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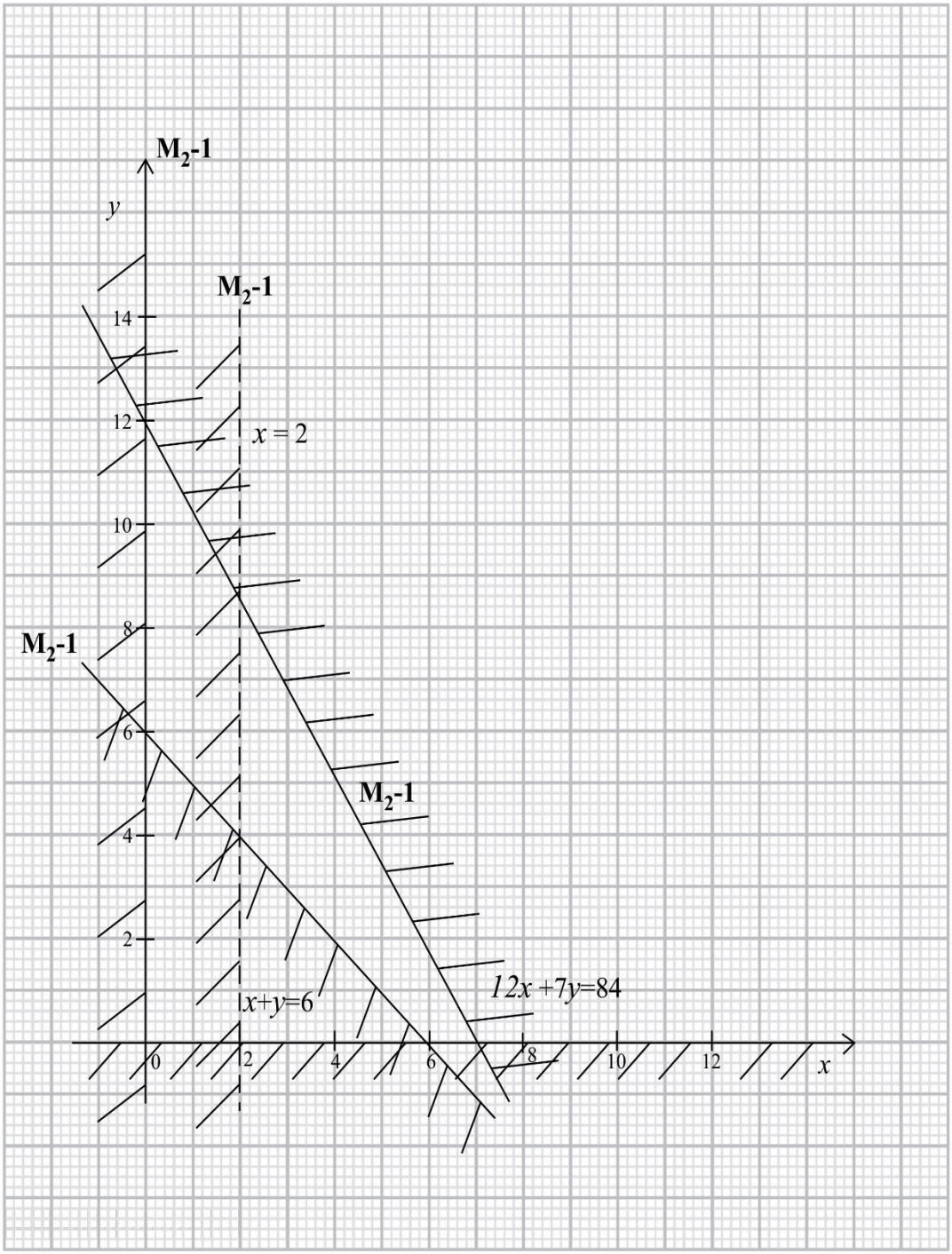
456/1
MATHEMATICS
Paper 1
2025

	SOLUTION	COMPETENCE	SCORE
(a)	**ITEM 1** 2 | 48 | 60 | 72 2 | 24 | 30 | 36 3 | 12 | 15 | 18 | 4 | 5 | 6 HCF = 2 x 2 x 3 = 12 **∴ The highest number of birds he can put in each cage is 12.**	Identifying correct prime factors Correct use of Identified factors Multiplication correct out put Correct response	I – 1 I – 1 M_1 – 1 M_1 – 1 **AP - 1**
(b)	$\frac{(3\sqrt{2}+\sqrt{3})}{(\sqrt{3}-\sqrt{2})}$ **x** $\frac{(\sqrt{3}+\sqrt{2})}{(\sqrt{3}+\sqrt{2})}$ $= \frac{(3\sqrt{2}(\sqrt{3}+\sqrt{2})+\sqrt{3}(\sqrt{3}+\sqrt{2})}{(\sqrt{3})^2-(\sqrt{2})^2}$ $= \frac{3\sqrt{2}+3\ x\ 2+3+\sqrt{6}}{3-2}$ $= 6 + 3 + 3\sqrt{6} + \sqrt{6}$ $= 9 + 4\sqrt{6}$ There fore a = 9 b = 4, c = 6 **Formula is a : b : c = 9 : 4 : 6**	Use of correct conjugate Correct expansion of both Num and DEN Simplifying Correct response	I – 1 I – 1 AP_1 - 1

(c)	Money sent, 4,125,000 Fraction of family expenses let x= 0.4848 ……. (1) $100x$ = 48.4648 ……. (2) $100x$ = 48.48 48…… - x = 0.48 48 ……. $99x$ = 48 $x = \frac{48}{99}$ $= \frac{16}{33}$ Family expenses = $\frac{16}{33}$ x 4,125000 = 2,000,000 Balance = 4,125,000 – 2,000,000 = 2125,000 ∴ Mukasa's wife should invest shs 2,125,000 in the poultry project.	Writing in numerals Multiplying by multiples of 10 Correct subtraction Correct fraction Multiplication Correct output Correct balance Correct response Total score of 17 to be converted to maximum weight of 11	I - 1 I – 1 M_1 – 1 M_1 – 1 M_1 – 1 M_1 – 1 M_1 -1 AP_1 - 1
(a)	**Item 2** Let the width of window be inches		F – 1

	$\Rightarrow$ length = (a + 12) inches L x W = Area $a\,(a\,+\,12)\;=\;2880$ $a^2 + 12a \;-\; 2880 = 0$ $a^2 + 60a - 48a - 2880 = 0$ $a\,(a+60) - 48\,(a+60) = 0$ $(a+60)(a-48) = 0$ $Either\;\; a\;+\;60\;=\;0$ $\Rightarrow\; a = -60$ Or $a - 48 = 0$ $\Rightarrow\; a = 48$ $\therefore\; a = 48\; iches.$ Length = 60 inches There fore the window should be 60 inches by 48 inches.	Defining a variable. Correct equation Solving by any method Both values of a Required values of a Correct response	 F – 1 M_2 – 1 M_2 – 1 M_2 – 1 AP_2 - 1
(b)	Let *x* represent the number of doors y represent the number of windows. $x\;\geq\;0$ } $y\;\geq\;0$ } $240{,}000x\;+\;140{,}000y\;\leq 1{,}680{,}000$ $x + y\;\geq\;6$ $x\;>\;2$ Objective function; $320{,}000\,x + 250{,}000\,y$	Defining variables Both inequalities	F – 1 F – 1 F -1 F – 1 F – 1 F - 1

	Equations $240{,}000x + 140{,}000y = 1{,}680{,}000$ $12x + 7y = 84$ x | 0 | 7 y | 12 | 0 $(0, 12)$ & $(7, 0)$ $x + y = 6$ x | 0 | 6 y | 6 | 0 $(0, 6)$ & $(6, 0)$ $\boldsymbol{x = 2}$	Objective function seen or implied Any one equation from a correct inequality	



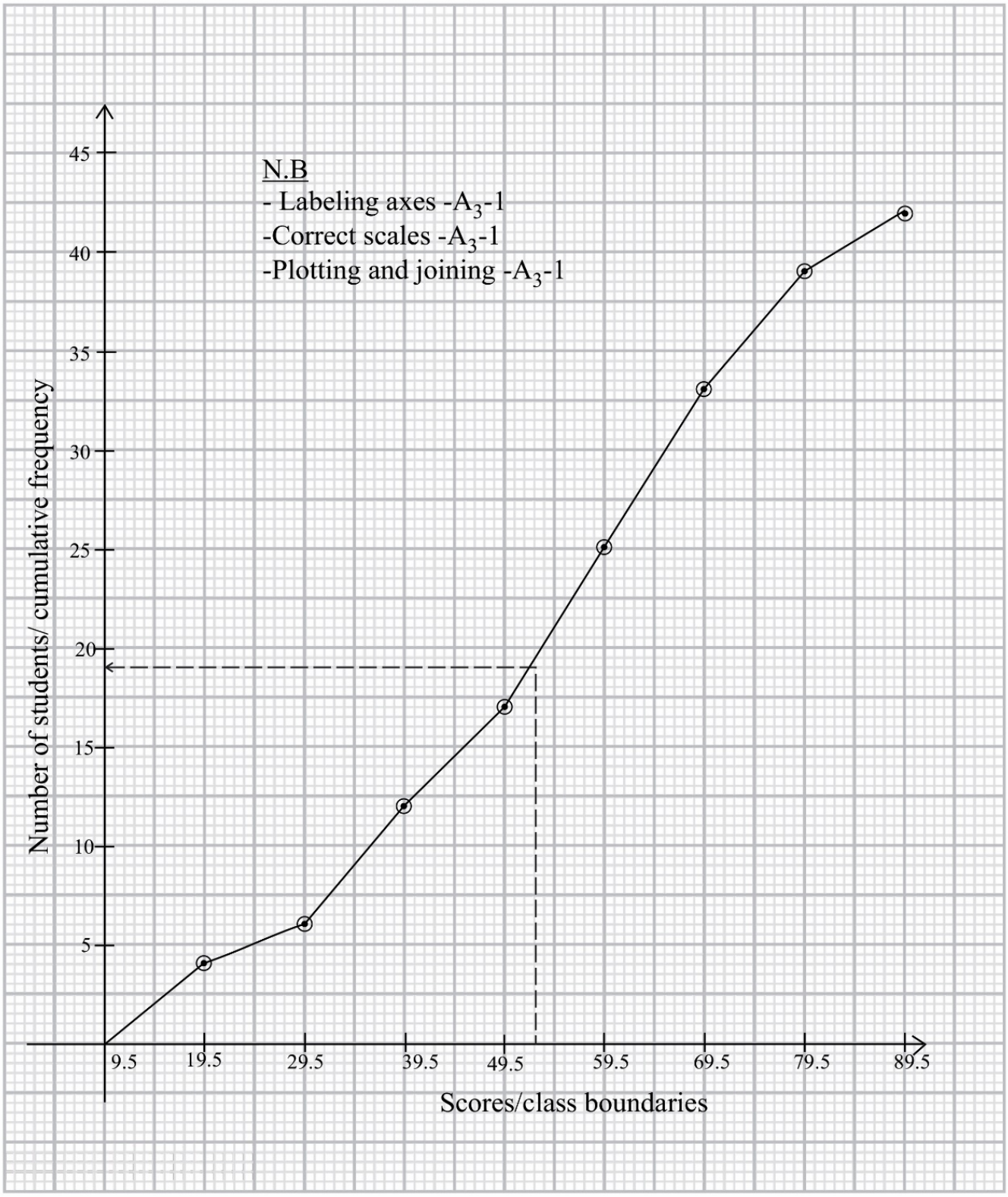
N.B - Line should be drawn named with equation and correct region shaded for a candidate to get M_2 =1

- Both axes with correct scale and labeling M_2 - 1

	$combinations\ (x+y)$ | $outcome\ of\ 320{,}000x + 250{,}000y$ $(3, 6)$ | $2{,}460{,}000$ $(4, 5)$ | $2{,}530{,}000$ $(5, 3)$ | $2{,}350{,}000$ $(6, 1)$ | $2{,}170{,}000$ Therefore the welder should make 4 doors and 5 windows to get maximum income of shs 2,530,000	Optimal points Optimal out puts Correct response Total score 20 to be converted to a maximum weight of 15.	$AP_2 - 1$ $AP_2 - 1$ $AP_2 - 1$
	Item 3 A frequency table showing the performance of S4 class. Average $= \frac{\varepsilon fx}{\varepsilon f}$	Title labeling column for scores & f correct columns of scores & *f* correct *x* correct *fx* εfx cumm freq CB εf	P – 1 P -1 P – 1 $A_3 - 1$ $A_3 - 1$ $A_3 - 1$ $A_3 - 1$ $A_3 - 1$ $A_3 - 1$

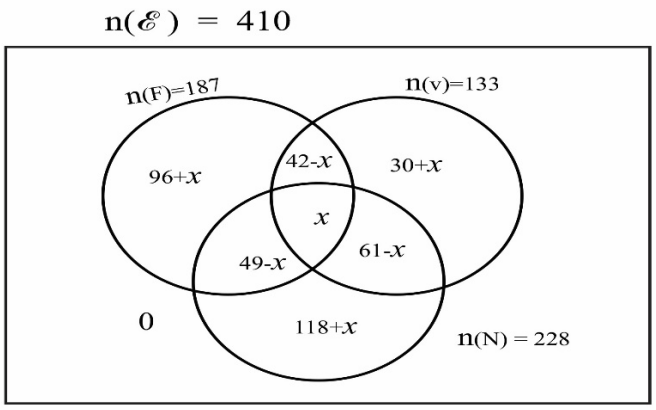
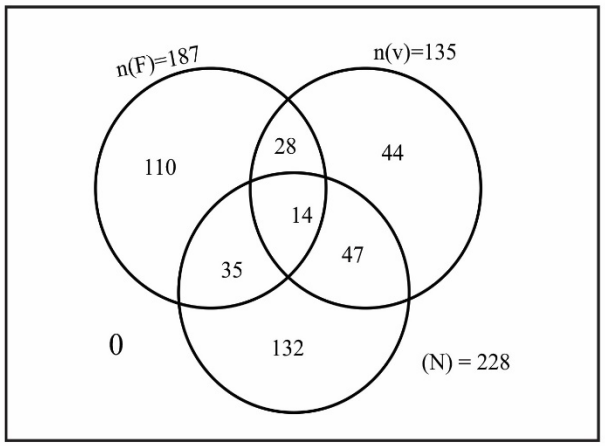
Scores	*f*	*x*	*fx*	Cumm freq	C.B
10 – 19	4	14.5	58	4	9.5 – 19.5
20 – 29	2	24.5	49	6	19.5 – 29.5
30 – 39	6	34.5	207	12	29.5 – 39.5
40 – 49	5	44.5	222.5	17	39.5 – 59.5
50 – 59	8	54 – 5	436	25	49.5 – 59.5
60 – 69	8	64.5	516	33	59.5 – 69.5
70 – 79	6	74.5	447	39	69.5 – 79.5
80 – 89	3	845	253.5	42	79.5 – 89.5
	εf = 42		εfx = 2189		

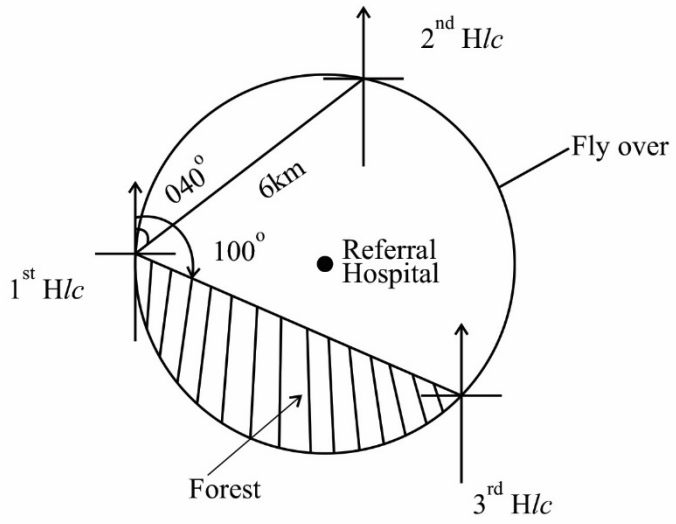
	$\frac{2189}{42}$ $= 52.119 \approx 52$ ∴ The pass mark is 52	subst. into formula correct output correct response	$A_3 - 1$ $A_3 - 1$ 1N - 1
(b)	Students who failed = 19 Students passed = 42 – 19 = 23 ∴ 23 students should be registered because they got the average score or better.	Accept 18 students Students who passed Correct response	 $A_3 - 1$ 1N – 1

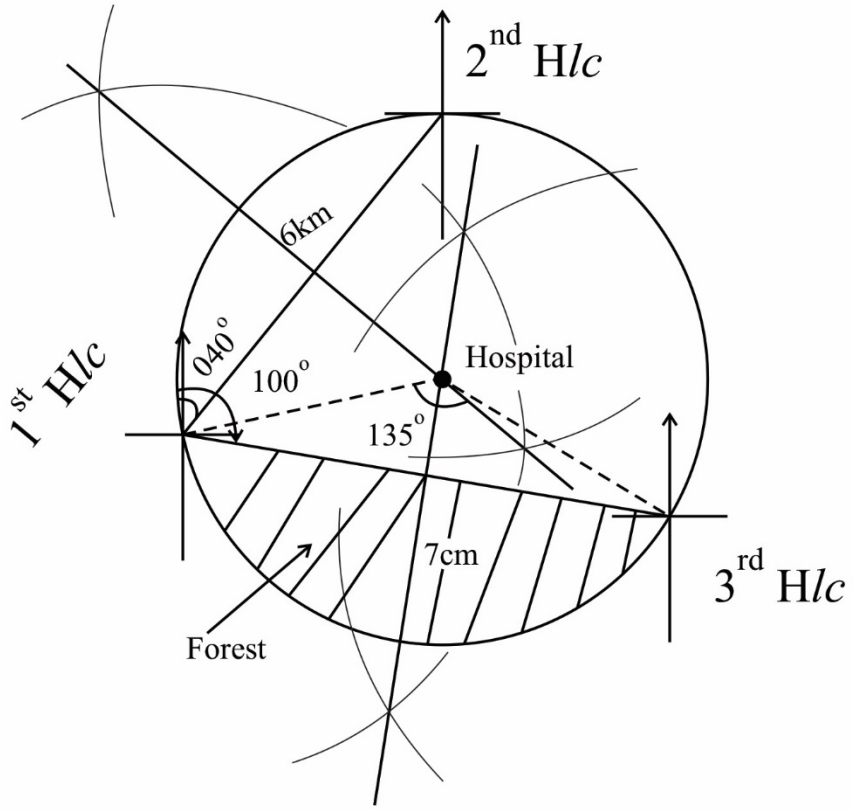

N.B
- Labeling axes -A_3-1
-Correct scales -A_3-1
-Plotting and joining -A_3-1
Number of students/ cumulative frequency
45
40
35
30
25
20
15
10
5
9.5
19.5
29.5
39.5
49.5
59.5
69.5
79.5
89.5
Scores/class boundaries

(c)	Probability $= \frac{19}{42}$ $= 0.4524$ ∴ A remedial exam is necessary because the probability of picking a student who failed is 0.4524 which is **More** than 0.4	Substn. Into prob formula correct output Response with justification. Total score of 20 converted to a maximum weight of 15.	$A_3 - 1$ $A_3 - 1$ 1N - 1
	ITEM 4 Games Football | Volleyball | Netball A: 1 | 2 | 3 B: 2 | 3 | 2 C: 3 | 1 | 3 D: 2 | 1 | 3 A matrix of schools' performance $\begin{pmatrix} 1 & 2 & 3 \\ 2 & 3 & 2 \\ 3 & 1 & 3 \\ 2 & 1 & 3 \end{pmatrix}$ 4 x 3 A matrix of points awarded $\begin{pmatrix} 5 \\ 4 \\ 3 \end{pmatrix}$ 3	Title Matrix order Matrix of points	P – 1 P – 1 P - 1

	$\begin{pmatrix} 1 & 2 & 3 \\ 2 & 3 & 2 \\ 3 & 1 & 3 \\ 2 & 1 & 3 \end{pmatrix} \quad \begin{pmatrix} 5 \\ 4 \\ 3 \end{pmatrix}$ $= \begin{pmatrix} 5+ 8 + 9 \\ 10 + 12 + 6 \\ 15 + 4 + 9 \\ 10 + 4 + 9 \end{pmatrix}$ $= \begin{pmatrix} 22 \\ 28 \\ 28 \\ 23 \end{pmatrix}$ ∴ School B and C won the competition with 28 points.	Multiplication with compatibility Correct output Response	P – 1 A_3 –1 A_3 -1 1N -1
(b)	Let F = football, V = volleyball N = netball, $\cap(F \cap V \cap N) = x$ Avenn diagram showing girls' participation.	Title Labelling all sets Partial inserting of data	P – 1 P – 1 A_3 – 1 P - 1

		F only V only N only F ∩ V only F ∩ N only V ∩ N only ∩(F∪ V ∪ N)^{I}	A_3 –1 A_3 – 1 A_3 – 1 A_3 – 1 A_3 – 1 A_3 – 1 A_3 - 1
	n(N – only) = 3 (V – only)	Correct equation	A_3 – 1
	$118 + x = 3(30 + x)$ $118 + x = 90 + 3x$ $2x = 28$ $x = 14$	Correct output	A_3 – 1
		inserting data for all	P- 1
	n(at least 2 games) = 28 + 14 + 35 + 47 = 124 ∴ 124 girls are to receive certificates.	adding output	A_3 – 1 A_3 – 1

		response	1N - 1
		Total	**23**
	ITEM 5  Let 1cm represent 1km ⇒ 6km → 6cm 7km → 7cm Radius of fly over = 3.8cm = 3.8km Angle subdivided at the centre = 135^0	Correct sketch Choosing appropriate scale Use of scale Radius in cm correct radius with units (km). Angle with correct units.	A_4 – 1 A_4 – 1 M_4 -1 M_4 –1 M_4 - 1

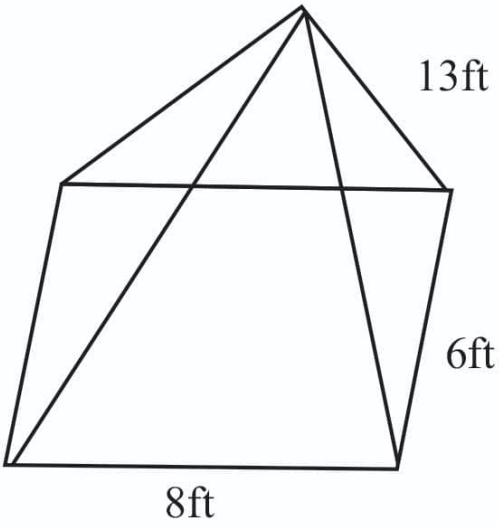


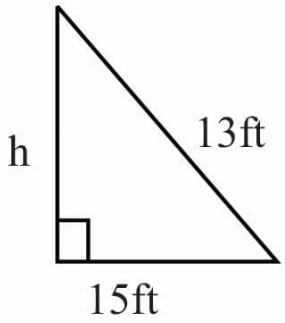
Radius = 3.8cm I 0.1cm
Centre angle = $135^0 \pm 1^0$

N.B

Measuring 040^0 -	$M_4 - 1$
Measuring 100^0 -	$M_4 - 1$
Measuring 6cm -	$M_4 - 1$
Measuring 7cm	$m_4 - 1$
1st b sector	$M_4 - 1$
2nd b sector	$M_4 - 1$
Circle	$M_4 - 1$

	Area of sector $= \frac{\theta}{360}\pi r^2$ $= \frac{135}{360}$ x $\frac{22}{7}$ x 3.8^2 $= 17.0186\ km^2$	Subtn. Into the formula Output with correct units	A_4 – 1 M_4 – 1
	Area of triangle $= \frac{1}{2} r^2 \sin\theta$ $= \frac{1}{2}$ x $3.8^2 \sin 135^0$ $= 5.1053 km^2$	Subtn. Into the formula Correct output with units	A_4 - 1 M_4 – 1
	Area of segment = 17.0186 – 5.1053 = 11.9133km^2 ∴ The area to be occupied by the forest is 11.9133km^2	Subtraction out put Response Total score of to be 20 converted to a maximum weight of 16.	A_4 – 1 AP_4 - 1

		Sketch with all dimensions	$A_4 - 1$
	Diagonal of the base = $\sqrt{8^2 + 6^2}$ $= \sqrt{100}$ $= 10$ft Height of pyramid	Pythagoras thm Out put	$A_4 - 1$ $M_4 - 1$

			
	h = $\sqrt{13^2 - 5^2}$	Pythagoras theorem	A_4 – 1
	= $\sqrt{144}$	Out put with correct units	M_4 – 1
	= 12ft		
	Volume of pyramid = ⅓ base are a x h.		
	= ⅓ x (8 x 6) x 12	substn into formula	A_4 – 1
	= 192 ft^3		
	∴ The capacity of the tank is 192ft^3	out put who correct units response	M_4 – 1 AP_4 - 1
(b)	Cost of tank = BP + interest.		
	Interest = $\frac{10}{100}$ x 900,000	Substn	A_4 – 1
	= 90,000	Output	M_4 – 1
	$Total\ cost\ of\ tank = 900{,}000 + 90{,}000$	Addition	A_4 – 1
	= 990,000.	Output	M_4 – 1
	$Profit\ on\ tank = 1840{,}000 - 990{,}000$	Subtraction	A_4 – 1
	= 850,000	output	M_4 – 1
	$Taxable\ income = 1000{,}000 - 150{,}000$	subtraction	A_4 – 1

	$= 850{,}000$	output	$M_4 - 1$
	$Tax\ bands$		
	$\frac{10}{100}$ x $300{,}000 \quad = \quad 30{,}000$	output of 30,000	$M_4 - 1$
	$\frac{20}{10}$ x $350{,}000 \quad = \quad 70{,}000$	output of 70,000	$M_4 - 1$
	$Income\ tax \quad \rightarrow \quad 100{,}000$		
	$Net\ income = 1{,}000{,}000 - 100{,}000$		
	$= 900{,}000$	Income tax substn in formula	$M_4 - 1$
	I advise Kato to take up the job because the net income of sh 900,000 is greater than the profit of 850,000 on the tank.		$A_4 - 1$
		Output	$M_4 - 1$
		Advice with justification	
		Total score 22 to be converted to max weight of 16.	AP_4 - 1

E N D

545/1
CHEMISTRY
Paper 1
2025

SECTION A

ITEM 1

S/N	BASIS OF ASSESSMENT	SUCCESS ASSESSMENT CRITERIA	SCORES
(a)	(i) CATEGORY/ TYPE OF PRODUCT	The company manager should add artificial (synthetic) food preservatives and sweeteners Artificial (synthetic) food preservatives and sweeteners are food additives that are made by man Ignore food additives alone	T= 06 C + F = T_2 = 06
	(ii) FUNCTION OF PRODUCT OR HOW IT WORKS	Synthetic food preservatives work by inhibiting the growth of microorganisms (bacteria, yeast, mold), slowing oxidation and preventing enzymatic reactions that cause spoilage Synthetic sweeteners are food additives used primarily to enhance the sweetness of foods and beverages without adding significant calories	C = T_1 = 04 Wrong category+ correct function T_0 = 00
(b)	DANGERS OR SIDE EFFECTS OF	Regular consumption of foods containing artificial preservatives and sweeteners has been associated with:	D=06 Di + De + Dm = D_3 = 06

	PRODUCT(S) AND MITIGATION	- Respiratory issues: Asthma, rhinitis, sinusitis (particularly with sulfites) - Neurological effects: Hyperactivity in children, insomnia, irritability - Digestive problems: Diarrhea, colicky pains, gut microbiome disruption - Skin reactions: Hives, itching, rashes, swelling (especially with azodyes) (allergic reactions leading to skin rashes) - Metabolic disorders: Obesity, diabetes, metabolic syndrome - Cardiovascular risks: High intake linked to heart disease - Cancer risks: Some preservatives may be carcinogenic with long-term exposure - Hormonal disruptions: Potential effects on endocrine system and puberty development **Mitigation Strategies:** • Use high-pressure processing (HPP) or vacuum sealing instead of chemical preservatives to extend shelf life • Combine antioxidants (e.g., vitamin E) with preservatives to reduce oxidative stress risks • Raise awareness about the risks of excessive additive consumption, especially for children and high-risk groups • Regulate the quantities of the additives used to avoid dangers associated with their excessive use. • Using recommended amounts/ using small amounts of the products.	$Di + Dm = D_3 = 06$ $De + Dm = D_3 = 06$ $Di + De = D_2 = 04$ $Di = D_1 = 02$ Accept any other correct Danger, explanation and mitigation

(c)	EVALUATION OF PRODUCTS	**Similarities between natural and artificial preservatives** Purpose: Both natural and synthetic preservatives aim to extend the shelf life of food by inhibiting microbial growth, oxidation, and spoilage. Functionality: They work through similar mechanisms, such as antimicrobial, antioxidant, or enzyme-inhibiting actions. Excessive use of either type can have negative health effects, so both are used in controlled amounts. **Differences between natural and artificial preservatives** Natural food preservatives are derived from plants, animals or microorganisms whereas synthetic food preservatives are chemically produced in labs by man Natural food preservatives are generally perceived as safer and healthier by consumers while synthetic food preservatives are often viewed with skepticism due to potential health risks (e.g., allergies, carcinogenicity in some cases). Natural food preservatives may be less potent and require higher concentrations. Whereas synthetic food preservatives are typically more effective at lower concentrations. Natural food preservatives may degrade faster under heat, light, or pH changes. However, synthetic food preservatives are more stable under various conditions.	E=06 Es + Ed = E_1 = 06 Deny if a learner has given only a difference or similarity.

