Kadaaga. (obubonero 25)

- Kulabirira maka
- Kukuza baana
- Kusomesa baana
- Kukumaakuma bantu bali ni kyebalwanhirira
- Kuyamba bataka kubatuusaaku byetaago ng'amaadhi
- Kufumba mmere ghaka
- Kulungamy basaadha
- Kulwanhirira idembe lyaibwe n'ebindi kamaala

BIKANZE GHANO