		Natural food preservatives are often more expensive and harder to produce in large quantities. Whereas synthetic food preservatives are cheaper and easier to mass-produce Therefore, synthetic food additives should be the ones the manager can use **Similarities between natural and artificial sweeteners** Natural and artificial sweeteners are both used to add sweetness to foods and beverages Many natural and artificial sweeteners are low-calorie or calorie-free, making them popular for weight management. **Differences between natural and artificial sweeteners** • Natural Sweeteners are derived from plants or natural sources. Whereas artificial Sweeteners are synthetically produced in labs • Natural Sweeteners are generally perceived as "healthier," though some are high in fructose, while artificial Sweeteners can cause potential health risks (e.g. aspartame linked to headaches in sensitive individuals	
		TOTAL WEIGHTED SCORE Accept any other correct difference and similarity.	18

ITEM 2

S/N	BASIS OF ASSESSMENT	SUCCESS ASSESSMENT CRITERIA	SCORES
(a)	CATEGORY OF SUBSTANCE OR COMPOUND WITH REASON	M is a **metal**, since it forms ions by loss of electrons, for example Calcium. Or: M is a metal because it has two electrons in the outermost energy level or it belongs to group II of the periodic table Ci = category identified. Cr = explanation reason for the category.	C=04 Ci + Cr = C_2 = 04 CCi = C_1 = 03 Cr only = 04
(b)	PROPERTIES OR PRIDICTIONS OF SUBSTANCE M AND USES	➢ Calcium rarely exists in pure form in nature due to high reactivity. So, it is stored as compounds (e.g., carbonate, sulfate) for safety in supplements, construction, and food. ➢ Has high melting point and withstands high temperatures without decomposing. So, it is used in steel production (alloyed to remove impurities like sulfur) ➢ Calcium dissolves in water to form electrolytes for electrical conductivity ➢ Dissolves in water to form electrolytes for sports drinks since calcium ions help maintain hydration and nerve/muscle function.	X=05 3-4P + 1U + clear Ca = X_2 = 05 1-2P + 1u = X_1 = 03 1-2P + clear Ca = X_1 = 03 1-2P + 1u + in Ca=X_1 = 03

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Calcium reacts with water and releases heat and alkaline hydroxide. The reaction is essential for making Self-heating food packs and cement hardening
Calcium is very reactive, its ions combine with phosphate (PO_4^{3-}) and hydroxide (OH^-) to form hydroxyapatite, the rigid, mineralized structure that gives bones and teeth their hardness and strength.
Good conductors of heat and electricity hence useful in producing electrical components.
Malleable and ductile.
Fairly soft metal.
Has a white silve y appearance.

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<tr>
<td>(c)</td>
<td>APPLICATION OF QUANTITY OF MATTER</td>
<td>
FORMULA OF OXIDE OF M
Mass of oxygen in the oxide = 2.8 – 2.0 = 0.8 g
<table>
<tr><td>Symbols of elements in the oxide</td><td>M</td><td>O</td></tr>
<tr><td>Composition by mass</td><td>2.0</td><td>0.8</td></tr>
<tr><td>Number of moles</td><td>$\frac{2.0}{40} = 0.05$</td><td>$\frac{0.8}{16} = 0.05$</td></tr>
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		Mole ratio: $\frac{0.05}{0.05}$: $\frac{0.05}{0.05}$ = 1 : 1 Hence the formula of the oxide is **MO**	
(d)	**IMPACTSOF POLLUTION OF ENVIRONMENT BY OXIDE OF P AND THEIR MITIGATION**	- High amount of the oxide renders the soil alkaline or rises its pH and affect nutrient availability for plants. This can be mitigated by adding to the soil ammonium salts to neutralize excess hydroxide ions or ensuring safe storage of the oxide - **Nanoparticle Emissions**: the oxides' nanoparticles used in agriculture or industry may become airborne, posing inhalation risk. The effect is mitigated by wearing protective gear i.e. masks. - Air pollution during production**,** storage and use. - Water pollution/ increases the PH of water.	I=03 Mi + Mm = I_2 = 03 Mi = I_1 = 01
		TOTAL WEIGHTED SCORE	12

Mi = impact identified

Mm = impact mitigated

SECTION B

PART I

ITEM 3

S/N	BASIS OF ASSESSMENT	SUCCESS ASSESSMENT CRITERIA	SCORES
A	PROCESS OF PRODUCTION WITH RAW MATERIALS	**PRCOCESS OF MANUFACTURE OF SULPHURIC ACID** Sulphur is burnt in air in a furnace or burner to produce Sulphur dioxide $S(s) + O_2(g) \longrightarrow SO_2(g)$ Sulphur dioxide, is purified in a purifier and dried to prevent poisoning of the catalyst. It is then heated with dry pure oxygen gas at a low temperature of 400 – 500°C under high pressure of about 1 – 3atm in the presence of vanadium (v) oxide in a catalytic- chamber forming sulphur trioxide. $2SO_2(g) + O_2(g) \longrightarrow 2SO_3(g)$ Sulphur trioxide is then dissolved in a little concentrated sulphuric acid to produce a fuming liquid called oleum. $SO_3(g) + H_2SO_4(l) \longrightarrow H_2S_2O_7(l)$ The oleum is diluted with a known amount of water in a dilutor to give 98% concentrated sulphuric acid. $H_2S_2O_7(l) + H_2O(l) \longrightarrow 2H_2SO_4(aq)$ All Rm + V+ 3PP +3PC + Cd + Pr + Ch+ CP =P_3 =06 Cd = conversion to the desired product. Ch = coherency cp = complete process of production.	P=06 All Rm + V + Pp + Pc + Cd + Pr + Ch = P_3 = 06 1Rm + any three of (V, Pp, Pc, Pr) = P_2 = 05 1Rm = P_1 = 04
B			S=06 Di + De + Dm = S_3 = 06

	SIDE EFFECTS OF THE PROCESS AND MITIGATION	- Air pollution due to release of waste gases or fumes. Waste acidic gases like sulphur dioxide and nitrogen dioxide cause acid rains which lead weakening of buildings and lowering of soil and water pH. This can be mitigated by using carbon air filters or scrubbers in exhaust pipes to absorb the acidic gases. - Land pollution due to oil residues and other wastes like plastics, which leads to loss of soil fertility. Mitigation is done by putting strict laws against dumping of wastes. - Water pollution as a result of industrial effluent, which can change the pH of water or temperature making water unsafe for use. Also, some traces of phosphates may escape into water and accelerate the growth of algae blooms. Strict laws against dumping of wastes should be put in place. - Global warming as a result of increased levels of carbon dioxide in the atmosphere. Mitigation is done by planting more trees to absorb the carbon dioxide, or using carbon capture and storage method.	Di + Dm = S_3 = 06 De + Dm = S_3 = 06 Di + De = S_2 = 04 De = S_2 = 04 Di = S_1 = 02
C	SOCIAL BENEFITS OF THE PROCESS	- Employment opportunities that lead to increased house hold income resulting into improved standards of living - Development of infrastructure such as roads which facilitate trade. Locals still earn income that improves their standard of living - Health centres are constructed giving the locals access to cheap and better health services, hence a healthy community - Accept any other social benefit of the industry to the environment - S6 + Si +Si = B_3 = 06	B=06 Sb + Se + Si = B_3 = 06 Sb + Si = B_3 = 06 Se + Si = B_3 = 06 Sb + Se = B_2 = 04 Sb = S_1 = 02

		TOTAL EIGHTED SCORE	18

ITEM 4

S/N	BASIS OF ASSESSMENT	SUCCESS ASSESSMENT CRITERIA	SCORES
A	PROCESS OF EXTRACTION OF IRON FROM RAW MATERIALS	**Process of production** - The process takes place in the blast furnace. - The ore (haematite) is first roasted in air to drive off any water in it. - The roasted ore, coke and limestone are fed into the blast furnace from the top as shown in the figure above. - Hot air is blown into the blast furnace from the bottom. - Coke is oxidized by oxygen in hot air to carbon dioxide. $C(s) + O_2(g \longrightarrow CO_2(g)$ - The carbon dioxide formed is reduced by unburnt coke to form carbon monoxide. $CO_2(g) + C(s) \longrightarrow 2CO(g)$) - The carbon monoxide formed reduces the ore to iron and itself oxidized to carbon dioxide. $Fe_2O_3(s) + 3CO(g) \longrightarrow 2Fe(s) + 3CO_2(g)$	P=06 All Rm + V + Pp + Pc + Cd + Pr + Ch $= P_3 = 06$ 1Rm + any three of (V, Pp, Pc, Pr) $= P_2 = 05$ 1Rm = P_1 = 04

		- The molten iron runs to the bottom of the blast furnace where it is tapped off. - Due to the high temperature in the blast furnace, limestone is decomposed to calcium oxide and carbon dioxide. $CaCO_3(s) \longrightarrow CaO(s) + CO_2(g)$ - Calcium oxide being basic reacts with silicon (IV) oxide (an impurity) which is acidic to form calcium silicate which is known as slag. $CaO(s) + SiO_2(s) \longrightarrow CaSiO_3(l)$ - The slag is less dense than molten iron, so it floats on top of the molten iron and it is tapped off separately. - The slag prevents the molten iron from re-oxidation by oxygen in the hot air. - The iron obtained is called pig iron or cast iron because it is impure containing Sulphur, silicon, phosphorous and carbon. - Pure iron (wrought iron) is obtained by passing air through molten iron to remove non-metal impurities.	

B	SIDE EFFECTS OF THE PROCESS AND MITIGATION	- Air pollution due to release of waste gases or fumes. Waste acidic gases like sulphur dioxide cause acid rains which lead weakening of buildings and lowering of soil and pH. This can be mitigated by using carbon air filters or scrubbers in exhaust pipes to absorb the acidic gases. - Land pollution due to oil residues and other wastes like plastics, which leads to loss of soil fertility. Mitigation is done by putting strict laws against dumping of wastes. - Water pollution as a result of industrial effluent, which can change the pH of water or temperature making water unsafe for use. Also, some traces of phosphates may escape into water and accelerate the growth of algae blooms. Strict laws against dumping of wastes should be put in place. - Global warming as a result of s increased levels of carbon dioxide in the atmosphere. Mitigation is done by planting more trees to absorb the carbon dioxide Accept any other correct side effect of industrial process to the environment and its mitigation.	S=06 Di + De + Dm = S_3 = 06 Di + Dm = S_3 = 06 De + Dm = S_3 = 06 Di + De = S_2 = 04 De = S_2 = 04 Di = S_1 = 02
C	SOCIAL BENEFITS OF THE PROCESS	- Employment opportunities that lead to increased house hold income resulting into improved standards of living - Development of infrastructure such as roads which facilitate trade. Locals still earn income that improves their standard of living - Health centres are constructed giving the locals access to cheap and better health services, hence a healthy community. Accept any other correct social benefit to the community.	B=06 Sb + Se + Si = B_3 = 06 Sb + Si = B_3 = 06 Se + Si = B_3 = 06 Sb + Se = B_2 = 04 Sb = S_1 = 02

		TOTAL WEIGHTED SCORE	18

PART II

ITEM 5

S/N	BASIS OF ASSESSMENT	SUCCESS ASSESSMENT CRITERIA	SCORES
A	IDENTIFY CATEGORY OF NATURAL RESOURCE REASON AND COMPOSITION OF NATURAL RESOURCES	Stone quarrying involves breaking down of rocks into aggregates. Rocks are nonrenewable natural resources because they cannot be replenished in short period of time when used up. Rocks are composed of minerals like iron, copper, aluminium, calcium carbonate, gypsum, mica, quartz, calcium, feldspar, among others	N=06 Ci + R + 3Co = N_2 = 06 Ci + Co + Ni = 05
B	IMPACT OF HUMAN ACTIVITY ON NATURAL RESOURCES	Stone quarrying leads to land reclamation through digging of holes which are breeding places for snakes and mosquitoes. This can be prevented by refilling the holes using sand or soil During stone quarrying, quarry residues are washed away by erosion to streams and rivers hence causing water pollution and this can be mitigated by using strict laws on proper disposal of the residues	M=04 Mi + Me + Mm = M_3 = 04 Mi + Mm = M_3 = 04

	AND ON THE ENVIRONMENT AND HOW IT WORKS AND MITIGATION.	Dust particles and toxic gases generated from the quarrying process pollutes the air and may cause respiratory disorders like asthma and cough and vision difficulties. This can be mitigated by enforcing of strict laws and treating toxic gases before release. During stone quarrying, water cycle is disrupted through lowering the water table hence drying up of wells. This can be mitigated by using strict laws. Explosives used in breaking down rocks cause sound pollution and affect people with heart diseases. Mitigation is done by sounding sirens to alert people to take cover for safety or use personal protective equipment like earpads. Explosives also damage the buildings. Mitigation is done by banning people from settling near quarry sites	Me + Mm = M_3 = 04 Mi + Me = M_2 = 02 Me = M_2 = 02 Mi = M_1 = 01
C	BENEFITS OF /IMPORTANCE OF CONSERVING THE NATURAL RESOURCE OR SUSTAINABLE USE OF THE NATURAL RESOURCE	- Rocks are used for construction since they are hard and strong - Rocks contribute to soil formation through weathering - Rocks help in tourist attraction which earns revenue to government - Rocks are used for decoration, making statues and sculptures due to their attractive appearance - Benefit identified + Explanation of the Benefit = Be = 05 - Accept any other sustainable use of the Natural resource affected by the human activity.	Be =05 Bi + Be = Be_2 Bi = Be_1
		TOTAL WEIGHTED SCORE	15

ITEM 6

S/N	BASIS OF ASSESSMENT	SUCCESS ASSESSMENT CRITERIA	SCORES
A	IDENTIFY CATEGORY OF NATURAL RESOURCE REASON AND COMPOSITION OF NATURAL RESOURCES	- Charcoal burning affects air and vegetation: which are renewable natural resources because they can be replenished in a short period of time when used up. Air is composed of oxygen, carbon dioxide, nitrogen, rare gases, water vapour, dust particles whereas vegetation is composed of carbon, hydrogen, oxygen, magnesium, iron, among others - Light petroleum gas (LPG) is a non-renewable natural resource because it cannot be replaced or replenished in a short period of time when used up. It is made up of carbon and hydrogen.	N=06 Ci + R + 3Co = N_2 = 06 Ci + Co + Ni = 05
B	IMPACT OF HUMAN ACTIVITY ON NATURAL RESOURCES AND ON THE ENVIRONMENT AND HOW IT WPOKS AND MITIGATION.	➢ Charcoal burning involves cutting down of trees which results into increased accumulation of carbon dioxide in the atmosphere leading to climate change like prolonged drought etc. This can be mitigated by planting trees to absorb carbon dioxide from the atmosphere through photosynthesis or using alternative sources of energy like solar energy, electricity, biogas and nuclear energy, or Carbon Capture and Storage (CCS) which involves using technologies to capture carbon dioxide from industrial processes and store it underground or repurpose it ➢ Charcoal production often relies on cutting down trees, leading to forest loss and habitat destruction, Soil erosion	M=04 Mi + Me + Mm = M_3 = 04 Mi + Mm = M_3 = 04 Me + Mm = M_3 = 04 Mi + Me = M_2 = 02 Me = M_2 = 02 Mi = M_1 = 01

		and reduced water retention occur due to loss of tree cover, impacting agricultural productivity ➢ Traditional charcoal kilns emit particulate matter, carbon monoxide (CO), nitrogen oxides (NOx), and volatile organic compounds (VOCs), contributing to respiratory diseases like asthma and bronchitis. ➢ Ash and chemical runoff from charcoal production sites can contaminate water sources, harming aquatic life and local communities. The following are the mitigation measures: - Using agricultural waste, coconut shells, or bamboo reduces reliance on natural forests - Certification programs (e.g., Forest Stewardship Council - FSC) promote legal and sustainable charcoal production - Using alternative energy sources such as biogas, or electric stoves reduces dependence on charcoal. Solar cookers offer a zero-emission alternative in sunny regions - Training programs for charcoal producers on sustainable techniques and health risks can reduce environmental harm ➢ Burning of LPG in excess oxygen produces carbon dioxide which can accumulate in the atmosphere causes global warming or climatic change. This can be mitigated by: • Replacing LPG with clean energy sources like solar, wind, and geothermal power. These technologies are now cost-	

		competitive and can significantly cut emissions from electricity generation, which accounts for 25% of global emissions • Planting trees that can absorb carbon dioxide produced through photosynthesis (afforestation and reafforestation) • Carbon Capture and Storage (CCS). Deploying technologies to capture carbon dioxide from industrial processes and store it underground or repurpose it. While costly, CCS is critical for "hard-to-abate" sectors. ➢ The carbon dioxide produced by burning LPG dissolves in water and forms acid rain, which reacts with calcium carbonate or magnesium carbonate in rocks forming calcium hydrogen carbonate or magnesium hydrogen carbonate respectively. When these compounds are carried into different water sources and cause water hardness. This can be mitigated by use of other alternative sources of fuels such as solar energy. ➢ Burning of LPG in limited supply of oxygen produces carbon monoxide gas when inhaled. Carbon monoxide combines with haemoglobin in blood forming carboxyhaemoblobin which stops transportation of blood and caused suffocation that may result into death. Mitigation is done by burning LPG in a well-ventilated place to ensure complete combustion.	

C	BENEFITS/IMPORTANCE OF CONSERVING THE NATURAL RESOURCE OR SUSTAINABLE USE OF THE NATURAL RESOURCE	**Trees and Vegetation** ✓ Carbon Sequestration: Forests absorb carbon dioxide, mitigating climate change (tropical forests store ~250 billion tons of carbon) ✓ Biodiversity Conservation: Provide habitats for 80% of terrestrial species ✓ Soil Protection: Roots prevent erosion, maintaining fertile land for agriculture ✓ Water Regulation: Trees enhance groundwater recharge and reduce flood risks ✓ Economic Value: Sustain industries like timber, medicine, and ecotourism ✓ Tree roots help prevent soil erosion and maintain soil fertility by contributing organic matter ✓ Trees are a source of herbal medicine for treatment of diseases and provision of vitamin C to man **Air** ✓ Oxygen Supply: Trees improve air quality by absorbing carbon dioxide and releasing oxygen ✓ Climate Regulation: The atmosphere traps heat, maintaining Earth's temperature ✓ Pollutant Filtration: Trees absorb nitrogen dioxide, Sulphur dioxide, and particulate matter and prevent pollution ✓ LPG is a source of fuel since it produces a lot of heat energy when burnt. This energy can be used for cooking and lighting. ✓ LPG is also a source of revenue to the government through taxes. This revenue can be used for paying civil servants,	Be =05 Bi + Be = Be_2 Bi = Be_1

		construction of roads, hospitals and schools for improved standards of living	
		TOTAL WEIGHTED SCORE	15

TOTAL SCORE = 63

E N D

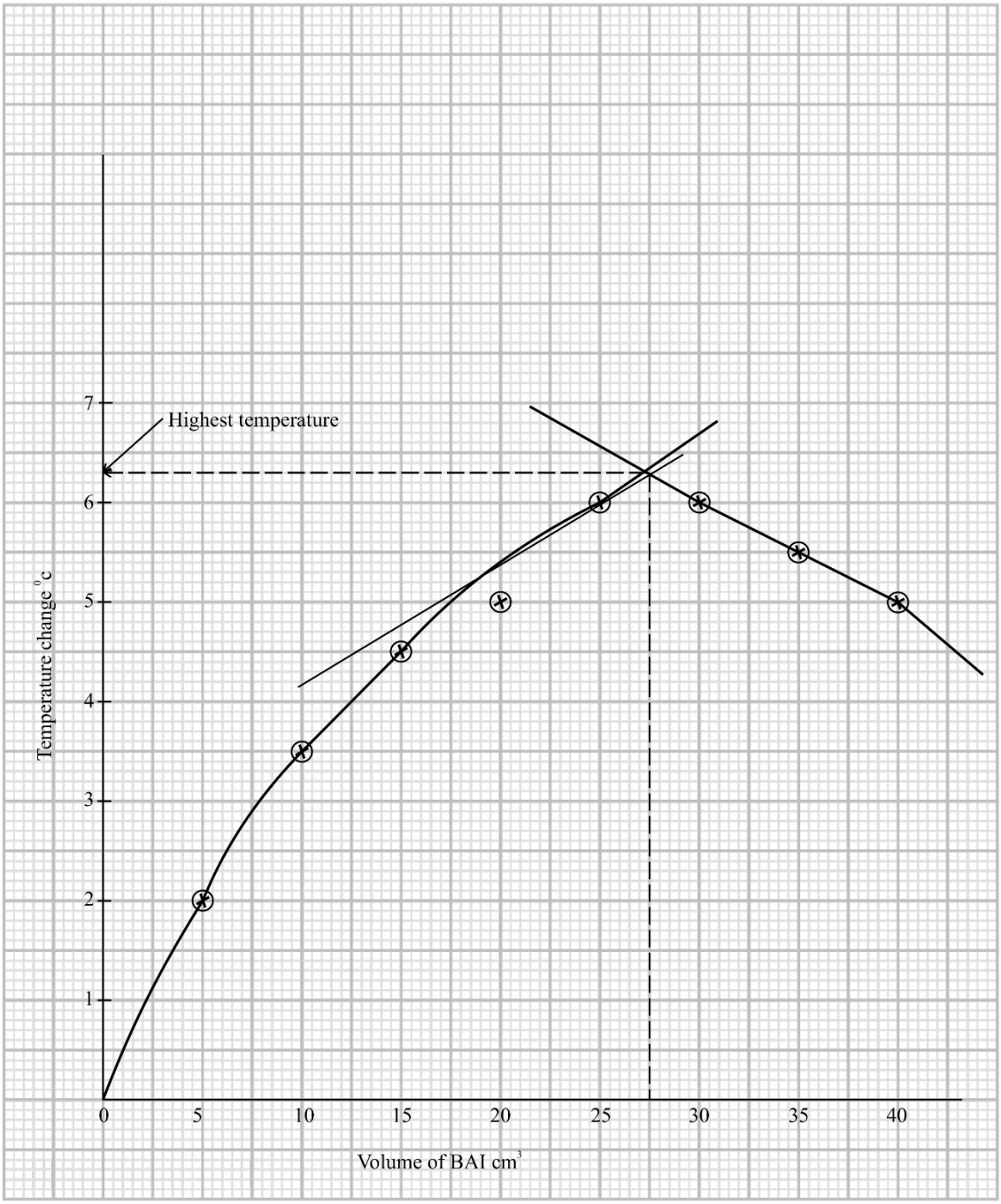
545/2
CHEMISTRY PRACTICAL
Paper 2
2025

ITEM 1

<table>
<tr><th>Text</th><th>CONTENT</th><th>SCORE</th></tr>
<tr><td>1.</td><td>Aim: To determine what <u>volume of BA1</u> produces <u>maximum amount of heat</u> when reacted with a fixed volume of BA2 to produce sodium chloride.</td><td>2A = 05
1A = 03
A = 0</td></tr>
<tr><td>2.</td><td>Hypothesis: <u>Maximum amount of heat</u> is produced when a particular volume of BA1 is reacted with a fixed volume of BA2 to produce sodium chloride.</td><td>2H = 06
1H = 05</td></tr>
<tr><td>3.</td><td>Variables
(a) Independent: Volume or concentration of BA1.
(b) Dependent: Temperature.
(c) Controlled: Volume of BA2 because it was kept Constant.</td><td>3V = 06
2V = 05
1V = 05</td></tr>
<tr><td>4.</td><td><table><tr><th>Risk</th><th>Mitigation</th></tr><tr><td>Spillage of BA1 or / and BA2 on the body</td><td>Put on laboratory coat/ PPE / gloves / closed shoes.</td></tr></table></td><td></td></tr>
<tr><td>5.</td><td>Procedure
(a) 1 measured 25cm^3 of BA2 using in a cleaned measuring cylinder and poured it into a cleaned small plastic beaker then1 used a cleaned</td><td>3P = 03
2P = 04
1P = 01</td></tr>
</table>

	thermometer to measure the initial temperature of this BA2 and recorded it as t_2 ^{0}C. (b) 1 measured the initial temperature of this BA1 using a rinsed thermometer and recorded it as t_1^{0}Cthen transferred the BA1 in to amounted and cleaned burette and adjusted the results to 0.00cm^3. (c) 1 calculated the average initial temperature t_3^{0}C from $\frac{t_1 + t_2}{2}$ and recorded it in the table.	

A GRAPH OF TEMPERATURE CHANG AGAINST VOLUME OF BA1



Text	CONTENT	SCORE
	(d) 1 titrated 5cm^3 of BA2 in the small plastic beaker, gently stirred the mixture with the thermometer, measured and recorded the highest temperature reached in the table. (e) 1 repeated (d) at intervals of 5cm^3 (for volumes of 10, 15, 20, 25, 30, 35 and 40cm^3) recording the highest temperature for each interval in the table. 1 finally plotted a graph of temperature change against volume of BA1 which 1 used to determine	
	(f) the highest temperature change and the volume at which this occurred to calculated the maximum amount of heat produced by the reaction between BA2 and BA1. $t_2 = 24^0C$ $t_3 = \frac{t_1+t_2}{2} = \frac{24+24}{2} = 24^0C$ $t_1 = 24^0C$	

Vol. of BA1cm^3	0	5	10	15	20	25	30	35	40
Temp. ^0C	24.0	26.0	27.5	38.5	29.0	30.0	30.0	35.5	39.0
Temp. change ^0C	0	2	3.5	4.5	5.0	6.0	6.0	5.5	5.0

From the graph, the highest change(θ) = 6.4 and occurred at 27.25cm^3 of BA1

Volume of BA1 = 27.25

	Volume of BA2 = 25 Total volume of solution = 52.25 ∴ Mass (M) of solution = (52.25 x 1) = 52.25g Heat produced = m c θ = $\frac{52.25\ x\ 4.2\ x\ 6.4}{1000}$KJ = 1.40448 ≈ <u>1.41 KJ</u> (c) As more BA1 was added to the 25cm^3 to the 25cm^3 of BA2, temperature change kept on increasing through much more at first (see slope of graph) stopped to increase then decreased from 35cm^3 of BA1.	
	(d) From just 25cm^3 of BA2 and 27.25cm^3 of BA1 a total of 1.41KJ of heat was produced implying that when the volume of BA1 and BA2 are increased in this ratio (BA2: BA! = 25:27.25) say by 1000, the amount of heat evolved would be tremendous (all other factors remaining constant). Therefore, the amount of heat produced by the reaction between BA2 and BA1, is viable to be harvested for other purposes.	

E N D

545/3
CHEMISTRY PRACTICAL
2025

SCORING GRID

Task	Content	Scores
1.	Aim: An experiment to determine how fast magnesium produces heat as it displaces copper(II) ions from copper(II) sulphate solution.(0r rate / time taken for Mg produce heat when it is displaces Cu^{2+})	5
2.	Hypothesis: Magnesium produces a lot of heat, very fast as it displaces copper (II) ions from copper(II) sulphate solution to produce magnesium sulphate. Or heat produced when Mg displaces Cu^{2+} ions. Rej copper only.	6
3.	Variables (a) Independent: Time or rate of reaction. (b) Dependent: Temperature/ temp of solution but all temp (c) Controlled: Volume copper (II) sulphate solution and/ or mass of magnesium because they were kept constant. - Rej round of Mg - Acc amount of $CuSO_4$. - Rej if vol or mass not included in variable.	6

4.	Risk: Spillage of copper(II) sulphate solution the table Mitigation: Dry the table using a rug or tissue.	3
5.	Procedure (a) 1 measured the initial temperature off copper (II) sulphate solution using a cleaned thermometer and recorded it in the table as the temperature for 0.0 seconds. (b) 1 placed the fixed mass of magnesium in a cleaned small plastic beaker. (c) (i) 1 measured 30cm^3 of copper(II) suqlphate solution using a cleaned measuring cylinder. (ii) 1 carefully but quickly added the 30cm^3 of the copper(II) sulphate solution to the content in the small plastic beaker and / immediately started a stop clock. (iii) 1 gently stirred the mixture in the small plastic beaker using a thermometer. (iv) 1 noted and recorded the temperature reacted after every 30 seconds for 5 minutes in the table. (d) 1 calculated the temperature charge, recorded it in the table and finally plotted a graph of temperature change against time from which / obtained the highest temperature change that / used to calculate the maximum heat produced from the reaction.	5
	QD = - table drawn - Variables and units - 2/2 data sets.	**25**

(b) Date: Presentation and recording

Time(s)	0.0	30.0	60.0	90.0	120.0	150.0	180.0	210.0	240.0	270.0	300.0
Temp. ^0C	24.0	34.0	39.0	41.5	43.0	44.0	44.0	44.0	44.0	44.0	44.0
Temp. Change ^0C	0	37.0	48.0	48.0	48.0	46.0	44.0	43	41.0	40.0	38.0

10

From the graph, the highest temperature change ( ) = 50.5^0C occurred after approximately 75 seconds.

Volume of copper(II) sulphate solution = $30cm^3$

Mass (m) of copper (II) sulphate solution = (30 x 1) = 30g.

Heat produced = m cθ

$$= \frac{30 \times 4.2 \times 50.5}{1000} \text{ KJ}$$

$$= 10.605 \text{ KJ}$$

(c) Analysis

A sharp temperature change 23 – 71^0C was realized within the first 60 seconds but was followed by no temperature for the next 60 seconds (60 – 120 seconds) then a gradual temperature decrease of either 1^0C or 2^0C.

6

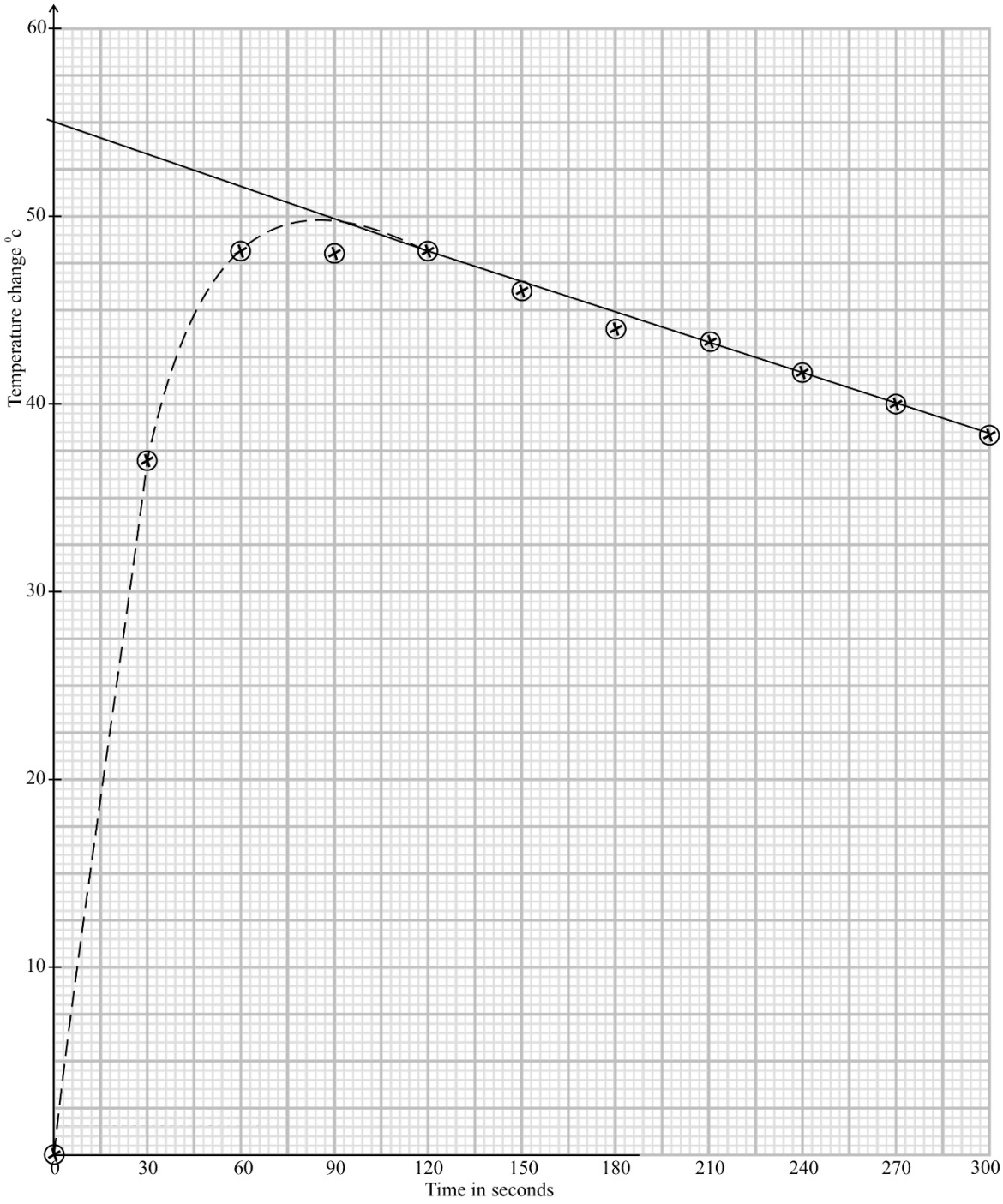
(d) Conclusion and recommendation.

For just $30cm^3$ of copper (II) sulphate solution and fixed mass of magnesium, in just abut 75 seconds, a total of 10.605KJ of heat was produced which is quite a lot of

	heat in a short time. (1 imagine the around of heat if the reactants were increased 10,000 times) Therefore, such amount of heat from this reaction using larger quantities of reactants would be viable for harvesting for other purposes apart from magnesium sulphate.	6
		27

A GRAPH OF TEMPERATURE CHANGE AGINST TIME

If starting temp



is 10^{o}C the graph starts from 10

INTERPRETATION

From the graph, the temp rose in the first So seconds that produced the highest temp to about 55^{o}C and after 60 sec there was gradual decrease in temperature.

Conclusion& recommendation

In this case, for the 30cm^3 of $CuSO_4$ solution that was reacted with Mg powder, in just 60s, quantity of heat produced was 10.60Kj. Therefore when large amount of quantities of tants are used, we can have large amount of heat produced when Mg displaces Cu^{2+}.

E N D

535/1
PHYSICS
Paper 1
2025

Item No.	Part	Content	Score per item task	Overall Item Weight
1.	**(a)**	1. **Lighting and color perception:** o The human eye perceives color based on **reflected light**. o The dress is made of materials that reflect **certain wavelengths** of light. 2. **Effect of red-colored bulbs:** o Red bulbs emit **mostly red light**. o Yellow and green require other wavelengths (green, blue) to be visible. o Under **red light**, yellow and green reflect poorly, so they appear **dark or black**, while red reflects strongly.	IR = 06 Key Points: • Colour components • Absorption • Reflection/Transmission • Relation of dots to environment • Appearance • Conclusion	IR >=6 = 03 Points 5-3 = 02 Points 2-1 = 01 Point 0 = 0 Point Maximum Scoring Point = 03
	(b)		MC = 05: • Relationship • Substitution	MC >=3 = 02 Points 2-1 = 01 Points

			• Manipulation • Measurement and S.I Units • Conclusion	0 = 0 Point Maximum Point = 02
	(c)		IR = 04: • Outlines any 4 points	

ITEM 1

(a) The color change of dress is explained as;

Yellow consists of Red and green, on incident in red light, only red is transmitted to adjudicators' eye, making dress appear red. But green color dots on incident into red light it's absorbed, no light is transmitted to adjudicators eye, thus the portion of dot appear black. Hence the resultant color of dress appear red with black spots.

(b) The primary cause of the delay is like by the distance (d), between loud spear and adjudicator's ear.
I.e., distance (d) = speed x time

d = (320 x 0.05) m

d = 16m

Remark/ Accept;

Delay occurs because processing sound waves to electrical waves require time Lag. i.e. sound energy, electrical signal, signal through cables, loudspeaker converts electrical signal back to sound, to ear.

(c) The origin of the second voice is due to echo. The creating of echo, that makes it seem like there are two voices.
(N.B Accept reverberation in place of echo).
Minimize by;

- Using cushioned chairs inside hall
- Covering walls with sound absorbers (e.g. soft boards).

- Cover flow wit woolen carpets.
- Directing loudspeakers towards the audience.
- Avoid highly reflective hall surface (glass or concrete) near the stage.

ITEM 2

(a) 8 planets in order of our solar system from sun are;

- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

N.B. Pluto is excluded as 9th planet, since its considered as a dwarf planet by most astronomers.

(i) Earth is only planet that sustains life due to;

- Its location from sun enables conducive temperature to life.
- Having abundance water in all three states (solid, liquid & gas), essential for life.
- Abundance for carbon, essential for life.
- Protective atmosphere that protects earth from dangerous radiations from sun.
- Stable climate that has regulated temperature stable for life.

(ii) Days and night over due to earth's rotation on its axis and its axis of

tilt. The earth takes 24hr to make a rotation and also earth's axis is tilted at 23.5^{o} which affects the distribution of earth faces sun, it receives sunlight, causing day- time. After 12 hours, it faces away from sun, receives no sunlight causing night time seasons on earth occur due to a combination of two factors;

- Tilt of earth's axis and Earth's orbit about the sun.
- The tilt of earth's axis at 23.5^{o} causes amount of sunlight that reach earth's surface to vary throughout the year.

- The earth's orbit round sun, creates variation in distance of earth from sun.
- Region of earth tilted towards sun, receives more direct sunlight, high temperature, making longer days, causing summer season.
- Region of earth tilted away from sun, receives less direct sunlight making shorter days, resulting to extreme cold temperature leading to winter season.
- Region (hemisphere) changing from tilt towards to tilt away from sun, resulting in moderate temperature, normal daylight hours leads to spring and Autumn seasons.
- The change in seasons affects climate weather and eco systems.

(b) Like all stars, sun has a life cycle in three stages, current, feature and final stage.

- During current stage, hydrogen fuses into helium in its core. (Nuclear fusion).
- During the feature stage, sun's hydrogen fuel reduce, expand and cool, turn to red giant structure, helium fusion occur, formally white dwarf.
- During final stage, white dwarf, cool to heat, forming black dwarf but not yet in existence since universe is still young.

Life cycle of a star

- By the life cycle of a star we look at how it's born, lives and dies.
- Born by nebula i.e. huge clouds of gas and dust under influence of gravity, Q, do collapse to form stars.
- Stars starts fusing hydrogen into helium in its core releasing energy in form of light and heat.
- Low/ average mass stars, when H2 in its core exhausts, outer layers expand and cool forming a red giant.
- The outer layers are ejected, creating a glowing shell of gas and dust and the contracting core forming a planetary nebula.
- The remaining core which is small, dense and hot is called the white dwarf which turns into a black dwarf after a long time as it cools.
- For high mass stars (massive stars), H_2 in the core exhausts, stars expands significantly turning into a red super giant.

- When the outer layer are shed off a supernova is formed as it cools it collapses and a black hole is formed which has a greater gravitation forces.

ITEM 3

(a) Using wave length = $\frac{speed\ of\ wave\ (electromagnetic)}{Frequency}$

$\lambda = \frac{c}{f}$

$\lambda = \frac{3 \times 10^8}{6 \times 10^{10}}$

$= 5 \times 10^{-3}$m

Hence wavelength is 5×10^{-3}, image decision will show that injuries are low order case.

(i) Penetrating power is high when frequency is high and wavelength is short. But penetration is low when frequency is low and wavelength is long.

(ii) Improper choice when applying X- rays will result into dangerous effects to patient.

These include;

- Leads to mutations (genetic)
- Causes skin burn (deep)
- Dangerous to body cells.
- Causes cancer risks.
- Causes tissue damage.
- Increased risk of leukemia.
- Causes eye sight damage.

(b) Measures include;

- Exposure to x-rays base on medical rate.
- Personal protective equipment is used.
- Lead shielding gloves be used.
- Training and education on x-ray issues be.
- Productions of x- rays in a lead enclosure.

Final score (%)

Compulsory items;

Item	IR	MC
1	O3	O2
2	O3	
3	O3	02

OP total; I……03 02

II……03 02

15 08

Over total = 23

% score $= \frac{score\ (IR+MC)}{over\ total} \times 100$

ITEM 4

(a) To restore equilibrium position the clock wise movement due to a boy of 50kg must be equal to Ant clock wise moment due to 40kg boy.
i.e.
Clock wise moment = ant clock wise moment
Force x distance = Force distance
50 x 10 x 2.3 = 40 x 10 x 3
1150Nm = 1200Nm
Therefore Since the two turning effect (moments) are equal but in opposite direction, then the sea saw will not restore the equilibrium position (or state).
Note;
Formula of moments, Treatment of Anti clock wise, Calculation of quantities clock wise, Two values compared, Units shown, Conclusion.

(b) The heavy black short dried quicker because black component is good absorber of heat from surroundings, and in much quantity since it heavy as quantity of heat is proportional to mass (matter). This heat trapped turns water molecules to vapor state thus escapes from cloth thus drying up, but white vest reflects away heat thus vest remaining relatively we.

(c) Quantity of heat lost = mass of body x s.h.cot body x change in temp

Q = 50 x (3.5x1000) x (42-22)

= 3,500,000J

Hence heat lost buy boy is 3,500,000J

Relation

Conversion of KJ to J, Substitution, Treatment, Units, Conclusion.

ITEM 5

(a) Thermometric properties include;

- Good conductor heat.
- High density.
- Not wet walls of thermometer,
- Have uniform expansion
- Have low specific heat capacity.
- Opaque in nature.
- Vaporization rate negligible.
- Possess low freezing point.
- Possess high boiling point.
- Possess high expansion rate.

(b) Temperature (X^oC) = $\frac{length\ at\ unknown - length\ at\ lower}{length\ at\ upper - length\ at\ lower}$ x100^{o}C

(X^oC) = $\frac{L_x - L_o}{L_{100} - L_o}$ x 100^{o}C

= $\frac{40-10}{160-10}$ x100^{o}C

= 20^{o}C

Therefore at 40mm length, temperature is 20^o

(c) Cracking of glass occurs only when the thickness of glass walls is not uniform, so heat when acquired is not uniformly distributed, leading to development of tensile forces resulting into cracks.

ITEM 6

Devices are; IR = 7

KPS

MC = 7KPS

(a)

- Turbines
- Generators.
- Different types of transformers.
- Poles.
- Transmission lines (AL)
- Distribution wires.
- Main switch, circuit breaker, fuse, earth wires, meters, sockets, plugs (wiring systems or safety devices).

(b) Measures include;

- Should be in A.C form.
- Should be at high voltage.
- All wires used being lighter.
- Low current be transmitted.
- Using thick wires.
- Using low resistivity wires.

(c) Using;

Electrical power = $\frac{p.d^2}{resistance}$

$p = \frac{V^2}{R}$

$R = \frac{12 \times 12}{24}$

$R = 6\Omega$

But 1Ω = 0.4 mm thick

6Ω = (6 x 0.4) = 2.4 mm

Hence 2.4 mm thick wires should be installed in households for safety.

ITEM 7

(a) Cost = Number of units x unit cost

$$=\left\{\left(4\times\frac{20}{1000}\times 13\times 7\right)+\left(1\times\frac{1500}{1000}\times 5\times 7\right)+\left(1\times\frac{2200}{1000}\times 10\times 7\right)\right\}\times 600$$

$= [7.28 + 70 + 52.5 + 154] \times 600/=$

$= 4368 + 42000 + 31500 + 92400$

$= 283.78 \times 600/=$

$= 170{,}268/=$

Therefore, hence 50000/= isn't enough to cater for household in week. The amount is 170,268/=

(b) Maximum current can flow only when the effective circuit resistance is very low. This can be achieved only when sockets to devices are connected in parallel.

(c) Household electricity bill can be reduced through one of ways;

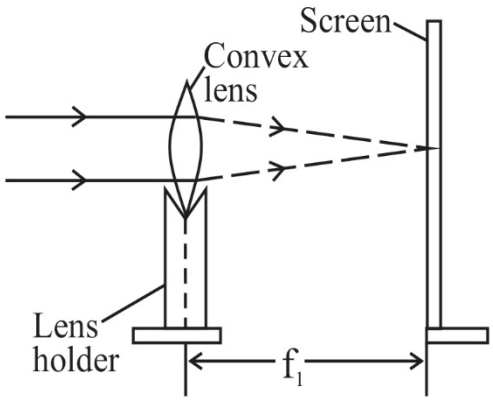
- Use LEDs as they generate less heat.
- Enhance the use of pressure cooker as they use conventional methods.
- Use small kettle to boil small amount of water as it.
- Size of refrigerator to be used must match with size of needs.
- Position fridge away from direct sunlight, oven to minimize secondary worming.
- Ensure proper ventilation.
- Iron clothes that need low temperature and wind up those need high temperature.
- Use well insulated cooking utensils to minimize heat loss.
- Turn off devices before lost batch is done, so as to use residual heat.
- Use thick cables to link devices to minimize opposition of current.
- During day, use natural light so bulbs be off.

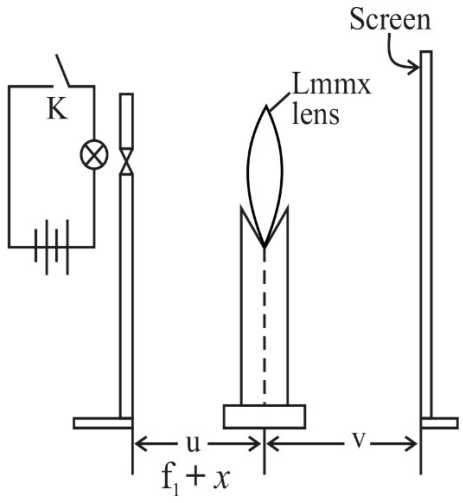
E N D

535/2
PHYSICS
Paper 2
2025

Item one

CODE	Expected response	Scoring Criterion	weight
A	An investigation to determine the focal length of convex lens to find out if is within the range	Statement and purpose correctly stated.	6
		Statement or purpose stated correctly	2
		No or wrong statement and purpose stated.	0
VAR	Independent variable; • Object distance, u Dependent variable: Image distance, v, uv, v+u or $\frac{1}{u,}$ and $\frac{1}{v,}$ and distance between screen and lens controlled variables: • Amount of light in a room. • Nature of a glass used. • E. m. f of cell.	5-8 key points. 2-4 key points. 1 key point 0 key point	5 4 2

H	Hypothesis: The focal length of convex lens lies in the range 9 cm and 11cm and can be marked.	Statement with purpose correctly unwritten. Statement correctly stated or purpose No or wrong statement or purpose written.	6 2 0
P	List of apparatus: convex lens, meter rule, white screen, distant object, bulb, dry cells, connecting wires, cell holder lens holder, switch, screen with a small hole (cross wires) Experimental setup  	Key points • List of apparatus • Experiment setup. • All procedures/ steps followed (each procedure is a key point) • Coherence of procedures.	

	 Procedure: Method I: • A lens is placed in lens holder • The lens focuses the distant object. • The screen is placed in the opposite direction to the distant object. • The screen is adjusted to and fro in order to obtain a clear image on screen. • The distance between the screen and lens is measured and recorded as f_1 as shown in fig(I) Method II • The set up is arranged as shown in Fig II above.	12 and above 6 – 11key points 1 – 5 key points 0 key point	3 2 1 0

	• The position of the wire gauze is adjusted so that it is equal to the distance $u = x + f_1$ Where, x= 2.5cm. • The position of the screen is adjusted until a sharp image is obtained on the screen. • The distance, v, is measured and recorded. • The procedures above are repeated using values of x= 5.0, 7.5, 10.0, 12.5 and 15.0. • The result are tabulated including values of uv and u +v • The graph of uv against u+v plotted. • The slope of the graph is determined. • The slope, s, is equal to focal length of a convex lens, and the unit of f is cm.		
Ep	Errors • Parallax error in reading distance f_1 $u = f_1 + x_1$ and image distance v due to wrong position of the eye precaution. Align the eye directly to the scale to avoid parallax error.	One error and one precaution related to the experiment. Only an error or precaution or number is written.	3 0

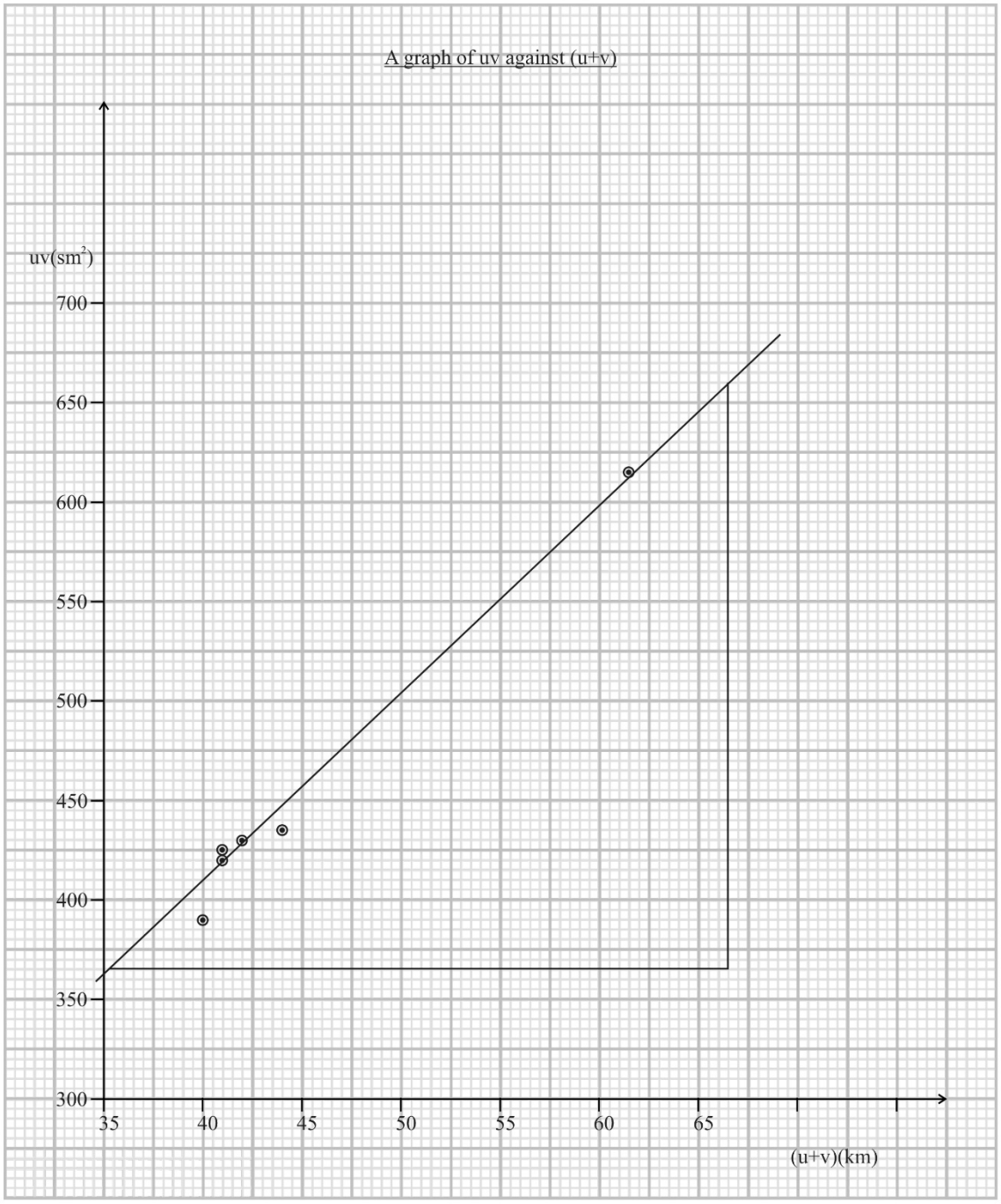
<table>
<tr>
<td>Dp</td>
<td>Table of results
f_1 = 10.0cm
<table>
<tr><th>x(cm)</th><th>u(cm)</th><th>v(cm)</th><th>vu(cm)</th><th>(v+u)(cm)</th></tr>
<tr><td>2.5</td><td>12.5</td><td>49.1</td><td>614</td><td>61.6</td></tr>
<tr><td>5.0</td><td>15.0</td><td>28.9</td><td>434</td><td>43.9</td></tr>
<tr><td>7.5</td><td>17.5</td><td>22.5</td><td>394</td><td>40.0</td></tr>
<tr><td>10.0</td><td>20.0</td><td>21.0</td><td>420</td><td>41.0</td></tr>
<tr><td>12.5</td><td>22.5</td><td>18.9</td><td>425</td><td>41.4</td></tr>
<tr><td>15.0</td><td>25.0</td><td>17.2</td><td>430</td><td>42.2</td></tr>
</table>
</td>
<td>At least two sets of values correctly recorded.

No set of value is recorded</td>
<td>2

0</td>
</tr>
<tr>
<td>RDA</td>
<td></td>
<td>Key points
- Value of f1 correctly recorded to 1 d.p in cm out-side the table.
- Accuracy of 3 experimental values.
- Trend of experimental values (i.e. v)
- Unit (any two)
- Calculated values (any one)</td>
<td></td>
</tr>
</table>

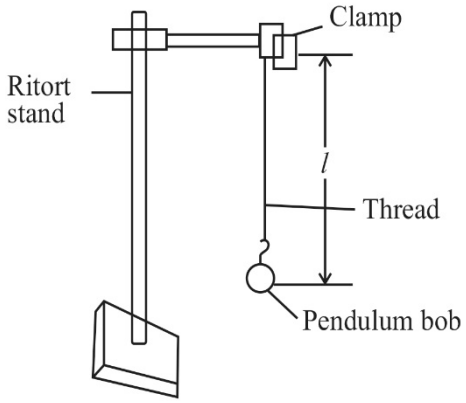
DA_I	Slope, s = $\frac{\Delta vu}{\Delta(u+v)}$ = $\frac{59\times5cm^2}{62\times0.5cm}$ = $\frac{295}{310}$ = 9.5 cm Hence the focal length s= f =9.5cm	Key points • Title of a graph • Axis drawn and labelled. • Uniform scale • Plots (any two) • Bust straight line. • Method of finding the slope, s, • Redding coordinate. • Substitution • Arithmetic • An • Unit	
		8 and above key point	4
		5- 7 key point	3
		1-4 key point	2
		0 key point	0

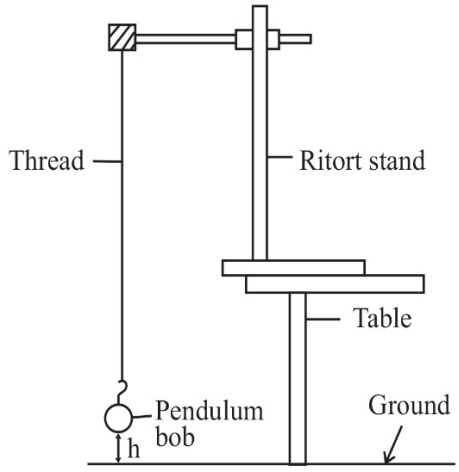
CAD	The focal length of a convex given is within the required range of the hypothesis. Since the value of focal length is within the required range the convex lens can be marked and can be put in other lenses.	Key points • Conclusion and advice which is related to hypothesis. • Either conclusion or advice related to aim hypothesis • None written	 6 5 0
Total			38


A graph of uv against (u+v)
uv(sm²)
700
650
600
550
500
450
400
350
300
35
40
45
50
55
60
65
(u+v)(km)

Item two

CODE	Expected response	Criteria1	weight
A	An investigation to determine acceleration due to gravity g, In order to determine or find the force that hit the girl.	• Statement and purpose correctly stated.	6
		• Statement or purpose stated correctly.	2
		• No or wrong statement purpose	0
VAR	Key point • Independent variable: Length L, of pendulum bob. • Dependent variable: time, t, periodic time T and T^2 • Controlled variable; • Wind • Angle of displacement. • Starting position of oscillation. • Mass of pendulum bob.		
H	Hypothesis: the acceleration due gravity and can be used to find the force the brick had on mitting the ground.	Statement with purpose correctly written.	6 2

		Statement or purpose correctly written No purpose or wrong statement written.	0
P	List of apparatus pendulum bob, thread, retort stand, stop clock, meter rule Experimental set up.  	Key points Considered are; • Lot of app • Experiment set up • All procedures followed • Coherence of procedures. Key point When scoring the following key points are considered. - List of apparatus. - Experimental set up. - All procedures followed correctly.	

	 Procedures: • The pendulum bob is suspended from a lamp by this small piece of word as shown in figure above. • The length of the pendulum bob is adjusted such that l= 0.400m. • The bob is displaced through a small from the vertical line and released to oscillate freely. • The time t, is measured for 20 oslation. • The periodic time T for one oscillation is calculated. • The procedure above are repeated using different length	- Coherence of the procedures.	

	of the bob i.e. l= 0.500, 0.600, 0.700, 0.800 and 0.900 m. • The results are tabulated including value of T^2. • The graph of T^2 against l is plotted. • The slope, s, of the graph is calculated. • Slope,S, unit of s is s^2m^{-1} • The acceleration due gravity is calculated from g = $\frac{4\pi^2}{s}$ units of g is ms^{-2}	Creterior of scoring. 9 – 14 key point	3
		4 – 8 key point	2
		1 – 3 key point	1
EP	Errors • Parallax error in reading or measuring different length of the bob and reading time using stop clock by positioning the eye wrongly. Precautions: For parallax error; A 1 ways view the scale of the metre rule from a point directly infront of it i.e eye should be at right angle to the point.		

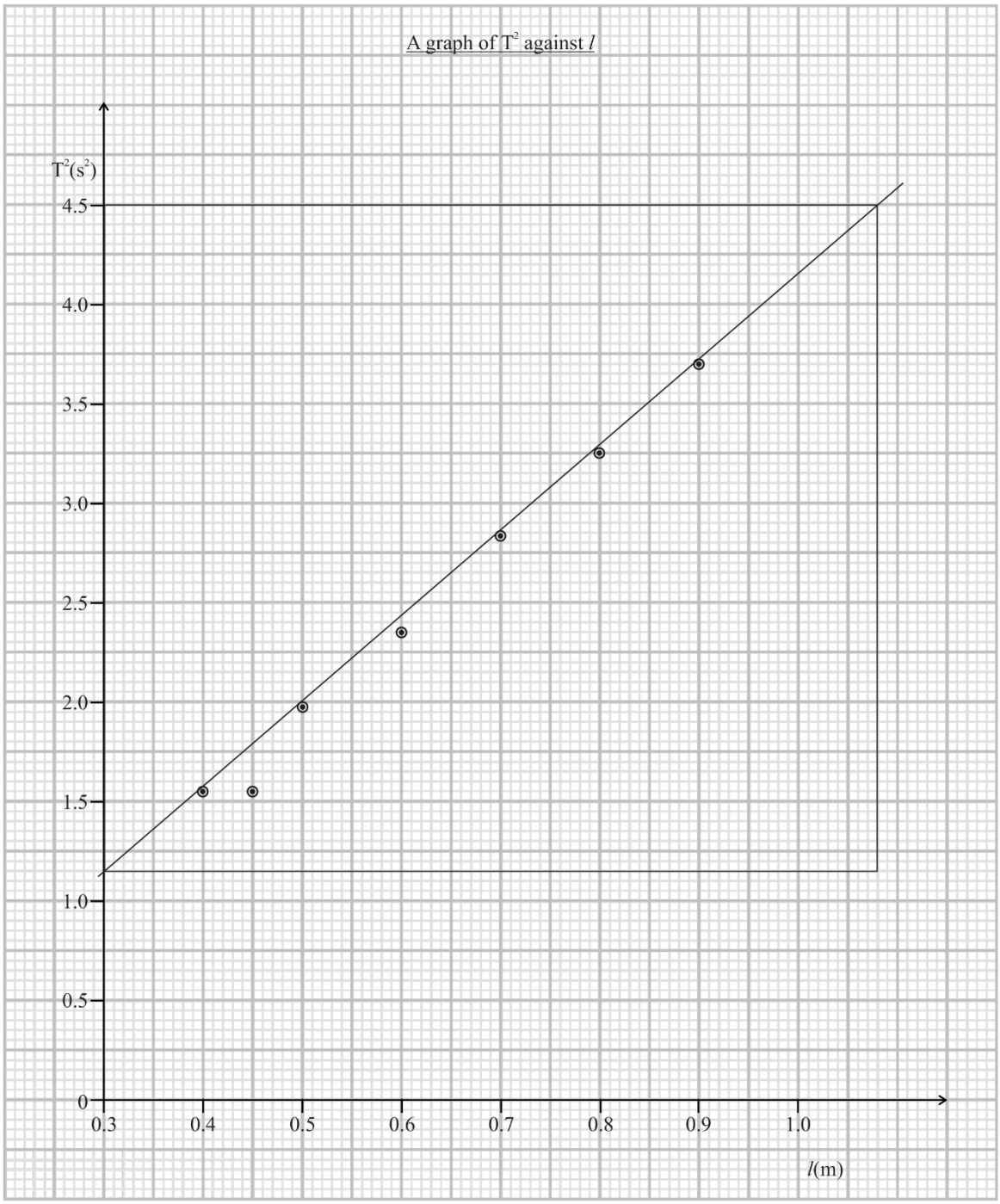
<table>
<tr>
<td></td>
<td>

Windblown through windows increases/ reduced oscillation hence affecting time measured (time becomes inconsistence for non-uniform mitigation)
Ensuring the closing of the doors and windows to cut off the wind to enable bob move freely.

NB: error written should be related to the experiment and explain how it is caused and how it affects results.
Each error have a mitigation which is also explained how above error is reduced.
</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD</td>
<td>
Table of results
<table>
<tr><th>L(m)</th><th>t(s)</th><th>T(s)</th><th>$T^2(s^2)$</th></tr>
<tr><td>0.400</td><td>25.0</td><td>1.25</td><td>1.56</td></tr>
<tr><td>0.500</td><td>28.0</td><td>1.40</td><td>1.96</td></tr>
<tr><td>0.600</td><td>30.5</td><td>1.53</td><td>2.34</td></tr>
<tr><td>0.700</td><td>33.5</td><td>1.68</td><td>2.82</td></tr>
<tr><td>0.800</td><td>36.0</td><td>1.80</td><td>3.24</td></tr>
<tr><td>0.900</td><td>38.5</td><td>1.93</td><td>3.72</td></tr>
</table>
</td>
<td></td>
<td></td>
</tr>
</table>

RDA		Key point - Accuracy of 3 experimental values. - Trend of values - Unit and calculation 3 and above	3
		1- 2 key point	2
		O key point	0
DAI	Slope,S, $= \frac{\Delta T^2}{\Delta L}$ $= \frac{67 \times 0.05}{78 \times 0.01}$ $= \frac{3.35}{0.78}$ $= 4.35 s^2 m^{-1}$ From $s = \frac{4\pi^2}{g}$ $g = \frac{4\pi^2}{4.3}$ $= 9.2 ms^{-2}$	Key points - Title of a graph - Axes drawn and labelled. - Scale (uniform) - Plots (any 3) - Best straight line. - Reading points substitution.	

CAD	The acceleration due to gravity $9.2ms^{-2}$. The force that hit the girl is 23N. The girl should be careful when moving under trees, building to awed such.		
Total			38

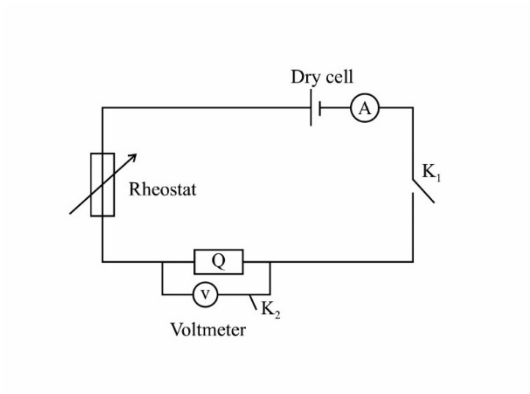
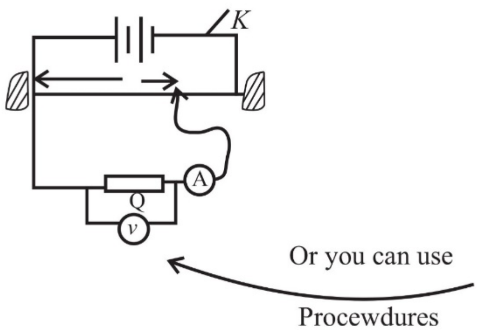

A graph of T^2 against l
$T^2(s^2)$
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1.0
l(m)

E N D

535/3
PHYSICS
Paper 3
2025

Item 1

CODE	Expected response	Creterior	Weight
A	An investigation to determine resistance of a resistor in order to find if it was put a right box.	Statement and purpose correctly stated.	6
		Statement or purpose correctly stated.	2
		Noor wrong statement or purpose stated.	0
VAR	Independent variable: Ammeter reading I Dependent variable: Voltmeter reading, V, $\frac{1}{I}$ and $\frac{1}{V}$ Controlled variable: - Emf of a cell - Nature of connecting wire - Temperature	 5-4 key point 2-4 key point 1 key point 0 key point	 5 4 2 0
H	Hypothesis: the resistance of a resistor of about 2Ω and can be labelled o the supplier can be paid.	Statement with purpose correctly written.	6
		No or wrong statement or purpose written.	0
P	List of apparatus: - Ammeter, voltmeter, - connecting wires, dry cell, switch, rheostatic		

	 **OR you can use**  	Not key points - List of app. - Experimental setup. - All steps followed. - Coherence of procedures.	
	Procedures: - The setup is connected as shown in a figure above. - The rheostali is adjusted for suitable value of current I=0.30 after closing switch k_1. - The switch K_2 is closed and voltmeter reading V is recorded. - The procedures / steps above are repeated for more value of I=0.26, 0.22, 0.18, 0.14, and 0.10. - The results are tabulated. - The graph of V against I is plotted. - The slope,S, of graph is determined. - The slope,S, = Resistance of resister Q i.e. S = R_Q. - The unit of R_Q is Ω.	7- 14 key point 1 – 6 key point 0 key point	3 2 0

<table>
<tr><td>EP</td><td>Errors
- Loose connections i.e especially at the suits results into current leakage. The voltmeter and ammeter may not deflect to very how current or no current. This can be mitigated by ensuring tight connection to allow current to flow freely.
- Using dry cells of low emf, little current / no current may affect the ammeter and voltmeter deflection.
- Ensure to use new dry cells of high e.m.f.</td><td>One error and one preaching related to the experiment.
Only an error or precaution.
or none written</td><td>3

0</td></tr>
<tr><td>PD

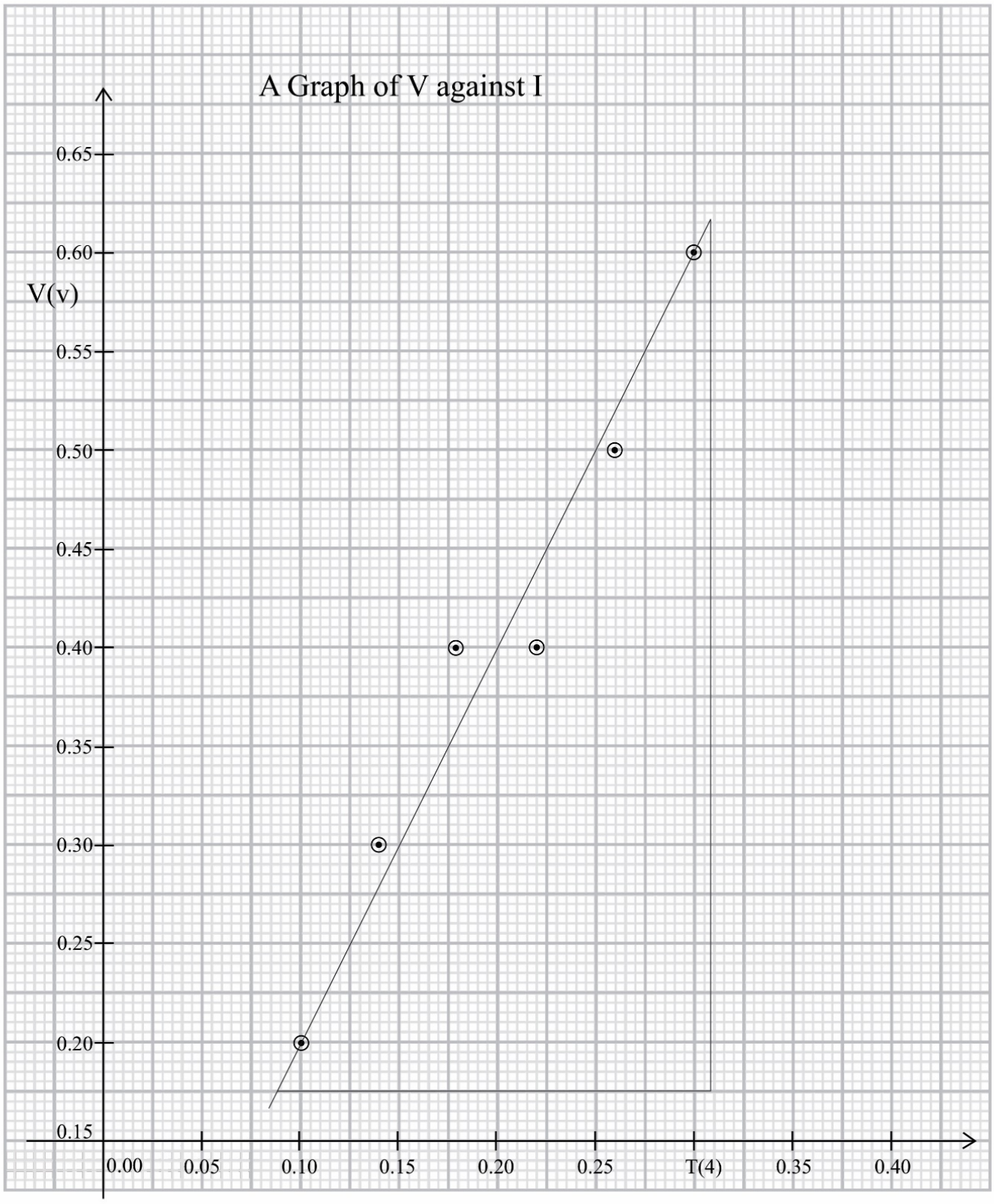
RDA</td><td>Table of results
<table>
<tr><th>I(A)</th><th>V(V)</th></tr>
<tr><td>0.30</td><td>0.6</td></tr>
<tr><td>0.26</td><td>0.5</td></tr>
<tr><td>0.22</td><td>0.4</td></tr>
<tr><td>0.18</td><td>0.4</td></tr>
<tr><td>0.14</td><td>0.3</td></tr>
<tr><td>0.10</td><td>0.2</td></tr>
</table></td><td>At least one set of values correctly recorded (D and I).
No set of values.

Key point
- Accuracy of 3 experiment values.
- T
- Unit(any one)
3 and above
1 -2 key point.
0 key point</td><td>2

0

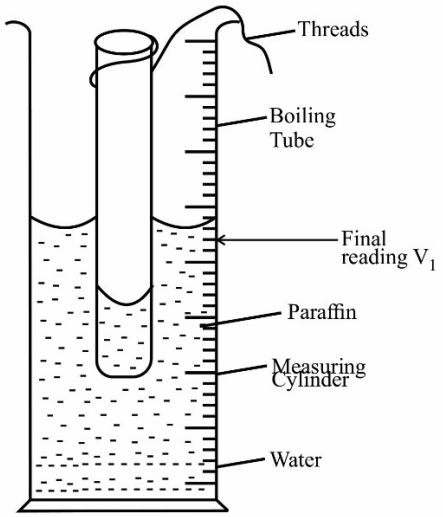
3
2
0</td></tr>
</table>

DAI	Graph Slope, S, $= \frac{\Delta V}{\Delta I}$ $= \frac{0.625-0.175\ V}{0.310-0.085A}$ $= \frac{0.450\ V}{0.225\ A}$ $= 2.00\ VA^{-1}$ The unlabeled resistor is 2Ω	Key point - Title. - Axis drawn and labelled. - Units from scale - Plot (any three) - Best straight line. - Method of finding slope. - Reading coordinates. - Substitution. - Arithmetic. - Ammeter. - Unit. 6 and above key points 3- 5 key points 1-2 key point O key point	 4 3 2 0
CAD	The resistance of resistor Q is 2Ω. Since its value is equal other resistor in the box, then it can be placed back and school bursar can now pay the supplier.	Conclusion and advice which related to hypothesis.	6
		Either conclusion or advice is related to aim.	5
		None written.	0
	TOTAL WEIGHT		38


A Graph of V against I
V(v)
0.65
0.60
0.55
0.50
0.45
0.40
0.35
0.30
0.25
0.20
0.15
0.00
0.05
0.10
0.15
0.20
0.25
T(4)
0.35
0.40

Item 2

CODE	Expected response	Creterior	Weight
A	An investigation to determine density of paraffin such that it can be in used to make point	Statement and purpose correctly stated. Correct statement or purpose. No or wrong Purpose and statement.	6 2 0
VAR	Independent variable: Volume of liquid (V_L) Dependent variable: Initial volume of water (V_o) Find volume of water ($V_{L)}$ volume of water displaced (V_L) Control variable: temperature of the environment, type of liquid.	6 and above key points	5
		3-5 key point	4
		1-2 key point	2
H	Hypothesis: the density of a liquid lies in the range $0.8gcm^{-3}$ to $0.95gcm^{-3}$ and be used to make.	State with purpose correctly written. Wrong statement or purpose.	6 0
P	List of apparatus: - Measuring cylinder (100ml) - Boiling tube thread. - Water in a beaker.		
	Experimental set up	Not the key point 7 – 14 key point 1 – 6 key point 0 key point	 3 2 0



Procedures:

- Water is poured in a measuring cylinder and its volume is noted as V_o (initial volume)
- The boiling tube is tied on a thread.
- Volume of paraffin V_L= 5ml is measured and is poured in boiling tube is gently lowered into a measuring cylinder containing water.
- The final volume of water is noted as V_1.
- The volume of water displaced (V_C) is calculated i.e. $V_C = V_1 - V_o$.
- The procedures above are repeated using V_1 = 10,15, 20 25 and 30ml.
- The result are tabulated.
- The graph of V_C against V_L is plotted.
- The slope,S, of the graph is calculated.
- The density of a liquid is calculated from expression.

$$S = \frac{\rho_l}{\rho_w}$$

Where ρ_w= density of water,($1000kgm^{-3}$ or $1gcm^{-3}$)

<table>
<tr><td></td><td>The density of a liquid has gcm^{-3} as its unit.</td><td></td><td></td></tr>
<tr><td>EP</td><td>Errors
- holding a boiling tube with berried hand changes the temperature of a liquid raising the volume of a liquid hence affecting the value of density.
Mitigation
- The boiling tube should be holder using boiling tube holder or a poor conduction of heat like clove.
- Placing the measuring cylinder/ beaker on uneven affects the liquid level (liquid minnows appear slanting hence giving among reaching mitigation</td><td>The error and the precaution related to the experience
Only an error or precaution or none written</td><td>3

0</td></tr>
<tr><td>PD</td><td>Table of results.<table><tr><th>V_1</th><th>V_1(ml)</th><th>V_L(ml)</th></tr><tr><td>5</td><td>144</td><td>4</td></tr><tr><td>10</td><td>148</td><td>8</td></tr><tr><td>15</td><td>152</td><td>12</td></tr><tr><td>20</td><td>156</td><td>16</td></tr><tr><td>25</td><td>160</td><td>20</td></tr><tr><td>30</td><td>162</td><td>22</td></tr></table></td><td>At least one set of values correctly recorded (D and I).

No set of values written</td><td>2

0</td></tr>
<tr><td>RDA</td><td></td><td>Key points
- Values of $V_{o,}$ correctly recorded.
- Accuracy of 3 experimental values.
- Trend.
- Unit (any two)
- Calculated values (any two)

4 and above
Key points
1-3 key point
0 key point</td><td>

3
2
0</td></tr>
<tr><td>DAI</td><td></td><td></td><td></td></tr>
</table>

DAI	Graph Slope,S, $= \frac{\Delta V_C}{\Delta V_L}$ $= \frac{22.6-3.0ml}{28.5-3.5\ ml}$ $= \frac{19.6}{25.0}$ = 0.784 with no units. But Slope,S, $= \frac{density\ of\ liquid}{density\ of\ H_2O}$ Density of liquid = 5ℓ ℓ_w = 1 gcm^{-3} = 0.784× 1 = 0.784 gcm^{-3} Therefore density of a liquid is 0.784gcm^{-3}.s	Key points - Title of a graph. - Axis drawn and labelled. - Uniform scale. - Plots (any two) correctly plotted. - Best straight line. - Method of finding the slope. - Reading co-ordinate. - Substitution. - Arithmetic. - Answer of the slope. - Unit of slope. Substitution of S in S $= \frac{\ell_l}{\ell_w}$ - Arithmetic of density. - Unit 7 and above key points	4
		3 – 5 key point	3
		1 – 2 key point	2
		O key point	0

CAD	The density of a liquid is within acceptable error margin of 10.02 gml Therefore the liquid can be used to make a unique point.	Conclusion and advise which is related to hypothesis Either conclusion or advice related to hypothesis stated correctly. None written correctly	6 5 0

Another setup.

NB. - Apply the principle of moments.

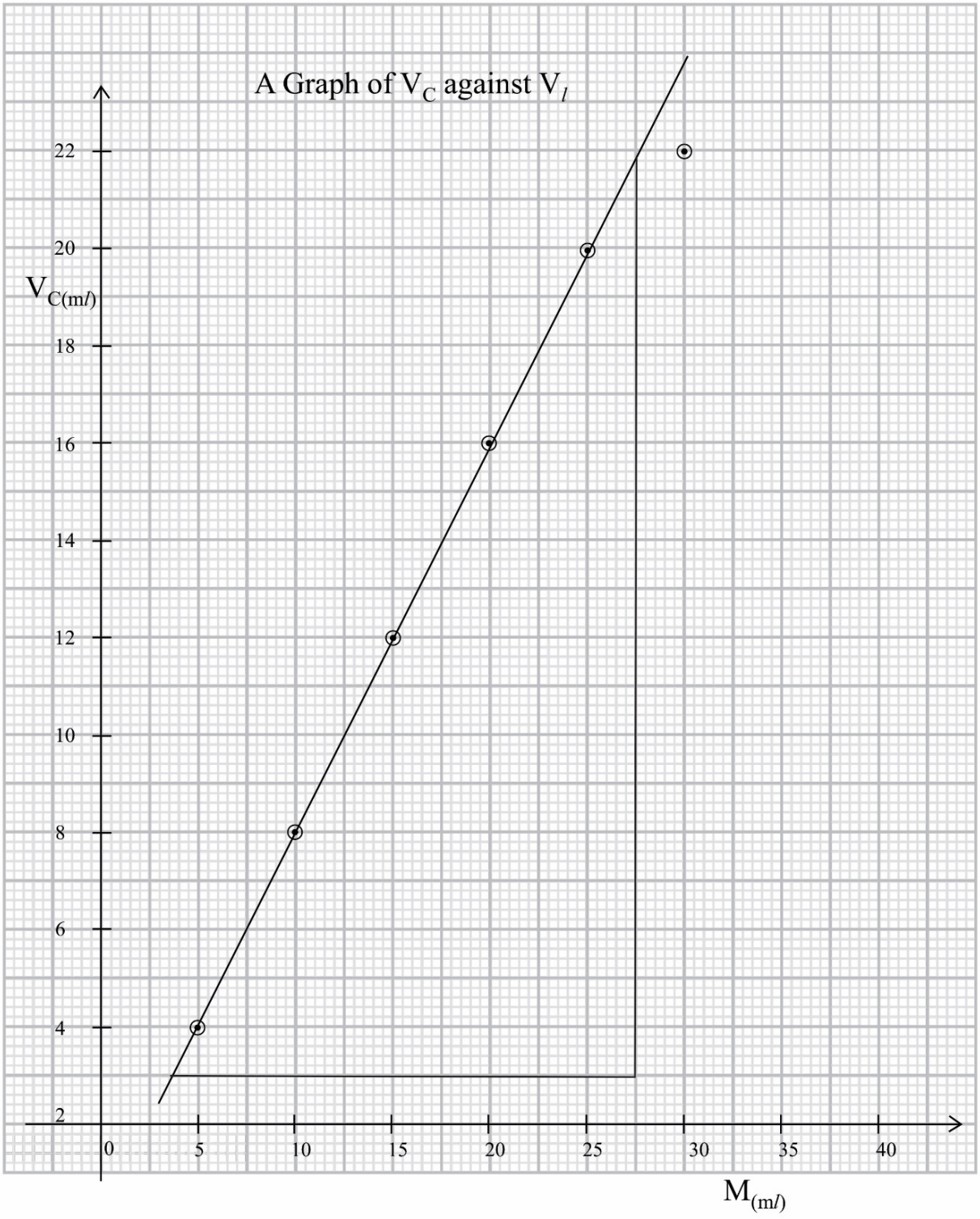
- The beaker are identical.
- The volume of water and paraffin should be known after measure.
- Graph to b]e plotted.
  A graph of y against x
- The slope of the graph,

$$S = \frac{\rho_L \ V_L}{\rho_w \ V_w}$$

- The density of a liquid

$$\rho_1 = \frac{S \rho_w V_w}{V_L}$$

L- stands for liquid (paraffin) or Any other setup which can bring out the concept.


A Graph of V_C against V_l
$V_{C(ml)}$
22
20
18
16
14
12
10
8
6
4
2
0
5
10
15
20
25
30
35
40
$M_{(ml)}$

E N D

553/1
BIOLOGY
Paper 1
2025

Item 1

(a) Flooding of the garden soil reduced the air context of the soil. Root hair cells respired anaerobically producing alcohol which is toxic to the root cells. This causes the cells to die as a result osmosis stops this causes the plant to dry out**.** **04 scores**

(b) Transpiration pull, evaporation from leaves creates negative pressure pulling water upwards from the stems.

- Water moves by cohesion up a stem, water molecules stick together forming a continuous column.
- Adhesion, water molecules adhere to xylem vessel walls aiding water movement up the stem.
- Water moves up the stem by capillarity due to narrowness of xylems a force that forces water upwards.
- Water can move up the stem by root pressure.

06 scores

(c)

- Used in the manufacture of alcoholic drinks; during fermentation;
- Used in the manufacture of fuel e.g. ethanol;
- Used in bakeries to make bread due to production of carbon diode;
- Used in the manufacture of yoghurt, cheese and ghee.
- Used in the sewage treatment and organic waste to produce biogas and reduce waste volume;
- Used in production of certain antibiotics and vitamins through microbial germination.
- Used in the manufacture of vinegar due decomposition of organic materials;

Item 2

(a)

- Hitting David on the forehead caused brain movement within the skull leading to stretching or shearing of nerve fibres. This disrupts normal brain function.
- Hitting David on forehead caused sudden increase in pressure within the skull, leading to compression of brain tissue disrupting its normal function.
- Hitting David on the forehead also disrupted blood flow to the brain leading to temporary loss of oxygen and nutrients to the brain causing unconsciousness.

(b)

- Muscle fibres experience micro-tears during intense exercise (boxing bout) causing pain in the leg.
- Dehydration caused by excessive sweating caused loss of metabolites leading to muscle cramps that causes pain in the leg.
- Intense exercise (boxing bout) caused increased anaerobic respiration which led to accumulation of lactic acid in the muscles causing pain in the leg.
- Repair process after the boxing bout (intense exercise) leads to inflammation causing pain. **(4 scores)**

(c)

- Having enough rest to allow muscles time to recover.
- Gentle stretching which helps to alleviate soreness.
- Cold therapy to reduce inflammation which can cause pain.
- Gentle massage the sore areas or use a foam roller to reduce tightness.
- Take plenty of fluids to keep the body hydrated and also replace the lost metabolites
- Hitting David on the fore head greatly damaged the cerebrum which controls the memory. It also damaged the cerebellum which controls muscular movement hence failing to raise his right hands; **04 scores**

Item 3

(a)

- Complications during pregnancy and child birth.
- Nutritional deficiencies which may impact on mothers and baby's health.
- Dropping out of school due to suspension by school authority.
- Social stigma which may lead to isolation.
- Anemia which may lead to fatigue and weakness.
- Increased risk of infections and disease due to reduced.
- Imprisonment due to trading in drugs.
- Miscourage due to effects of alcohol.
- Breathing difficult due to tar in ciggarate coating the lungs making diffusion of gases difficult.
- Death due to damage of the lungs.
- Mental confusion due to smoking of marinjuana.

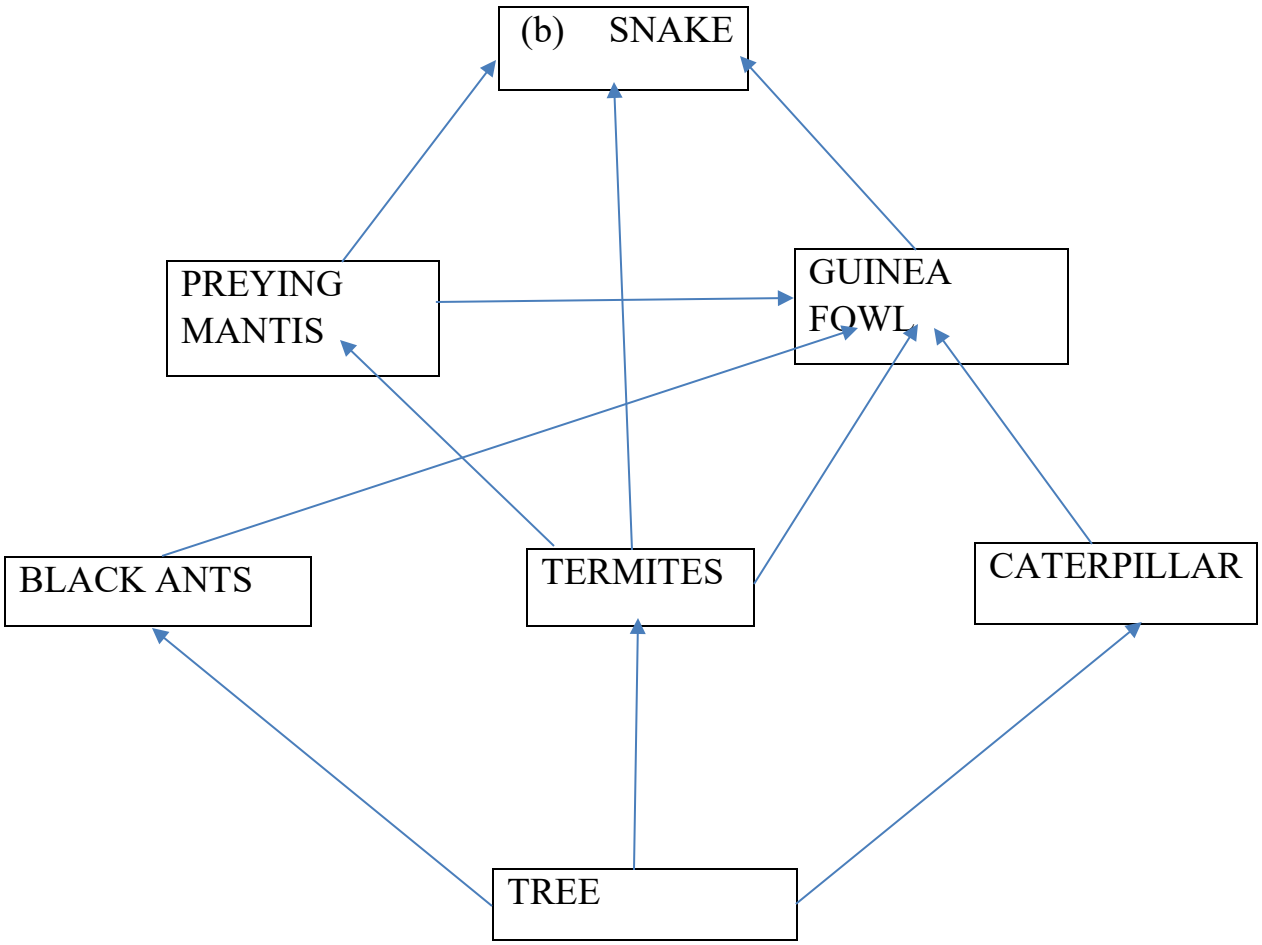
(b)

- Take a prenatal vitamin containing folic acid for proper growth of the embryo.
- Get plenty of rest for proper growth of the embryo.
- Carry out physical exercises regularly to improve blood circulation.
- Look into programs supporting pregnant students so as to continue with her education.
- Eat a balanced diet to get the required nutrients for proper growth of the mother and growing embryo.
- Drink plenty of water so as to keep the body hydrated for proper growth and development of the mother and embryo.
- Stop smoking marijuana & taking alcohol;
- Go far antenatal care for proper guidance & counseling;

(06 scores)

Item 4

(a) Food web.



Note: Producer------primary consumer------ Secondary consumer----------Tertiary consumer.

(b) Removal of termites from the ecosystem causes the number of caterpillar and preying mantis to decrease because they will be over eaten by the guinea fowl. The number of the trees will increase due to reduced number of caterpillar and termites which feed.

(c)

- Trees are habitants for many animals.
- Trees remove carbon dioxide from the atmosphere for photosynthesis hence preventing global warming.
- Trees release oxygen in the atmosphere during photosynthesis which is used for respiration.

- Indigenous trees are a source of herbal medicine for cough and malaria.
- Trees help in rain formation hence modifying climate.
- Trees are source of food to organisms
- Trees conserve biodiversity.

(4 scores)

Item 5

(a) The cause is African cassava mosaic virus (accept Begomo -virus), the disease is called cassava mosaic disease. **(2 scores)**

(b)

- Planting resistant cassava varieties can significantly reduce the risk of the disease.
- Managing whitefly populations through integrated pest management techniques can help prevent transmission.
- Using certified disease free planting material can reduce the risk of introduction of infectious diseases.
- Use cultural measures like removing infected plants, disinfecting tools and avoiding contaminated soil can help prevent spread.
- Rotating cassava with non-host crops to break the disease cycle.
- Avoid overcrowding of the cassava plants in garden to reduce on the spread of the diseases. **(8 scores)**

(c)

- Beetles have mandibles that allow them to chew and consume leaf tissue.
- Some beetles can release chemicals to defer predators enabling them to destroy plant structures without any disturbance.
- Some beetles have coloration or patterns that help them blend with leaves.
- Some beetles are specialized to feed on plants only. **(4 scores)**

Item 6

(a) The change experienced by Flavia and Sandra is caused by Oestrogen hormone secreted directly into the blood stream from the ovary. Oestrogen circulates all over the body to the target organs. **(02 marks)**

(b) Martin belongs to childhood stage and is characterized by;

- Rapid growth and development.
- Improved motor skills such as, running, jumping etc.
- Refined hand eye coordination.
- Curiosity and exploration.
- Play-based learning.
- Developing social skills like sharing cooperation etc.
- Improved problem-solving abilities.
- Developing language skills.
- Encouraged memory and leaning. **(04 marks)**

Flavia and Sandra belong to the adolescence stage characterized by;

- Improved and physical strength and endurance.
- Rapid increase in height and weight.
- Hormonal changes which lead to physical growth, development and reproductive maturity.
- Mood swing due to hormonal fluctuations.
- Exploring personal values, interests and relationships.
- Desire for autonomy and self –expression. **(04 marks)**

(c)

- Share feelings with trusted friends, family or members.
- Engage in activities promoting relaxation and stress relief e.g. exercise, meditation, hobbies etc.
- Surround yourself with supportive friends and family.
- Practice active listening and express yourself clearly.
- Establish healthy limits in relationships.
- Approach challenges with a growth mindset.
- Seek help when need especially from teachers, mentors of counselors

(04 scores)

Item 7

(a) The level of lactic acid in blood was low before the start of exercise; because the amount of oxygen supplied by blood degree oxygen demands of the cells for aerobic respiration, muscle cells are less active there is also less demand for energy.

During exercise the level of lactic acid increase because of increased demand for energy increased oxygen which cannot be supplied by blood therefore the muscle cells respire anaerobically producing more lactic acid in blood.

In addition, the rate of lactic acid is broken down is lower than the rate at which lactic acid is produced in blood.

The level of lactic acid decreases after the exercise; because the muscle cells are now less active and respiring aerobically; also the rate at which is broken down in blood is greater than the rate at which it is being formed.

(6 scores)

(b)

- During vigorous exercise, muscle cells respire anaerobically producing lactic acid.
- Anemia, shortage of blood in the body cause body cells to respire anaerobically due to shortage of oxygen to body.
- Limited supply of oxygen to body cells due to low blood pressure or blocked blood vessels.
- Poor circulation of blood due to lack of physical exercise.
- During pregnancy oxygen supply reduced.
- Areas with limited supply of air.

(8 scores)

E N D

553/2
BIOLOGY
Paper 2
2025

ITEM: 1

Aim: To investigate the Nutrients, present in food samples.
A and B so as to establish the cause of fatigue in Enoch and his brother. Materials.

- Solutions A and B
- Iodine solution.
- Benedict's solution.
- Dilute hydrochloric acid.
- Dilute sodium hydroxide solution.
- Dcpip
- Copper (ii) sulphate solution.
- Alcohol.
- Test tube
- Dropper
- Test tube
- Source.

Procedure, Observation, Conclusion.

Test	**Solution**	**Observation**	**Deduction**
To 1cm^3 of food sample add 3 drops of iodine solution.	A	A turbid solution turned yellow. Accept Brown solution	Starch absent.
	B	A turbid solution turned black solution. Accept dark blue.	Starch absent.

To ^{1cm3} of food sample add 1 cm3 of Benedict solution.	A	A turbid solution turns Blue solution and remains blue.	Reducing sugars absent.
	B	A turbid solution turns blue solution and green, yellow ppt and orange ppt.	Reducing sugars present.
To 1cm^3 of food sample add 1cm3 of Na OH (aq) followed by 5 drops of copper (11) sulphate solution.	A	A turbid solution turns to purple solution.	Proteins present
	B	A turbid solution turns to blue solution	Proteins absent.
To 1 cm3 of food sample add 1 cm3 of dilute (aq)and boil. cool under tap water then add 1cm3 of dil. Na OH (aq) followed by 1cm3 Benedict's Solution and boil.	A	A turbid solution turned to blue solution.	Non-reducing sugars absent.
	B	A turbid solution turned to blue solution to green solution to yellow precipitate and finally orange precipitate.	Non-reducing sugars present.
To 1cm3 of food sample add 1cm3 of ethanol water followed by 5 drops of water and shake.	A	A turbid solution formed a creamy emulsion.	Lipids present.
	B	A turbid solution forms no stable emulsion.	Lipids absent.

Nutrients present in food substance A and B.
Food sample A: Proteins
Food sample B: Reducing sugars and non – reducing sugars.

Recommendation:

Food material/ diet that Enoc and his brother were feeding on had proteins but lacked sugars (Reducing and non-reducing sugars) which could easily break down to release energy. Therefore, sugars should be included in their diet.

ITEM 2

a. (i) Specimen Identity.

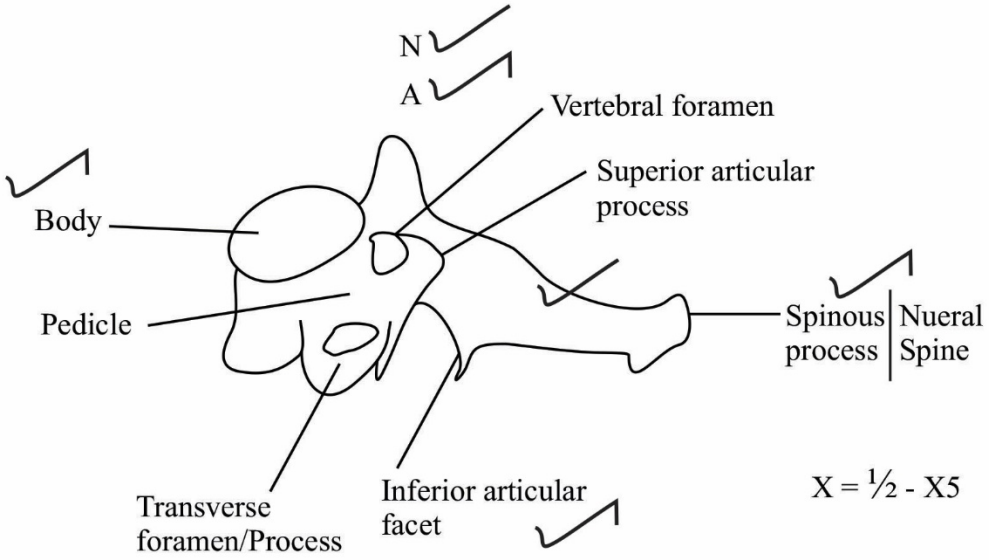
X	Cervical vertebra
Y	Thoracic vertebra.
Z	Lumbar vertebra.

(ii) Specimen Location.

X	Neck region
Y	Upper back (thoracic region).
Z	Lower back.

b. Differences between specimen X and Z.

Specimen X	**Specimen Z**
Has Vertebraterial canal	Vertebraterial canal
Short neural spine	Long neural spine
Transverse process divided.	Transverse process not divided.
Lacks metapophysis and prezygopophysis.	Has the tapophysis and prezygopophysis.


N
A
Vertebral foramen
Superior articular process
Body
Pedicle
Spinous process
Nueral Spine
Transverse foramen/Process
Inferior articular facet
X = ½ - X5

E N D

553/3
BIOLOGY
2025

I TEM 1

(A) Aim: To investigate the nutrients presents in food samples A and B, so as to establish the cause of cadila's bleeding gum and the excessive body weight.

(H) Hypothesis: Bleeding of gums and excessive body weight by Martha is due to deficiency of required nutrients and excess of some nutrients in her diet.

Materials / Requirements.

- Solution A and B
- Iodine solution
- Benedicts' solution
- Dilute hydrochloric acid
- Dilute sodium hydroxide
- DCPIP
- Copper (1) Sulphate solution
- Heat source
- Alcohol
- Test tubes
- Droppers
- Test tube holder.

Variables (V)

Controlled: volume of reagents and test solutions.

Dependent: color changes

Independent: Food solutions A and B.

$V_{(3)}$ = 06 score (If 3 variables correct categorized)

$V_{(2)}$ = 05 score (172 variables correctly categorized)

$V_{(1)}$ = 03 score (17 any 1 variable correctly categorized or all variable listed but not categorized)

Vo = Wrong/ No variables:

Procedure, Observation and Conclusion.

To 1 cm^3 of food sample add 3 drops of iodine solution.	A	A turbid solution turns to black solution.	Starch present.
	B	A turbid solution turns yellow.	Starch absent.
To 1 cm^3 of food sample add 1 cm3 of Benedict solution and boil.	A	A turbid solution turns to blue solution and remained blue	Reducing sugars absent.
	B	A turbid solution turns to blue solution to yellow precipitate to orange precipitate.	Reducing sugars present.

To 1cm^3 of food sample add A 1 cm3 of dil HCL (q) and boil, cool under water add 1cm3 of Na OH (aq) followed by 2 cm3 of Benedict's solution and boil.	A	A turbid solution turns to blue solution and remains blue.	Non-reducing sugars absent.
	B	A turbid solution turns to blue solution to green solution to yellow precipitate to orange precipitate.	Non-reducing sugars present.
To 1cm^3 of food sample add 1 cm3 of dil NaOH (Aq) followed by 5 drops of CnSO4 (aq)	A	A turbid solution turns to blue solution.	Proteins absent
	B	A turbid solution turns to blue solution	Proteins absent.
To 1 cm^3 of DCPIP in a test add food sample drop wise until in excess.	A	A deep blue solution persisted.	Vitamin C present.
	B	A deep blue solution was decolorized.	Vitamin C present.

To 1cm^3 of food sample in a test tube add 1cm3 of distilled water followed by 1 cm3 of Alcohol and shake.	A	A turbid solution turned remained turbid.	Lipids absent.
	B	A turbid solution turned remained turbid.	Lipids absent.

Nutrients presents in food substance A and B.

Food sample B: Reducing sugars and Non-reducing sugars.

Food sample A: Starch

Recommendation:

AR_3 – Any 02 conclusions and 1 recommendation: AR_3 =06

AR_2 – Any 01 conclusion and 1 recommendation: AR_2 **= 05**

AR_1 – Any 1 conclusion but no recommendation: AR_1 = 03

AR_0 – No conclusion / wrong conclusion/ No recommendation/ wrong recommendation: AR_1 = 01

Material's food / diet was lacking vitamin C. But has starch.

Therefore, Martha should include Vitamin C in her diet to prevent bleeding of the gums and have balanced diet.

Item 2

a)

(i) Specimen X: Berry.

Specimen Y: Berry.

Specimen Z: Drupe.

Identity (I) and difference (S)

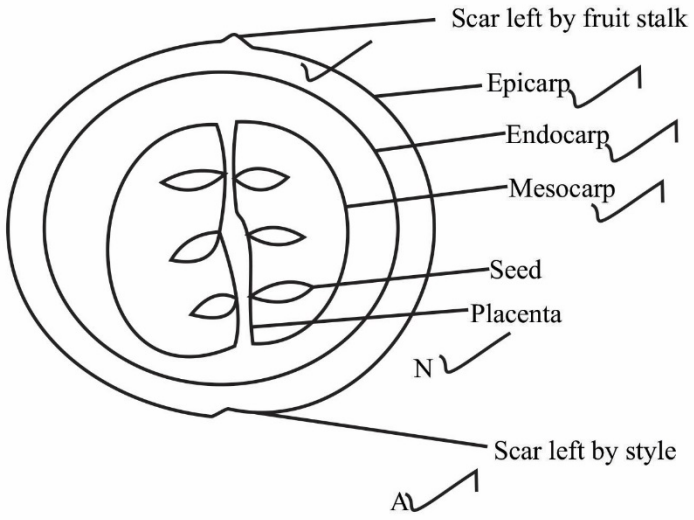
(ii) I = 03 scores

(iii) S = 03 scores

(iv)

SPECIMEN X	SPECIMEN Y
• Has no oil glands	• Has oil glands
• Has smooth and thin texture.	• Has thick, bumpy texture.
• Round or slightly oval bottom.	• Round, slightly flattened top.

(b) A drawing of a longitudinal section of specimen Y.



T - 01
D - 01
M - 01
A - 0½
N - 01
L - ½
T = 06

Mark any 3 correct labels X 1 - X 3

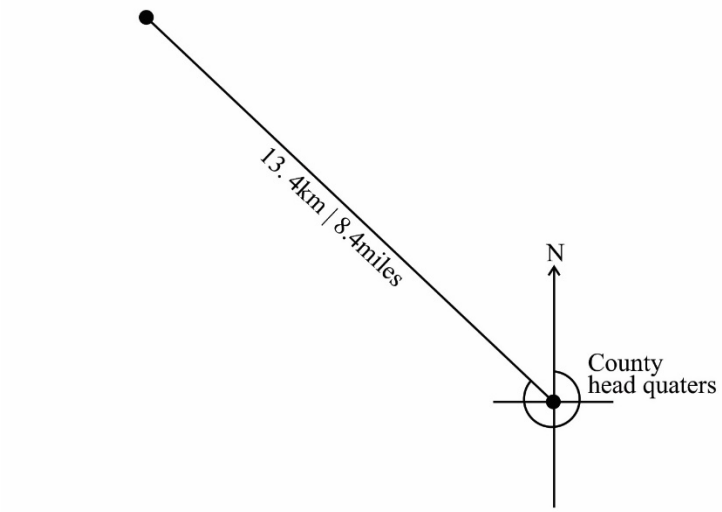
E N D

273/1
GEOGRAPHY
Paper I
2025

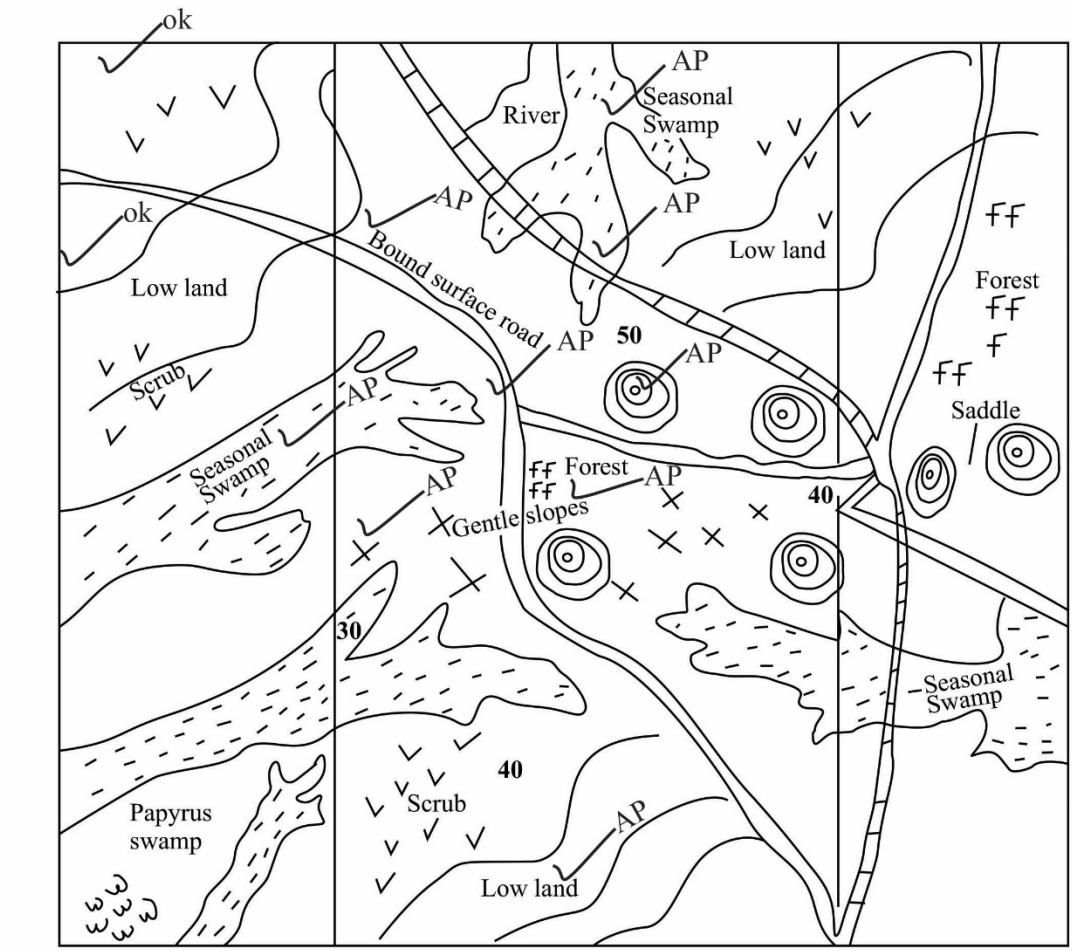
ITEM 1

(a) The Distance should be 13.4m (accept range of 13.3 - 12.5- or 8.4-miles range 8.3 – 8.5 miles.

The direction of the branch office at Katambwa from the main office at country headquarters is North west.



A SKETCH MAP OF NAKASONGOLA SHOWING RELIEF, DRAINAGE FEATURES, VEGETATION TYPES AND TRANSPORT ROUTES.



Key

CK - Tittle

- Frame

- Compass

- Labelling

Maximum = 4

Ck = 1

05

Ck is for the frame & title

AP - Relief and drainage features, vegetation types and transport routes in their relative positions.

N.B: a tittle must be complete; A sketch map of Nakasongola showing Relief, drainage vegetation and transport routes A B and D.

(c) - The learner should be able identify the resources in terms eliminate, vegetation, drainage etc.

- Show location of the places using place names, and square, compass, direction with in the specific sub-counties in the map 1 scenario.

The expected responses include;

- Growing of seasonal crops like beans maize during the short wet season seen by seasonal swamps, scrub and wood land vegetation as Kabuye, Machumu, Namiza etc Nabiswera and Wabinyonyi sub-counties.
- Irrigation farming due to the seasonal rainfall, long dry season seen by scrub and wood land in Kabuye, Namiza in Nabiswera sub-country, seasonal swamp, River Kabuye in the North that provides water. Therefore food supply throughout the year.
- Growing of the drought resistant crops like millet, sorghum due to the long dry season in Nabiswera and Wabinyonyi sub counties seen by seasonal swamps and scrub vegetation to get food.
- Bee keeping due to wood land vegetation at Machumu- Wabunyonyi sub-county as a result of the long dry season and sell the honey to get income.
- Collection of herbs from forests at Wankembo, Kakendi, Namasa to treat different disease and also sell to get income.
- Brick laying due to seasonal swamps at Kiramata, Wabitari – Nabiswera sub-county and Bwire, Nakakma in Wabinyonyi sub-county.

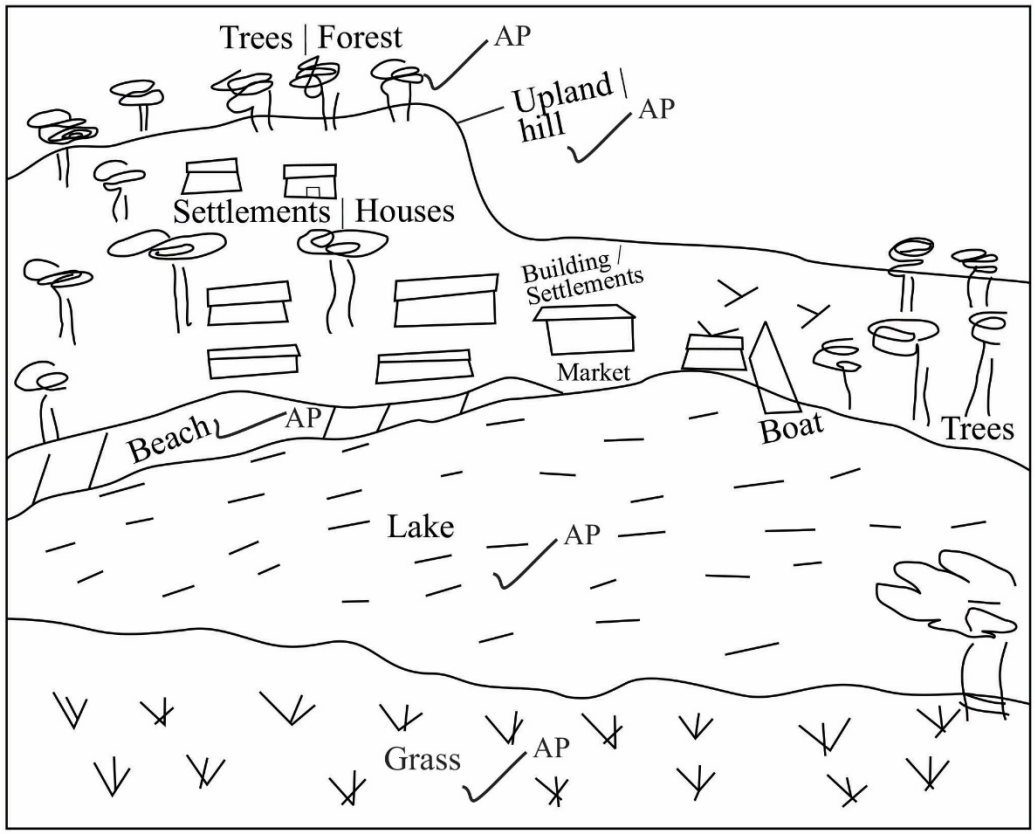
- Agro-forestry in Nabiswera and Wabinyonyi sub-counties due to the seasonal rainfall for trees to provide shade for crops during the long season.

  $K_{(4)}$ = 06 scores (max)

Activity	+	Reason	+	Location
CK		CU		AP

ITEM 2

(a) (i) **<u>ALAND SCAPE SKETCH OF THE AREA SHOWN IN THE PHOTO GRAPH SHOWING PHYSICAL AND HUMAN FEATURES</u>.**



CK - Complete tittle + Frame + Key / labelling

AP - Features in their relative positions Accept – physical, human/ land use types.

(ii) The learners are expected to bring out to integrated knowledge of commercial fishing and fish processing factories to the community with evidence from the photograph.

The expected responses include;

- Clearing of vegetation in the fish fore and back ground to create land for building / establishing fish factories hence soil erosion and reduction in rain fall in the area.
- Commercial fishing may lead over fishing hence exhaustion of fish species in the Lake found in the middle ground of the photograph hence reducing fish supply.
- Profit repatriation by the foreign investors hence not benefiting the local people living in the back ground.
- Pollution of water in the lake found in the middle ground since factors dispose off the wastes in alate hence death of fish.
- Fish processing factories result into congestion and over crowding in the settlements in the back ground leading to poor sanitation hence water borne diseases.
- Commercial fishing leads deforestation due to much timber needed to make fishing boats hance cutting down trees in the back ground which results into increased soil erosion.
- Establishment of fish processing factories result into limited land for other activities such as crop growing hence inadequate supply of food to people living in the boat ground.
- Commercial fishing and establishment of fish processing factories attracts more people in the area leaching to

urbanization of the area in the back ground which results into evils such as prostitution and slum development.

2. (a) (i) and (ii) $DP_{(3)}$ = 06 Scores (Max)

Challenge _ Causes of a challenge (Explanation) + Evidence (ground)

CK CU AP

(b) The learners should bring out reasons why people should accept the activities of foreign investors. (Advantages of commercial fishing and fish processing factories).

Expected responses should bring out the knowledge, understanding and application of commercial fishing and fish processing factories.

- Foreign investors will pay more taxes to the government from fishing activities and processing which will be invested in provision of social services such as roads, hospitals schools to the community
- Foreign investors will construct social and economic infrastructure like hospitals roads, schools etc hence improve on the quality of life of people in the community.
- Commercial fishing and fish processing by foreign investors will offer employment to people in the community e.g packers, drivers, machine operators etc which will make them earn higher incomes hence improved standards of living.
- Foreign companies bring in large amount of capital (inflow) for investing in the fishing sector hence promoting fishing and related activities, develop infrastructure hence benefiting people in the community.
- Development of towns which help to bring services like banking, insurance, accommodation and recreation centres closer to people at the landing sites.

- Offer market for local goods like food stuffs which is a source of income to the local people hence improved standards of living.

  Reason for leasing + Explanation + Long term benefit

  CK CU AP

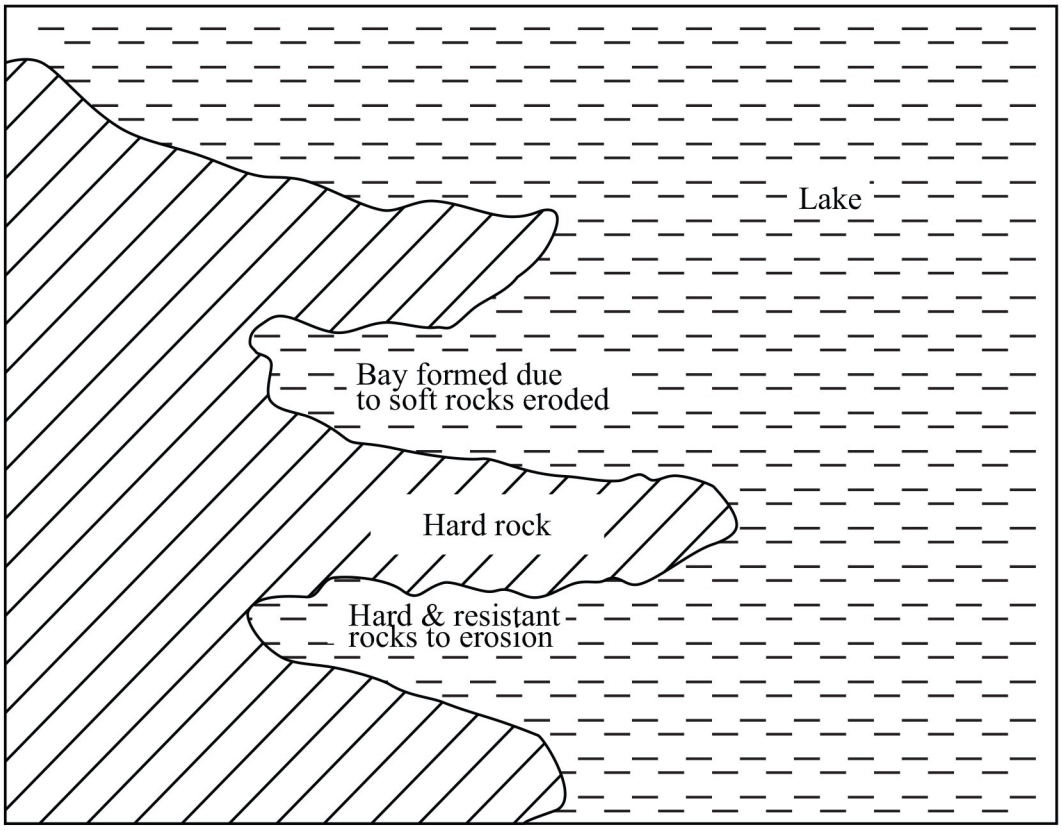
  SU = 05 scores (max)

ITEM 3

The learner is expected to name at least two wave erosional features in the scenario and explain the process of formation.

1. - The soft rock eroding faster than the hard rock for farming in lets and protruding land forms i.e Head lands and bays.
   - Head lands are formed due to existence of hard and resistant rocks to wave erosion processes such as solution, hydraulic action, abrasion hence protruding into the sea/ lake/ ocean.
   - Bays are formed due to existence of soft rocks such as lime stone which are easily removed/ eroded by wave erosion processes such as solution, hydraulic action hence making the lake to form curved inlets extending to the main land.

OR DIAGRAM SHOWING THE FORMATION OF HEADLAND AND BAY.

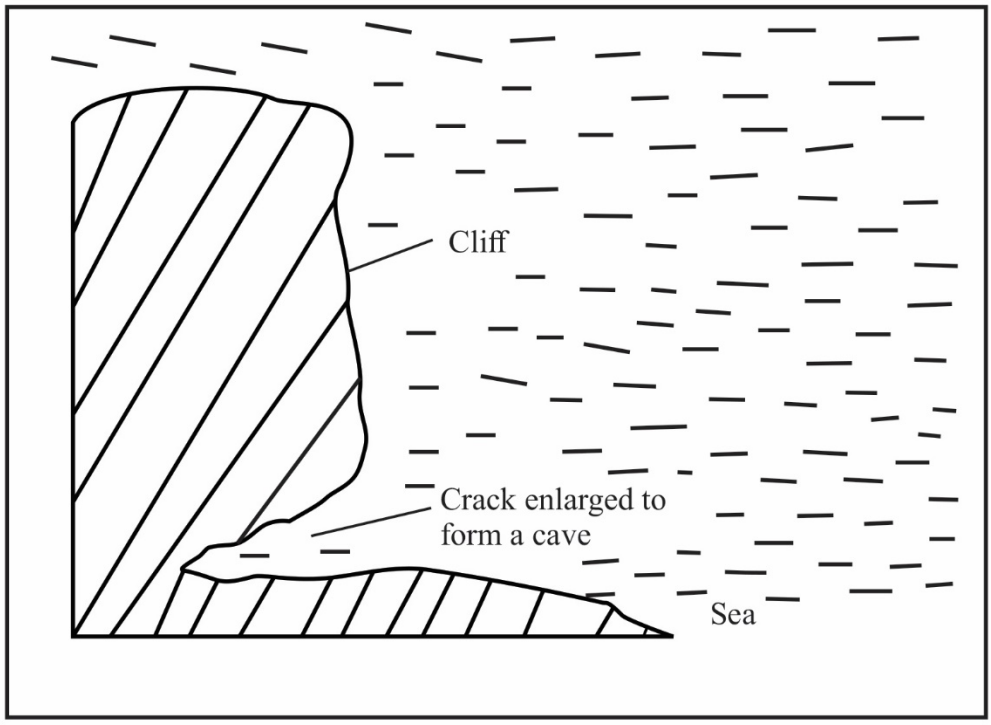


- A steep rock facing the lake with a large hole passing through it is a cliff and a cave.
- A cliff is a vertical rock face formed when wave erosion processes rock face formed when abrasions and solution weaken the base of coastal rock face.
- Hydraulic action involves the force of water, abrasion where said and pebble rub against the rock while solution weaken the base of a rock hence creating a verticle/ steep rock face called a cliff.
- A hole through a steep rock facing a lake is a Cave.
- It is formed by hydraulic action of waves enlarging the initial cracks / joints in a rock. The waves by hydraulic action exert pressure in the rock

joints making the air in cracks to be compressed, air expands and loosens the rocks hence enlarging the cracks to form a cave.

OR

DIAGRAM SHOWING A CLIFF AND A CAVE.



3 (a) DR = 06 Scores (Max)

CK = 01 (mentioning at least two wave erosional features)

CU = Comprehensive / Exhaustive explanation

DR - 06 Scores

(b) The learners are expected to explain the benefits of wave erosional features to people at Kasenyi.

Expected responses.

- Cliffs, caves, headlands and bays attract tourists hence providing foreign income used to provide social services such as schools, hospitals used by the local people.
- Cliffs and head lands are used for recreation such as sightseeing, photography, hilling and filming hence providing employment to the people at Kasenyi.
- Cliffs caves, headlands and bays help students, researchers and study of coastal process, erosion and rock formations hence adding knowledge.
- Cliffs act as natural barriers that protect areas from strong waves and storms hence saving lives and property.
- Features like caves are considered as cultural heritages sites by some tribes hence protecting culture and norms.
- Cliffs act as natural land marks for sailers and fishmen hence proper navigation.
- Eroded materials i.e sand, pebbles or rocks are collected used for construction or building coastal infrastructure.
- Headlands provide good for construction of light houses, communication towers and defense installations due to their height and visibility.
- Rocky areas around headlands provide habitats for fish, hence supporting local fishing.
- Bays support small-scale fishing in the calm shallow waters hence providing food to them.
- Calm waters in bays are good for fish farming which increases on the fish stock in the lake hence encouraging fishing.
- Bays are protected from strong waves making them ideal for building habors, and landing sites.

LF (3) = 05 Scores (Max)

Benefit + Explanation + Out come

CK **CU** **AP**

ITEM 4

(a) A learner is expected to bring out the reasons for shifting human activities to areas for away from water bodies

- Should bring out integrated knowledge of effects of those activities on water bodies.
- Expected responses.
- To prevent water pollution: industries dispose off harmful chemicals, oils into lakes and rivers hence contaminating them. Farms use fertilizers and pesticides that can wash into the lakes, rivers and swamps leading to growth of algae which reduces oxygen hence death of aquatic life.
- To protect aquatic life / ecosystems i.e
  - Water pollution and land cleaning near water bodies destroy fish habitats and aquatic plants hence affecting biodiversity.
- To maintain clean drinking water sources: polluting the water sources increases water contamination hence making it un safe for human use and also increased costs of treating water to make it safe.
- To reduce flooding i.e clearing swamps for farm lands, constructing industries near rivers can increase siltation/ mud accumulation which reduces water depth and foods hence destruction of property.
- To a void legal and environmental conflicts i.e many countries have environmental laws that restrict industries and agricultural activities near water bodies to protect public resources hence obeying rules and regulations.

- To support sustainable development i.e shifting those activities encourages better land -use planning a long term environmental sustainability i.e preserving resources for future generation.
- To solve nature i.e wet lands are used as homes for may plants and animals therefore need to protect those places.

CK + CU + AP
Reason Explanation outcome
A(a) DF = 06 scores (Max)

(b) The learners are expected to bring out the recommendations to reduce the damage caused by land use activities expected responses.

- Factories should treat heir waste before releasing it to water bodies hence reducing water pollution and contamination.
- Planting trees near rivers and other water bodies to stop dirty water from reaching rivers and lakes hence reducing contamination of water and protecting aquatic life.
- Farmers should use less fertilizers and few pesticides avoid water pollution hence protecting bro-diversity.
- Planting grass: tress and digging small trenches to stop soil from being washed into rivers hence preventing / reducing floods.
- Educating to masses i.e teach workers and farmers and communities the importance of keeping water bodies clean.
- Factories and farms should follow government rules to protect water bodies hence reducing water pollution.
- Building good drainage systems like channels to control dirty water from flowing into rivers and lakes hence reducing water pollution and protecting aquatic life.
- Factories and farms must follow government rules and regulations to protect water bodies hence safe water and protection of aquatic life.

CK + CU + AP

Recommendation Explanation outcome/ risk reduced.

4 $LF_{(3)}$ = 05 Scores (Max)

LF Solution + Explanation + Risk reduced

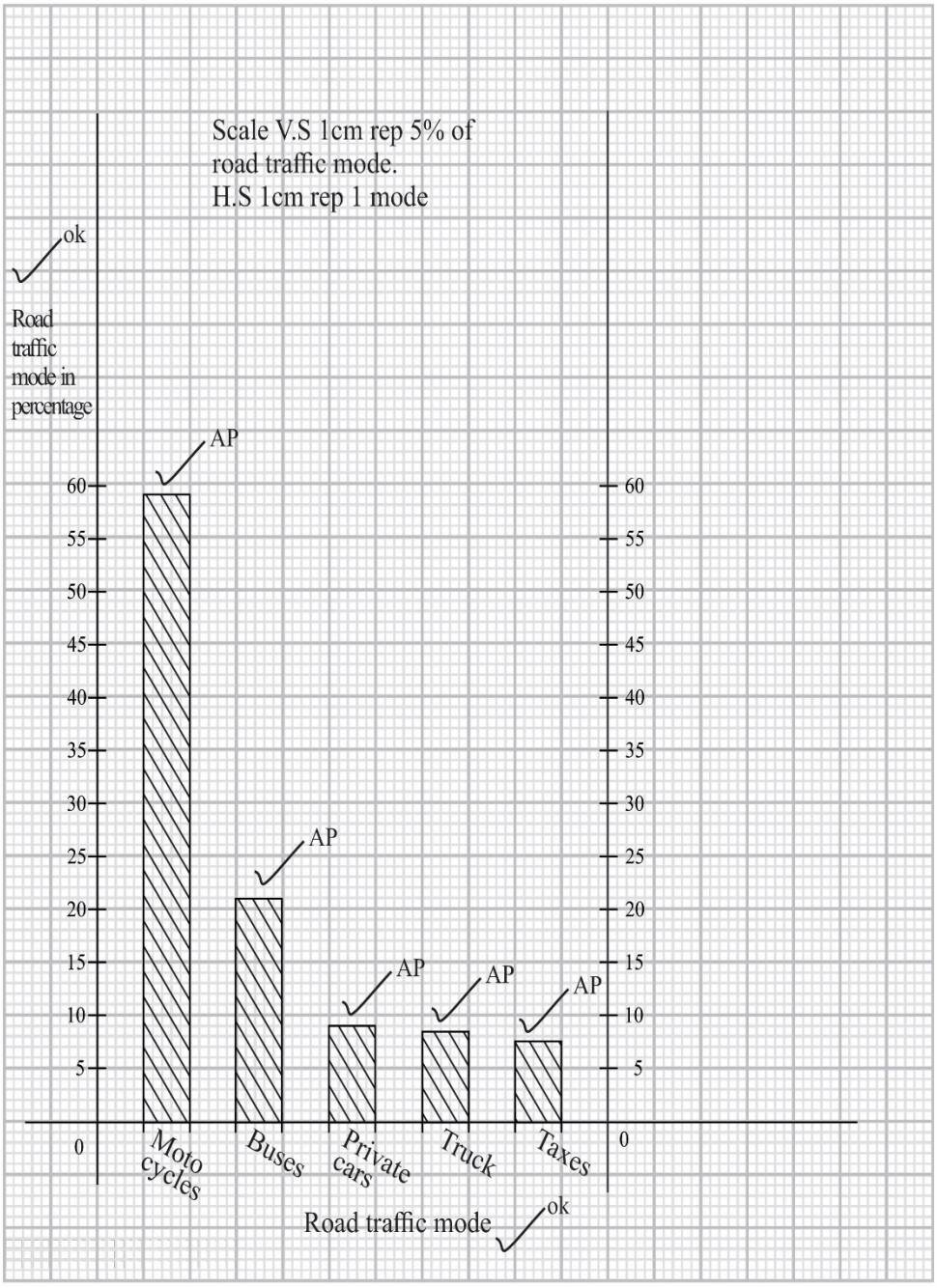
CK CU AP

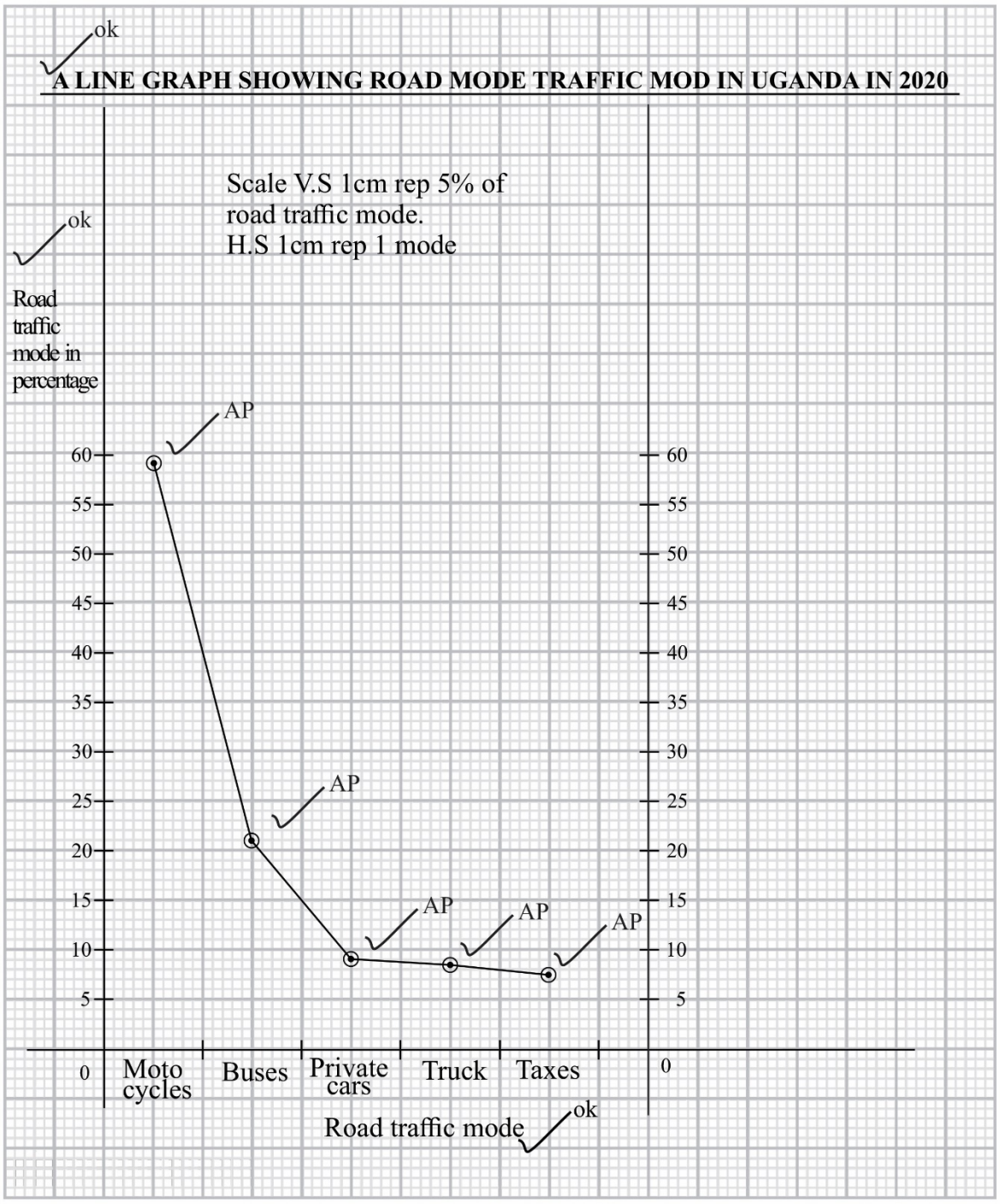
LF 3 = 4 Solution + explanation + outcome = 05

LF_2 – 2 – 3 = Solution + explanation + outcome = 04

LF -1 – Solution with out explanation and out come = 03

5. (a) **A BAR GRAPH SHOWING ROAD TRAFFIC MODE IN UGANDA 2020**




ok
A LINE GRAPH SHOWING ROAD MODE TRAFFIC MOD IN UGANDA IN 2020
Scale V.S 1cm rep 5% of
road traffic mode.
H.S 1cm rep 1 mode
ok
Road
traffic
mode in
percentage
AP
AP
AP
AP
AP
60
55
50
45
40
35
30
25
20
15
10
5
0
Moto
cycles
Buses
Private
cars
Truck
Taxes
Road traffic mode
ok

Pie Chart

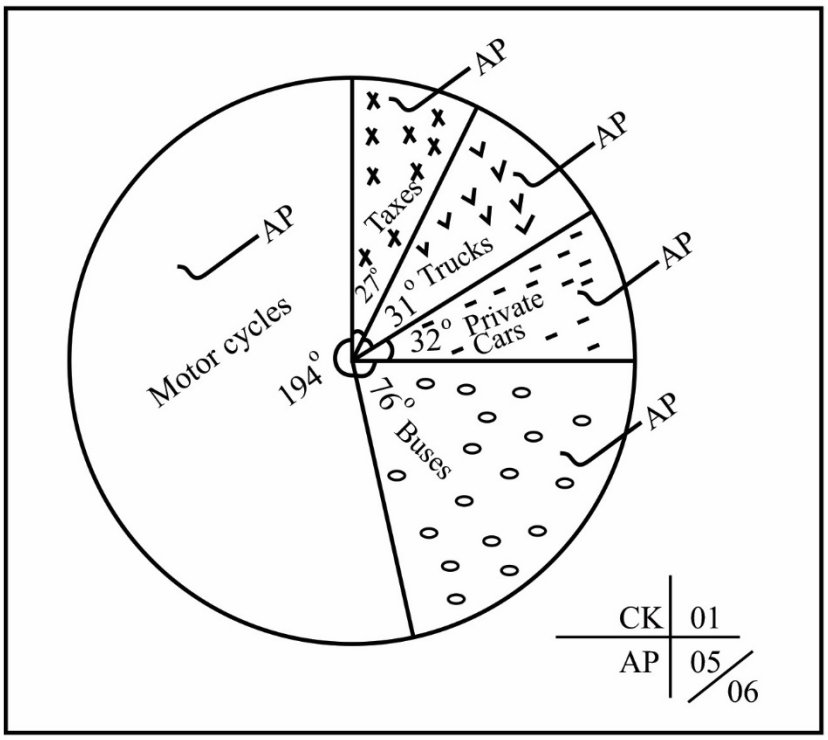
Motor cycles $\frac{54}{100}$ x 360 = 194^0

Buses $\frac{21}{100}$ x 360 = 76^0

Private cars $\frac{9}{100}$ x 360 = 32^0

Trucks $\frac{7.5}{100}$ x 360 = 27^0

A PIE CHART SHOWING ROAD TRAFFIC MODE IN UGANDA IN 2020.



(b) learners are expected to bring out the interpreted knowledge of challenges faced by traders and suggest measures how they can be solved.

Expected responses;

- High taxes where traders pay a lot of money in taxes and fees which increases the operational costs reduces profits. This can be solved by giving tax holidays to some traders hence reducing costs.
- Limited capitals i.e most traders do not hance enough money to expand their businesses and this can be solved by banks and SACCOS providing loans with low interest rates.
- Foreign competition i.e cheap goods from other countries which reduces local sales this can be solved by supporting local products through policies such as buy Uganda build Uganda and also impose high taxes on imports to reduce their inflow.
- Inadequate information about markets where traders don't know market process and business rules which results into loses. This can be solved by encouraging traders to use radios and phones to get up to date information.
- Theft and insecurity by where goods are some times stolen hence losses and this can be solved through providing security in markets, Patro police on roads hence reducing losses.
- Delays in getting permits where trades take long to get licenses or clear the goods and this can be solved by making the process faster through using computers.
- Poor facilities in the markets where some markets don't have toilets, clean water and shortage facilities and this can be solved by building better markets with improved facilities such as toilets.

CK		CU		AP
Problem		explanation		solution
5b DL	=	06	Scores	(Max)

ITEM 6

(a) Learners are expected to explain the negative effects of such a population structure and bring out evidence in terms of percentage age group etc.

Expected responses

- Too many dependents due to a wider base of the pyramid i.e children of 0 – 15 years are many and depend on a small working population which reduces savings hence low investment.
- Un employment due to a faster growth rate of 3% per year than the jobs available which to poverty and idleness, leading to poor standards of living and low development.
- Over crowding and stress on social on social a amenities such as schools and hospitals due to a large number of people in the school going age that is 5 – 15 and 18 years, which reduces access to services hence low standards of living.
- Increase in government expenditure on vaccination of the young population that is 0 – 5 years and other basic needs resulting into little money left for development.
- Increased pressure on land and other resources due to a high population growth rate of 3% per year resulting into many people who need more food, water land and fire wood hence exhaustion and depletion of resources.
- Overcrowding in towns and urban centres due to a big young population in age group between 15 – 29 years who make to towns an increase the population, hence development of slums with poor sanitation hence poor standards of living and low development.
- Land fragmentation due to increasing population growth rate pf 3% per year which leads to land disputes, reduced agriculture production and famine which limits development.

DL (a) CK + AP

Negative Evidence from the scenario and pyramid

DL (3) = 06 Scores (Max)

(b) Learners are expected to bring out the advice to the community on how to deal with challenges of such a population structure to Achieve economic development.

Expected responses.

- Education and skills through building more schools and technical institutes to teach useful skills like farming, carpentry hence reducing un employment.
- Creating more jobs through supporting and investing in sectors such as tourism, farming and small scale businesses to reduce unemployment and poverty.
- Encouraging family planning: leaching people about the same, give free or cheap birth control methods to exchange fewer children hence reducing government expenditure.
- Providing better health services i.e build more hospitals, train more health workers, free or cheap treatment for children and women hence healthy and strong people.
- Developing rural areas through building roads, health facilities, help farmers grow more food, crowding in urban centres to reduce rural urban migration.
- Support the girl child and women through girl child education, give women equal job changes, stop early marriage to reduce birth and population growth rates and these play a big part in building the country.
- Supporting small scale businesses through loans and training the youth and help them to start heir won jobs hence reducing un employment and increase income among people.

- Establishment of affordable housing facilities for low income earners in urban centres hence reducing slum development with associated effects.
  Solution / measure + Explanation + Outcome
  $DL_{(3)}$ = 06 Scores (Max)

E N D

241/1
HISTORY & POLITICAL EDUCATION
Paper 1
2025

ITEM 1

Expected responses:

- The item taker should identify the problem in the scenario which is failure by East African countries and the youth to appreciate the importance / benefits / merits of historical/cultural sites.
- The item taker should define a historical/cultural site as an official place where peaces of political, cultural and social history is preserved for their value and significance for the future.eg Kasubi Royal tomb, fort Jesus etc.
- Importances
- Help in preservation of historical information for future generations.
- Important for making research and study purposes.
- These tombs are a symbol of social-cultural heritage to the society.
- For identity and pride of the Buganda kingdom.
- It is a source of employment opportunities to the people in the area and the country at large.
- It is a recreational centre that may people visit for leisure activities.
- It is a tourist attraction thus earning revenue to the government.
- Stimulates development of infrastructures like roads, hostels, etc in the area and the country at large.
- Promotes urbanisation and its related advantages.
- Promotes international recognition for the country / enables the country to be known worldwide.

A valid conclusion is required.

ITEM2

Expected responses:

- The item taker should identify the problem in the scenario which is failure by farmers to generate profits from Agriculture. This has been evidenced by the failure of Kabonge a grower of cotton to earn more profits despite adjusting from growing cotton introduced by colonialists to hybrid cotton provided by NAADS. Therefore, there is a need to suggest measures that can be employed to help such farmers.
- Government should construct good roads to ease transport.
- Government reduces taxes on coffee produce.
- Government should set up organizations that can buy cotton.
- Government should support coffee growers with agricultural extension works to teach the farmers with modern farming skills.
- Government should set up processing industries nearer to the farmers.
- The government should revive marketing boards to market the cotton.
- Farmers should look for international market.
- Farmers should sort their cotton to meet the international market.
- Creativity and innovation as a skill should be embraced by the farmers.
- Use of ICT in marketing of their produced.
- The government should re-establish cooperative societies to help farmers identify markets.
- Farmers should be encouraged to identify hardships associate with the crops they intend to grow.
- Farmers should be sensitized about the need for proper planning and research.
- Farmers should set up farmers associations which can assist in case of difficulty in transportation and bargain for higher prices.

  A viable conclusion is required.

ITEM 3

Expected responses:

- Learner should Identify the problem in the scenario: failure by people to value local leaders/government systems evidenced by low voter turnout up in local council elections held in Uganda. Hence there is a need to sensitize the local people about the role/importance of local council leaders under local government systems.
- Local leaders work under local government, which is the body that has a
- responsibility of administering a smaller geographical area on behalf of the central government. Such areas include, a village, ward, municipal council, district, city etc.
- People should fully participate in electing their local leaders because of the
- roles they play which include the following;
- Local governments are responsible for delivering essential services to citizens, including healthcare, education, sanitation and local infrastructure development.
- They should manage and allocate resources at the local level, ensuring that funds and assets are used effectively for the benefit of the community.
- Local governments formulate and implement development plans tailored to the unique needs and priorities of their areas.
- They mediate and resolve local disputes, fostering peace and harmony.
- They engage Citizens in decision making processes promoting local democracy and ensuring that the community's voices are heard.
- Local governments generate Revenue through taxes from their areas such as cities municipalities districts and other sources Finance local projects and services.

- They plan, construct and maintain local infrastructure such as roads, Bridges
- Local governments support social welfare programs including those related to Health, education and social assistance.
- They manage local environmental issues such as Waste disposal and natural resource conservation.
- Community centered: local governments are closest to the people, making them better equipped to understand and address the unique needs of their communities.
- Promoting participation: They encourage citizen participation in decision making process which is essential for Democratic governance.
- Effective service delivery: local governments ensure efficient and tailored Service delivery, improving the quality of life for residents.
- Accountability: The enhanced transparency and accountability by allowing citizens to monitor local projects and resource use.
- Conflict resolution which promotes social harmony.
- Decentralization: They support the decentralization of power and resources, reducing the burden on the central government and promoting local self-reliance.
- stimulate economic growth by investing in infrastructure and promoting local businesses.
- responsible for Environmental Management and conservation contributing to a sustainable future.

ITEM4

Expected responses;

The item taker should identify the problem in the scenario which is failure by nationals to appreciate the impact of region organizations like the IGAD, EAC, and OAU on the development of Uganda. .

The item taker should show the meaning IGAD, EAC, and OAU.

I disagree with the opposition members of parliament because Uganda has benefited from the conference in the following ways;

- Expanded market for local goods and services in Uganda.
- Improved governance and made the government to win more trust from masses.
- Promotion of international trade between Uganda and member states.
- Development of infrastructures like roads, hotels, etc which aid economic development for people in Uganda.
- Creation of employment opportunities leading to improved conditions of life among the people of Uganda.
- The conference has enabled Uganda to be known worldwide / international recognition.
- It has boosted diplomatic relations between Uganda and other countries that are members.
- Promoted peace and stability in Uganda.
- Attracted foreign aid from more developed countries to Uganda.
- Promotion of science and technology in Uganda.

A viable conclusion is required.

E N D

223/1
CRE
2025

ITEM 1

(a) Explain the values promoted by Jesus amongst Christians from the text above.

- Jesus promoted the value of love from the text above. He said in the text, "This is my blood which is poured out for many, my blood seals God's covenant." Therefore the text above enables Christians to share the love of Jesus Christ.
- Jesus promoted the value of faith in him when he stated in the text, "…my blood seals God's covenant. I tell you I will never drink this until I drink the new wine in the kingdom of God." This encourages Christians to put their faith In Christ since he poured his blood for them.
- Jesus promoted the value of sharing amongst Christians. The text states, "Jesus took a piece of bread, broke it and gave it to his disciples." Therefore this enables Christians to share the body of Christ which he gave up so as to set them free from the bondage of sin.
- Jesus promoted the value of happiness from the text above. It states that after having the Lord's Supper, they sang a hymn and went out to mountain Olives. Therefore Christians should sing hymns to god so as to be happy.
- Jesus promoted the value of togetherness from the event in the text above. From the text, Jesus ate and drank together with his disciples. They sang a hymn together and went out to mountain Olives. Therefore, this togetherness/ unity helps Christian to strengthen their faith, encourages Christians to always celebrate the Lord's Supper as they fellowship together.
- Jesus promoted the value of hope. He told the disciples that he would never drink from that cup again until he drank the new wine in the kingdom of

God. This creates hope for eternity amongst Christians who will join Jesus Christ in the Kingdom of God.

- Jesus promoted the value of caring. In the text it is quoted he took the piece broke it and gaved tro's disciples" therefore Christians should care for one another which strengthens their faith in God.
- Jesus promoted the value of giving thanks/ appreciation, the text says --- gave thanks to God. Therefore Christians should be thankful to gad which will enable them be blessed by God.

CK= 04 CU= 04 AP= 04 TOTAL=12 MARKS

(b) Relate the forms of worship that feature in the text above that are similar to those in the African Traditional Society.

- Sacrificing in the text above, Jesus sacrificed his body and blood for the sake of saving sinful mankind and fulfill God's plan similarly. In the African Traditional Society sacrifices were always offered so as to appease the gods. Sacrifices included animal blood. Hence the similarity between forms of worship in the text and those in the African Traditional Society.
- Giving thanks to God features in the text above as Jesus and his disciples met together so as to celebrate the Lord's Supper similarly In the African traditional Society, Africans also gave thanks to their God's inform of offering sacrifices like animals, birds among others. Fellowship is similar form of worship in the text and the African Traditional Society.
- Praise and worship features in the text above as Jesus and the disciples sang a hymn and went to mountain Olives similarly in the African Traditional Society, there was praise and worship of the Gods through singing songs and dancing to their Gods.

- Praying features in the text above, it says ------ Jesus took a piece of bread, gave thanks to God. Similar in A>Ts.
- Africans prayed to their gods in shrines and Sacred feasting feature in the text above. It says while they were eating. “Jesus took a piece of bread------” in ATS, Africans gathered and shared meals and drinks as a community.
- Visiting holy on places features in the text, says “ they sang a hymn and went out to the mountain olives similar in ATS. Africans visited their sacred place for example caves, mountains, rivers.

CK = 04 CU = 04 AP = 04 TOTAL = 12 MARKS

ITEM 2

(a) What values from the New Testament have been abused in the above text?

- The value of love has been abused. The New Testament calls for love for one another which is expected from parents to be shown to their children therefore the parents should treat their children well so as to promote love in the family. Unfortunately, the girl was abandoned by her mother, raped by the father and later set on fire. If the girl’s father and mother had treated her well, the value of love from the New Testament would have been promoted.
- The value of self-control has been abused. St. Paul encourages those who cannot control their sexual desires to get married. Therefore, the girl’s father would have controlled himself or else reconcile with the mother to satisfy himself sexually.
- The value of respect has been abused. The New Testament encourages husbands to respect their wives. Therefore husbands to respect their wives in order to live in peace and harmony.

- The value of sacredness has been abused. The New Testament calls for maintenance of virginity until marriage. Therefore the father would have respected the daughter virginity so as to inherit the kingdom of God.
- The value of patience was abused. The New testament encourages patience for each other in marriage therefore married patterns should be patience in order to promote permanence in marriage.

CK = 04 CU = 04 AP = 04 TOTAL = 12 MARKS

(b) As a Christian, what teachings can be used to restore the dignity of the girl talked about in the scenario above?

- Christianity teaches forgiveness. Let the girl forgive the father because even Jesus forgave those that that crucified him on the cross for they did not know what they were doing. Therefore the girl should forgives her father, so as to restore her dignity will be restored.
- Christianity teaches carrying for other according to Christianity in parable of the Good Samaritan, Jesus taught that the Good Samaritan took the injured man to an inn and told the keeper to take care of him. The girl should therefore be taken to a safe place where she can be taken care of. This way, she will have her dignity restored.
- Christianity teaches guidance and counselling. Paul wrote Pauline letters to give encouragement to suffering Christians as a way of guiding them. The girl should therefore be given guidance and counseling in order to have her dignity restored.
- Christianity teaches prayer for one another. Jesus oftenly prayed for his disciples and he also went to pray for himself in the Garden of Gethsemane when his hour had come. The girl should therefore be prayed for and also keep herself praying to God in order to restore her dignity.
- Christianity teaches having faith in Jesus Christ. The woman who had bled for 12 years believed that she could get well if only she touched Jesus' cloak. She

touched it and got healed. The girl in the scenario therefore should have faith in Jesus and her dignity will be restored.

- Christianity respect for life.
- Christianity teaches love the bible encourage love.

CK = 04 CU = 04 AP = 04 TOTAL = 12 MARKS

ITEM 3

(a) From the contemporary point of view, explain the importance of celebrating leisure in the company of others as seen in the scene above.

- Leisure enables one to interact with others in the same community through going in for parties where they can meet and have fun together. therefore So spending leisure time in the company of others enables one to interact with others which helps to create a good relationship with other.
- Leisure enables one to improve on their physical fitness as people can jog around, exercise among several other activities. From the scenario above, Mr. Jakuma spent his leisure time hunting which also promoted his physical fitness. Therefore it's important to have leisure so as to get physically fit as they interact with others.
- Leisure enables elders to give instructions to their young ones through guidance and counseling and even passing punishment to the disobedient. In the event, the chiefs could give instructions as they sipped from the same pot. Therefore leisure helps to give instructions so to promote discipline in society.
- Leisure promotes happiness amongst people in society today. The Iteso its became happy as they drank together from the same pot. This also happens when people meet to have fan on parties. Therefore these will create peace and harmony.
- Leisure helps to create desired behavior in society today. In the scenario, the chiefs only gave instructions to whoever wanted t speak. In the long

run, respect was earned by the elders in society. This is similar to today as people follow instructions about the games they play during leisure. Therefore leisure brings about desired behavior in society which promotes respect & order.

CK= 04 CU= 04 AP= 04 TOTAL = 12 MARKS

(b) Relating from the scenario above, how would you advise people to celebrate their leisure time?

- Christians teaches fellowshipping to spend their leisure time fellowshipping together so as to have unity in Christ. Therefore people should spend their leisure time fellowshipping together so as to stay united.
- Christianity teaches sharing. Share with one another which will promote love.
- Christianity teaches people to use their leisure to promote their talents. Mr. Jakuma promoted his talent of hunting and he got prey. Therefore I wound advice people should use their leisure time to improve on their talents which will help them to get employment.
- Christianity teaches people to spend their leisure time visiting friends and relatives so as to be together. In the scenario, the people came together in the beer parties. People should visit friends and relatives during leisure time which will help to promote love.
- Charity.
- Attending social parties.
- Pilgrimages
- Praying.

CK = 04 CU = 04 AP = 04 TOTAL = 12 MARKS

ITEM 4

(a) Using Christian knowledge, how can you help people in the same category as that of Job?

Using Christian knowledge, I can help people in a situation similar to that of Job to restore their help through the following ways:

- Christians should encourage such people to put all their trust in God because he is the source of all wealth. Even when Job experienced all the losses of wealth, children animals and fell sick, he continued to trust God. Therefore, people in situations similar to that of Job should continue trusting God that he will make a way in order for their hope to be restored.
- Christians should help such people by involving them in sessions of praise and worship of God in order for their hope to be restored. When Job lost the children and his wealth as destroyed, he praised the name of God. Therefore people in similar situations as that of Job should continue to praise the name of God in order to be blessed by God.
- Christianity teaches joining such people in prayer. When Job experienced all his problems, he cried out to God in prayer. Even when his wife ill advised him, Job faithfully prayed to God. Therefore people in similar situation like that of job should continue praying to God so as their prayer.
- Christians encourage such people to confess their sins before God. Job confessed to God even when he had faithfully served him with almost no sin. In the end, God restored everything that Job had lost. People in similar situations as that of Job will have their hope restore if they confess their sins before God which will help them to be forgiven.
- I can help such people by sending for Church elders to pray for them and anoint them with olive oil especially those that are sick. If they are anointed with olive oil, they will get are relief that they are going to heal. Therefore

people in in similar situations as that of Job should send for Church elders to anoint them with olive oil to have their hope restored.

- Christianity teaches patience.
- Christianity teaches endurance.
- Christianity teaches faithfulness.
- Christianity teaches hope.

CK = 04 CU = 04 APP = 04 TOTAL = 12 MARKS

(b) Explain the proper way of acquiring wealth based on Biblical teachings.

The proper ways of acquiring wealth basing on Biblical teachings are as explained below:

- Bible teaches working hard. God blesses those who work hard. Proverbs states that being lazy will make you poor but hard work will make you rich. Therefore working hard will enable one to get good yields hence acquiring wealth.
- The Bible encourages master to pay their workers to attract abundance hence acquire wealth.
- The Bible teaches about investment in parable of three servants. In the bible two of the three servants invested the money that their master had given them and they reaped from it unlike the other servant that dug a hole in ground and hid the master's money. Therefore according to the Bible, investing money enables one to accumulate more wealth.
- The Bible teaches saving that the master of the three servants wished that the servant who hid his money had put it in the bank in order for it to get interest. Therefore money kept in the bank can gain interest and enable one to become wealthy.
- The Bible teaches that inheritance can be acquired by children from their parents. In the parable of the prodigal son the rich man gave his two sons their

shares from his wealth. Therefore inheritance of property leads to accumulation of more wealth.

- Wealth can be earned through wages, Jacob worked for labor in exchange for wives and lives today. Therefore Christians should work to earn ages so as to accumulate wealth.
- Wealth can be earned through trade. (Solomon, Hiram for building materials).
- Wealth can be earned through Bride price. (Isaac and Rebecca)

CK = 04 CU = 04 APP = 04 TOTAL = 12 MARKS

ITEM 5

Using Christian and contemporary approaches, how best can the parties involved in the scenario be helped to resolve their problems.

Using Christian approaches the parties involved in the scenario can be helped to resolve their problems through the following ways:

- Christianity calls for reconciliation. Jesus reconciled with Simon peter after denying Ssentongo and his neighbor can be asked to reconcile and start over again. This way, they will be helped to solve their problems.
- Christianity calls for forgiveness. Jesus told his disciples to forgive 77 times. Ssentongo's neighbor can be encouraged to forgive him which will bring abide to the lost relationship if the neighbor forgives him, they will solve their problems.
- Christianity calls for love for one another. Jesus gave the commandment, love your neighbor as you love yourself. Therefore, Ssentongo and his neighbor should love one another so as to create friends and their problems will be solved.
- Christianity calls for humility in James' warning against friendship with the world. He teaches that God resists the proud but gives grace to the humble.

Therefore Ssentongo should be humble in this situation such that their relationship can be restored.

- Christianity calls for repentance. The prodigal son was forgiven by his father when he apologized and welcomed back home. Therefore SSentongo should repent his sins, apologize to the neighbor in order to be forgiven.
- Christianity calls for praying.
- Christianity calls for love.
- It calls for respect.
- Its calls for sharing.
- It call for guidance and counselling.

Using contemporary approaches the parties in the above scenario can be helped to resolve their problems through the following ways:

- In the contemporary approach, compensation for losses helps to solve problems. Ssentongo spoilt the neighbor's wheel-barrow. Let him compensate him with money equivalent to the cost of the wheel-barrow if not buy him a new one. If he compensates the neighbor, they will bring contentment between the two.
- According to contemporary approaches, peace talks help to solve problems. The chair-person can hold a peace-talk between these two men so as to have their problems solved therefore peace talks curable to solve conflicts.
- To the contemporary approaches, it is important to save life. Let Ssentongo and the chair-person rush the bleeding man to hospital for treatment so as to save his life. Therefore this will bring bade the lost relationship between the two.
- In contemporary approaches reporting the matter to police can help to solve the problems in the scenario. The Chair-person can have the matter reported

to police and have Ssentongo further punished for his bad actions. Therefore reporting the matter will restore order.

CK = 08 CU = 08 APP = 08 TOTAL = 24 MARKS

ITEM 6

Basing on Christian and Traditional African views, explain ways I which harmony can be restored between the Government and the Opposition side.

Basing on Christianity, harmony can be restored through the following ways:

- Christianity calls for respect of all those in authority. Peter teaches that the Emperor should be respected. Therefore those on the opposition side including Bobi Wine and Eddie Mutwe should respect all those serving in the government in order for harmony to be restored.
- Christianity promotes love for one another. Jesus commanded us to love one another. Where there is love, there is no torturing in the basement like Eddie was tortured. The government should have love for those on the opposition side in order to have harmony in society.
- According to justice, religious leaders were always involved in the affairs of their nations. Prophet Nathan intervened when David had Uriah killed. Religious leaders today should intervene between the government and the opposition side in order for harmony to prevail.
- According to Christianity, Jesus promoted equality amongst all people including Jews and Gentiles when he died on the cross. The mistreatment of Eddie Mutwe is a sign of discrimination based on tribe. The government should stop this act and serve with equality instead of mistreating those on the opposition side.

According to the African Traditional views, harmony between the Government and the opposition side can be restored through the following ways:

- Respect in the African Traditional society, Kings and chiefs were always respected amongst several other leaders. Those on the opposition side like Bobi-Wine and Edie Mutwe should show respect to the Government which will create involvement of local court.
- In the African Traditional Society there were local courts that presided over cases in society. African traditions they used village courts headed by elders to resolve conflicts. Edie Mutwe of the opposition side should be taken to a local court so as to force him respect the government. This way. Harmony will be restored.
- In the African Traditional society, agreements could be made between conflicting parties so as to promote harmony. Africans sat together on round tables and had meeting. The Government and the Opposition side can meet and sign agreements concerning how to respect each other. If agreements are signed, harmony will be restored.
- In the African Traditional Society, the council of elders could choose to forgive wrong doers. The Government in the scenario can choose to pardon Edie Mutwe and even release him from prison. If this is done, harmony will prevail.
- Consulting elders.
- Peace talks.
- Rituals.

CK = 08 CU = 08 APP = 08 TOTAL = 24 MARKS

E N D

225/1
IRE
Paper 1
2025

SECTION A.

ITEM 1

Shakur is a 14 year old Muslim boy studying in Star Seed Secondary School. He goes to church with his colleagues regularly, sings hymns, reads the Bible in the evening and he is reluctant about the performance of the five daily prayers as required in Islam. The parents are demoralized with Shakur's spiritual ways.

Task

(a) Explain the Islamic teachings that Shakur should follow to enable him understand his religion.

1(a) Shakur should always go to the Mosque. The mosque is a holy place where Muslims conduct their prayers for the Prophet said if you see one of you frequenting the most then witness upon him as a believer" He should therefore visit the mosque instead of going to church with colleagues if Shakur always sing and prays Allah and His Messenger. This is evidenced when the Prophet migrated to Madina he was welcomed with Islamic Praising Songs. If Shakur sings Islamic Praising Songs. If Shakur Sings Islamic Songs. He will not participate in singing hymns.

- Shakul should always sing and pray to Allah and His Messenger. This is evidenced when the prophet migrated to Medinah he was welcomed with Islamic praising songs. If Shakul sings Islamic praising songs, he will not participate in singing hymns.

- Shakur should recite the Quran always. The Quran is a revealed book. It was revealed to Prophet Muhammad as the last hold book sent to mankind Allah says "This is the book in which there is no Doubt guidance to mankind…? 2:2. If Shakur Recites the Quran he will be guided by Allah thus he will be refrained from reading the Bible.

- Shakur should perform all the fine daily prayers. These are fundamental practices that a Muslim is required to observe Allah says".. And establish Prayers and gine Zakah…." (2:43) if Shakur fully observes prayers he will have direct communication to Allah.
- Recitation of the Quran.
- Shakul should consider supplications to Allah.

(b) Relate the above practices to that of African Traditional Religion.

- The performance of prayers. In the African Traditional Religion Elders used to pray to their small gods including Mukasa, Lubale among other just like in the scenario Shakur rectantly perform the Islamic prayers.
- Going to the church for prayers in the ATR Elders used to go to the Shrines to perform their prayers in a disorganized way just like in the Scenario Shakur goes to the church.
- Reading of the Bible: In ATR the Elders used storytelling, proverbs and Elderly advise to the Youth in respect of their spiritual ancestor just like in the scenario there is reading of the Bible in Worship God.
  Signing of Hymns. In ATR Elders and the community always had traditional / Cultural songs which they used to praise their goods and spirits this also related to singing of Hymns by Shakur in the Scenario.

Task.

2. (a) How can the above text be used in regard to respect for human life?

- The Hadith guides us to always say Salaam to each other. Salam is a prayer and an assurance of security and by offering Salam. You are actively wishing for another person's safety and peace.
- This is as indicated above "when you meet him say Salam".

- The Hadith also guides on responding to invitation. Accepting an invitation is a powerful act of Social inclusion. This demonstrates the value of other in terms of socialization and even in terms of sorrow. This is as mentioned above "when he invites you respond to invitation".

- The Hadith emphasis giving of advise to a fellow human being. We should always give sincere, honest advice to show care about the other persons future and wellbeing hence an act of trust and responsibility. This is as indicated "When he seeks your advice give him sincere advice".

- The Hadith encourages visiting of the sick. Visiting a sick provides Immerse Emotional and Psychological comfort. Hence it's a declaration that a person's value is not tied to their health or productivity. This is as mentioned above "when he falls ill, visit him".

- The Hadith emphasis to follow and bury our dear ones. Burying fellow beings is a responsibility of every individual and it reminds us of an obligation upon everyone. This is as seen "When he dies follow his funeral."

- The Hadith emphasis prayers for each other in case one sneezes and any other form of the kind. This is a sign of mercy upon one another. This is as mentioned…" when he sneezes and praise Allah.
  Say to him Yarhamukah Allah…"

(b) In what ways have the people in your community ignored the above text?

- Ignoring greetings (Salam). Many people today ignore those they consider to be in a lower Social Economic Status. A person of higher standard may not return a greeting from a lower person which is contrary to a teaching :..When you meet him greet him with Salam."
- Declining invitation. People may decline invitation to weddings or other functions from less wealthy friends or relatives because they feel the event will not meet a certain standard this is contrary to a teaching "….when they invite you respond to the invitation."
- Giving insincere Advice. In both corporate and Political grades. People often tell their superiors
  - what they want to hear rather than giving honest, critical advise. Which is contrary to "…when they seek your advice give him sincere advice…"
- Neglecting the sick. Many people fear to visit the sick sincere many have attached it to contributing money towards medical bills yet even prayers would be enough. This is contrary to the teaching "…When he fall sick visit Him…"
- Ignoring Funeral: In Uganda people take Funeral Functions as an earning project (Mabugo) making those without money to feel shy to go for burial yet the sunah would be escorting (contradicting the teaching "… When he dies follow his funeral…"
- People are sadists (they do not care about people's welfare)

SECTION B

TASK

3. (a) Explain the Islamic teachings that can help the company manager to improve the working conditions of his workers.

- Atiqah should practice Justice and fairness to his employees. He should create safe environment in exchange for their labour Allah says “Indeed Allah order Justice and good conduct and giving to relatives and forbids immorality and bad conduct and oppression….” (16:90) if Atiqah practices Justices her employees they company will functions very well.

- Atiqah should promptly and fairly pay his employees their wages. This is one of the most emphasized rights of a labour in Islam. Delaying or denying payment is a grace offence. The prophet said “Give the worker his wages before his sweat dries” If Atiqah pays promptly and Fairly his workers, the worker will improve their status in terms of standards.

- Atiqah should ensure the safety and wellbeing of the workers while at work willfully and neglecting this is a form of causing harm which is forbidden by the Prophet once said “Each of you is a shaphard and each of you is responsible for his flock:. So if Atiqa provides all necessary personal protective equipment such as gloves and boots, the workers will are likely to love their job and work with determination.

- Atiqah should fulfill the conditions assigned in the work construct so that he/she does not over work the employees. Allah says “Allah doesn’t charge a soul except (with that within) its capacity” Q 2:286 if Atiqah sticks to the contract conditions the workers may not have poor health and high risks of accidents at work place.

- Give responsibility based on ability.
- Giving leave to workers.

3. (b) Explain to the company manager, the benefits his company will get if he handles his workers well.
   - The company will produce quality work. The workers will be more efficiently and take more pride in their Job. This means better quality installations, Fewer mistakes hence all problems will be solved.
   - Higher employee loyalty and lower staff turnover. When the workers feel valued, they become loyal./ they are less likely to quit which saves the company the significant costs of constant recruitment of new employees hence the workers will be faster and need less supervision.
   - Enhanced company Reputation and brand image working when workers are exploited, it makes it difficult to attract skilled labor. Customers may also choose to take their business else where and therefore the company should be fair and it will improve the company quality and reputation among clients.
   - Reduction in costs and Risks. The costs of providing gloves in Insignificant company to the cost of serious injury among others which may lead the company to the courts of laws and if the conditions are improved such cases will be improved.
   - Blessings in Business (Barakah), from the Islamic perspective a business built on Justice and Fairness is blessed by Allah and this brings blessings that cannot be measured and leads to smooth operations. If Atiqa pays Allah will reduce the challenges with company.
   - Cooperation at the work place.
   - Self motivated (workers will be self motivated to ensue

TASK

4. (a) Explain the guidance in relation to lawful means of earning wealth.

- The Hadith elevates the status (dignity) of work. Regardless of its nature as long as its lawful
- (Halal). The Phase "better meal" signifies that the food earned through personal effort is not just physical but also spiritually blessed by Allah. This is as mentioned "No body has ever eaten a better meal than that which ones has earned by working".
- The Hadith Emphasis on self reliance and an active of pursuit of sustenance. Islam discourages a culture of dependency and begging. To work and earn is an act of worship. The prophet mentioned as saying "Dauda used to eat from the earning of his manual labour."
- It has an element of blessings. Wealth earned through honest, hardworking even is little, contains more blessings and satisfactory than vast wealth acquired through un lawful means.
- This is an seen "…Better meal than which one has earned by working with his own hands."
- The Hadith guides to lead as examples. The prophets of Allah like Dauda, Muhammad led by example despite the fact they were Kings and Leaders who would be luxurious. This is as indicated "David used to eat from the earning of his manual labour."
- The Hadith encourages hands on. It's a powerful act for any one to use his legitimate effort. This includes intellectual work, professional services, digital work and even skilled work, this is as mentioned "…working with one's own hand…"
- It emphasizes hard work.

(b) Explain the ways Muslims can be affected by laziness.

Responses

- Spiritual Decline: Laziness leads to neglect of religious obligations. A lazy Muslim may find it difficult to perform the five daily prayers on time, fast or even perform other acts of Worship.

- If workers avoid laziness they are likely to strengthen their Imam.
- Economic Hardship and poverty. This is the most direct worldly effect. A lazy Muslim who shuns work will be unable to provide for themselves and their family. If workers concentrate on work they will be in position to avoid depending on others.
- Loss of dignity and self-reliance. As the Hadith establishes work provides dignity laziness stripes it away being a constant dependent on family or community charity leads to a loss of selfrespect and honor. If workers avoid laziness they are likely to earn their dignity back.
- One may become a burden on society. A Lazy Muslim becomes a burden on their family and the wider community instead of contributing to society through their skills and taxes and if the workers avoid becoming burdens, They are likely to give out to others hence community development.
- Neglect of Responsibilities: A Muslim has responsibilities towards Allah, their family and society. Laziness causes a person to fail in their duties. If Muslims concentrate/commit to their responsibilities, they will contribute to the common good of their community.
- Wasted Potential and time. Laziness is a betrayal of one trust as the individual wastes his potential and precious time.
- Leads to increase in crime rates.
- Self-isolation.

TASK

5. (a) Explain what this text teaches about justice.
    - The Verse Emphasizes Justice as a divine command and Act of Worship. Justice is not only a social or ethical duty but a fundamental act of faith and worship owed too Allah. This is as mentioned “O you who believe stand out firmly for Allah…”

- The verses also emphasizes justice to be unconditional and impartial. It commands believers to be just even towards those they hate or considers enemies. This is as mentioned "..Let not the hatred of a people prevent you from being just…"
- The verses teaches us to Link Justice to piety Piety is a state of being conscious and fearful of Allah which is a conversion of a Muslims' righteousness. This is as shown above "Be just that is nearer to piety"
- The verse teaches us to have ultimate accountability to Allah. It emphasis humans to know that Allah is all knowing ie weather in secretly or openly. This is as indicated "….and fear verily Allah is well acquainted with what you do."
- The verse emphasizes to be active and Firm commitment and this implies that justice is not a passive state. It requires active effort courage and steadfastness. As the phase states "stand out firmly."

(b) Explain how current leaders can show or fail to show justice.

- By upholding the rule of law: leaders ensure that the law is applied equally to everyone including their Political allies, family members and supporters as well as their opponents. If the above is done every one will fairly be judged.
- Equitable distribute of National Resources. Leaders show Justice by Fairly distributing development projects, infrastructures, like Roads, Hospitals, Schools etc but not areas that voted for items. If the resources are distributed fairly the country is likely to develop.
- Merit based appointment. Leaders should appoint individuals to government positions based on their competence, qualifications and integrity rather than tribal. If the above is done the entire nation will benefit from the best talent.
- Protecting the rights of All including the Minorities leaders who practice justice actively protect the human rights, freedoms and properties of Minority

groups and Political dissidents. If leaders protect the rights of others they will have dignity amongst themselves.

- Practicing to relance.

Failure

Not being just

considers

these:- -

Selective

justice.

- Promoting Divisions & Tribalism
- Corrupt and misuse of public funds.
- Oppressive laws and policies.

TASK

6. (a) Explain the Islamic teachings to guide the people in the above scenario.

Bad boy should seek a lawful livelihood by earning through honest work. Earning a lawful means makes one to be honest and hard work the Prophet said". Nobody has ever eaten a better meals than that which one has earned by working with one's own hands." If Kassim seeks lawful earning he will survive been punished by the residents.

- The chairman should practice justice to all. The chairman's primary duty as a leader is to be just even if it involves his own family and should avoid biasness Allah says "… O you who believe stand out firmly for justice as witnesses to Allah….) Q 4:135 if chairman acts justly the residents will have trust in him.

Reconciliation /Apology.

- The community should always follow the laws that is to saying continuously reporting to the chairman or those above him that mob justice which may cause them problems like imprisonment Allah says "… who ever kills a soul

unless for a soul or for corruption done in the land it is as if he hard Slain mankind entirely …" Q5:32 if the community avoid mob justice it will give Bad boy chance to reform.

Compensation

- Bad boy should also Repent (Taubah) Islam is a religion of mercy and should be taught that the door to repentance is open to both Allah and even fellow human beings Allah says "…Indeed
- Allah loves those who are constantly repentant and loves those who purity themselves.."
- (2:222) if bad boy repents to Allah and the community he will be in position to be forgiven.

(b) Explain the dangers the chairman is likely to face when he continues protecting 'Bad boy' as mentioned in the scenario

- Loss of trust and Authority. With the community viewing the chairman as corrupt and biased leader. They will loss all respect for him and will be unable to effectively lead them and if chairman continues with that vise his position will become meaningless.
- Encouraging lawlessness: By protecting a thief, he signals that crime has no consequences. This would embolden Bad boy and other potential criminals. If the chairman continues that way this will increase in theft and breakdown of law and order.
- Escalation of mob violence: when people feel that official channel of justice are blocked or corrupt, they are more likely to resort to extreme violence if the chairman continues that way, the community will eventually turn against and can be forced to kill Bad boy.
- Arrest of the chairman: under the Ugandan Law knowingly shielding a criminal could make the chairman an accessory to the crime. This will be putting him at risk of being arrested and prosecuted himself.

E N D

112/1
ENGLISH LANGUAGE
Paper 1
2025

ITEM 1

ROUGH COPY

WHY MORE UGANDANS SEEK EMPLOYMENT IN THE MIDDLE EAST.

1. More Ugandans seek employment in the Middle East due to High unemployment rates in Uganda.
2. The wages in the Middle East are (generally) higher.
3. Many jobs (in the Middle East) require minimal qualifications.
4. The increase in domestic recruiting agencies in the Uganda.
5. (Recruiting agencies) help job seekers to secure contracts.
6. and travel documents
7. Many Ugandans are attracted by the promise of sending money (back) home.
8. Ugandans are drawn by the idea of gaining international work experience.
9. Free accommodation.
10. Meals
11. And transport.
12. More training programs that prepares workers for life abroad.
13. And multitudes of success stories from returnees.
14. Some job seekers are influenced by peers who are already working abroad.
15. Job scarcity in the rural areas.
16. And the growing population.
17. Increase pressure on the job market.

FAIR COPY

WHY MORE UGANDANS SEEK EMPLOMENT IN THE MIDDLE EAST.

More Ugandans seek employment in the Middle East because of high unemployment rates. The wages are generally higher and many jobs require minimal qualifications. The increase in domestic recruiting agencies in Uganda that help job seekers to secure contracts and travel documents. Many (Ugandans) are attracted by the promise of sending money back home, free accommodation, meals and transport yet the contracts are short- term. There are now more training programs in Uganda that prepares workers for life abroad. There are multitudes of success stories from returnees (that inspire others). Many women are a way to escape poverty (especially for single mothers). Same

job seekers are influenced by peers (who are already working abroad), job scarcity and the growing population.

(98 words)

(Maximum 105 word)

PENALITIES

- Tittle must be in capital letters and indented.
- Only one indented paragraph.
- If no subject, score½ until you meet the subject.
- Joining words or separating (00)
- Skipping lines or blocked paragraphs 00 for summary structure.
- Gross spelling error- (00)
- Use of contracts ½
- Color offer subject (00)
- Only two commas per sentence
  _____, _____, _____ and _____
- Wrong tense 00
- Gross spelling error- 00
- No fair copy – 00
- Use of contractions -½
- Word limit slashes (//) and cross the excess words.
- All sentences must be complete. (incomplete sentences, score 00)

Scoring grid

SS_1- summary structure 03

I.e. - correct title and an indented paragraph

SC_1 _ summary content 06

Points /ideas	scores
13^+_	__ 06
09- 12	__ 04
04 – 08	__ 02
00 – 03	__ 00

Total	$SS_1 = 03$ $SC_1 = 06$ 09

ITEM 2

(a) Mwambu was transport into thoughts of predicted future vague, lofty achievements because of the compliment made by fellow parents. (to Masaaba)(his father)
Mwambu was complimented by fellow parents about his performance.

EC_2
04

(b) No sooner had the bell rang than everybody reported to his class for examination results.

Gu_2
05

No sooner (00)

No than (00)

(c) Mwambu is hardworking. He was complimented by fellow parents about his good performance Mwambu is a hot-tempered boy (short tempered boy)

He caught Wayero in the right leg thus making him to limb like a dog

AL_2
03

(d) They should not carry out the game without the teacher.

- Think before you act – if Wayero would have thought twice before running away – asking for forgiveness.
- The pupils must stop such games because it inflicts pain, injury and cheat

AL_2
03

(e) I am disgusted by the final game Wayero ended up limping like a dog.

$\left.\begin{matrix} I\ am\ disappointed \\ I\ am\ irritated \end{matrix}\right\}$candidates must give justification. | IF_2 06 |

(f) If I were Mwambo, I would report him to the school administration.

| OP_2 05 |

Total 29

ITEM 3

- (content) – (06)
- The learner must contextualize the scenario.
- It must be a close friend.
- The name of the friend must be mentioned.
- The classmate must be performing poorly.
- The content must be positive advice not negative.
- The advice must motivate the classmate not to drop out of school.

NB:

Candidates are expected to write an informal letter advising the friend

Some could write an email or advice column

FORMAT FS_3 06

- Personal address -02
- Indented paragraphs -02
- Conclusion of name in small letters – 02

| 06 |

NB: Each paragraph should be between 3-8 lines.

CONTENT – 06

- The learner must contextualize the scenario.
- It must be a close friend.
- The name of the friend must be mentioned.
- The classmate must be performing poorly.
- The candidate must give positive advice not Negative.
- The advice must motivate the classmate not to dropout of school.

NB: Any 3 strong advice 02 scores each.

LANGUAGE _ 06

(06 scores)

- Clarity and variety of evocative language.
- Originality.
- Precision.
- Negligible errors 1- 05 – in tenses, spellings, punctuations and sentence construction.

(04 scores)

- Writes clearly with minor errors and few errors 6-10 in tenses, spellings, punctuations and sentence constructions but do not distort the meanings.

(02 scores)

- Candidate writes with many grammatical errors and there is monotony in the written expressions.
- There is a lot of inconsistency in spellings, sentence construction, punctuations and tenses which hinder the understanding of the message.
- The work lacks originality.
- (00 scores) - when Cat uses "mix up tenses"

FS_3	CR_3	CL_3	Total
06	06	06	18

ITEM 4

Candidates are expected to write A VOTE OF THANKS OR THANK YOU SPEECH.

FORMAT 06.

- Title Fo2 –it must be written in capital letters and not exceeding 11 words.
- Introduction Fo1 greeting and self-introduction.
- Paragraph – indented Fo2.
- Conclusion - thanking people Fo1.

CONTENT 06

- The candidate contextualizes the scenario.
- The school should have organized a sport day.
- Winners of different games have been awarded by the chief guest.
- The chief guest must be minister of education and sports.
- The chief guest must give a speech.
- You should thank the minister of education and sports.
- NB: it must be a thank you speech\vote of thanks.

FORMAT 06

- Title 02 – it must be written in capital letters and should not exceed 11 words.
- Introduction- greeting -01
- Paragraph – indented paragraph 3-8 lines (02)
- Conclusion- thanking people – 01

NB- Direct speech should be indented.

A learner scores 00 for paragraph when the entire speech is in one paragraph or line skipped.

LANGUAGE -06

- Clarity.
- Variety of Evocative language.
- Originality of the speech.
- Negligible error – 1- 05 – in tenses, spelling, punctuations and sentence construction.

  (04)
- Writes clearly with minor error and few errors 6-10 in tenses, spellings, punctuations and sentence constructions but do not distort the meanings.

  (02)
- Candidate writes with many grammatical errors and there is monotony in the written expressions.
- There is a lot of in consistency in spellings, sentence construction, punctuations and tenses which hinder the understanding of the message.
- The work lacks originality.
- 00 – when the candidate uses mix-up tenses and failed to write almost-

FS_3	CR_3	CL_3	Total
06	06	06	18

TOTAL SCORES

Items 1 - 09

Items 2 – 29

Item 3 – 18

$\frac{x}{56}$X 100%

527/1
AGRICULTURE
Paper 1
2025

1. (a) Suggested solution and justifications.
    - Material to use e.g. milk, saucepan, thermometer.
    - Put on protective gears like gloves, apron among others.
    - Gather the materials you will need to carry out the process.
    - Heat the milk in the saucepan to about 84^0c.
    - Cool the milk in the ice bath or cold water until it reaches 40-45^0c to attract good bacteria.
    - Add the starter to inoculate the milk.
    - Inoculate for 5-10 hours at warm temperatures to promote growth of good bacteria and increase thickness.
    - Refrigerate for three hours before serving or any other local method that gives the product.

Value addition code (vs.)

Weight score	4	3	2	0	
solution	Give at least requirement 4 Logically Done 4	Give 3 requirement Missed some steps	Gives 2 requirements Mixed steps But leading to the production of a product.	Gives no/ Irrelevant requirements	

(b) Challenges
- Does not keep farm records
- Keeping money under the pillow.
- Not being a member of farmers' self-help group.
- Carrying milk in jerrycans.
- Carrying milk on head.

Solutions;

- Keep proper farm records for future use.
- Keep money in the bank 4 security purpose
- Join cooperatives /self-help groups for easy access of services like loans.
- Carry milk in aluminum milk cans as they are easy to clean and avoids contamination/ carry milk using milk tank.
- Get a quick means of transport for quick delivery of milk as it is a perishable product.
- Using a motorcycle/vehicle/ bicycle/ car/ air/ water to transport milk quickly.

VS

Weighted score	4	3	2	1	0
Solution	4	3	2	1	0
Justification	4	3	1	0	0

Item2

Challenges;

- Part of the land is being claimed by the neighbor.
- Upper part of land having red soils.
- Upper part having clearly cut channels/erosion.
- Plastic and sticky soils in the lower part.
- Acidic soils with PH2.
- Lower amounts of living organisms.

Suggested solutions and Justification.

- Masereka tender his claim to the land board to find out the legitimate owner of the land.
- Organic matures should be applied to import the dark color /on the red soils.
- Erosion control by construction of diversion to prevent loss of fertile soils.

- Marking with sandy soils to improve on the soil structure. Adding organic matt to improve on the structure.
- Liming soil to raise its PH to that which favors Irish growing.
- Addition of organic manures that provides nourishment& encourage living organisms.
- Application of raise PH.
- Terracing/ contour ploughing to control cut channel or erosion.
- Cavour cropping.

SOIL SCIENCE CODE (SS)

Weighted score	6	5	4	2	0
Solution	5	4	3	1	0
Justification	4	3	1	0	0

Item 3

Challenges

- Leaking hatches/ water passing though(E)
- Rain water brown in the hatches (E)
- Widely torn wire mesh on one side of the hatch (E)
- Hatch placed the ground. (E)
- Always feeding Rabbits on fresh sweet potato vines. (M)
- Rabbits scratching them selves / External parasites. (M)
- Male rabbits fighting in the hatch. (M)
- Slaughtering at the age of 2 months / early. (H)
- Slaughtering using a surgical blade. (H)
- Rabbits having long claws. (M)

Suggested solutions

- Repair/ replace damage roof to prevent leaking.
- Putting a long roof overhang to prevent entry of water brown by wind.
- Repair / replace the torn wire mesh to prevent attack from predators.
- Hatches should be raised off the ground to prevent dumpiness.
- Wilt the sweet potato vines to reduce on bloating / infection of internal parasites.(any method of controlling external parasites)

- Spray with recommended chemicals to prevent external parasites.
- Male rabbits should be separated in different hatches to prevent them from fighting.
- Rabbit should be slaughtered for meat when 6 months of age for quantity quality meat/ when mature enough.
- Provide balance ration to rabbit.
- Slaughtering rabbits should be done by recommended knife to easy work and prevent damage.
- Long claws should be trimmed/cut short to avoid rabbit from injuring themselves.

SCORING GRID FOR ITEM 4&3

Weighted score	6	5	4	2	0
Solution	4	3	2	1	0
Justification	3	2	1	0	0

Item 4

Challenges;

- Used old iron sheets with holes. (E)
- Wide gaps in the wire mesh that allow wild animals. (E)
- Poultry house foundation sunk in the ground. (E)
- Breeding stock from unsatisfied source with local breed. (E)
- Giving birds soapy water & only in the evening. (M)
- Litter in the poultry house dump & caked. (M)
- Denying bird that are found eating eggs from food for 2 days. (M)
- Collecting eggs after 3 days when they have accumulated. (H)
- Only selling birds for meat when sick. (H)

Suggested solutions and justification

- Use good iron sheet without holes to prevent leakage.
- Use recommended chicken wire mesh to prevent wild animals from entering the birds.

- Poultry house foundation should be raised above ground level to prevent flooding of water into the house.
- Buying breeding stock from satisfied breeders that will grow very fast & give high yields.
- Birds should be given a balanced feed ration for faster growth heathy and high yields.
- Birds found eating eggs should be debeacking to prevent egg eating.
- Regular egg picking / collecting to prevent them from being broken, eaten or even dirtied.
- Health mature birds should be sold to provide good quality meat.
- He should race or replace the litter regularly to avoid calking & dumpiness that may lead to disease outbreak.

SCORING GRID FOR ITEMS 3 AND 4

ANIMAL ESTABLISHMENT CODE; (AE)

Weighted score	6	5	4	2	0
Solution	4	3	2	1	0
Justification	**3**	**2**	**1**	**0**	**0**

ANIMAL MANAGEMENT CODE; (AM)

Weighted score	6	5	4	2	0
Solution	4	3	2	1	0
Justification	4	3	1	0	0

ANIMAL HARVETING CODE; AH

Weighted score	5	4	2	0	
Solution	2	1	1	0	
Justification	2	1	0	0	

Item 5

Challenges;

- Unhealthy planting materials.

- Used wrong spacing (1.5 meter a part).
- Used wrong planting depth (32cm deep).
- Mutoyi left / did not remove the roots upon planting.
- Stunted and Chloris in plants (nutrient deficiency).
- Many suckers left to grow / over crowded in one area.
- Weed infestation / unclear plants.
- Hard soils & developed cracks / dry soils.
- Late harvesting (when ripening).
- Wrong harvesting tool (use hand hoe).

Suggested solutions;

- Should use clean /health planting material avoid disease sperm.
- Use recommended spacing of 3mx 3m for effective utilization of firm.(CE)
- Dig planting holes of recommended size of 1 meter deep for a firm plant and good earthing.
- Get reliable planting materials.
- All plant roots should be removed to prevent spread of pest like nemotodes. (CE)
- Apply fertilizers/ manures for proper plant growth/ to avoid efficiency. (CM)
- Thinning should be carried out to prevent competition for growth factors. (CM)
- Weeding should be carried out to prevent competition for growth factors with the weeds. (CM)
- Irrigation should be done in the dry spell to soften the soils and provide water for proper plant growth. (CM)/ mulch to keep soil moisture.
- Harvesting should be done using a recommended garden tool to easy the work. (CH)
- Should use a panga to harvest instead of a hoe.

Item 6

Challenges;

- Nursery bed with 2.5 meter wide.
- Retaining a shade on the nursery bed till transplanting.
- Watering nursery bed once a day.

- Transplanting both health and unhealth seedlings.
- Planting seedlings at spacing of 4ftx 3.5fts.
- Seedlings not established leaving gaps in the garden.
- Using accarricides to control pests.
- Leaving six to eight branches per plant.
- Indiscriminate harvesting of berries, ripe & non ripe.
- Harvesting by cutting tree branches.

Suggested solutions & justification

- Nursery bed set at a width of 1m for easy accessibility to the seedlings and for easy management. (E)
- Seedlings should be hardened off to make them used to the natural environment before transplanting. (E)
- Watering should be done twice a day in the morning and evening to avoid wilting. (E)/ drying.
- Transplanting should be for only health seedlings to avoid disease spread. (E)
- Seedling should be planted at a spacing of 2.5 – 3m for effective utilization of the growth factors. (M)(gapping).
- Farmers should carry out gap filling in spaces where seedlings did not establish to attain optimum plant population. (M)
- Should use recommended pesticide to control pests. (M)
- Punning should be carried out to avoid overcrowding/ competition and pest & disease spread. (M)
- Harvesting should be for only ripe berries to attain quality produce. (H)
- Harvesting should be by hand picking the ripe berries to avoid destroying the plants and to attain quality product. (H)
- Should control pest using suitable methods

SCORING GRID FOR ITEMS 5 AND 6

CROP ESTABLIHMENT CODE; (CE)

Weighted score	6	5	4	2	0
Solution	4	3	2	1	0
Justification	3	2	1	0	0

CROP MANAGEMENT CODE, (CM)

Weighted score	6	5	4	2	0
Solution	4	3	2	1	0
Justification	4	3	1	0	0

CROP HARVESTING CODE; (CH)

Weighted score	6	4	2	0	
Solution	2	1	1	0	
Justification	2	1	0	0	

E N D

527/2
PRINCIPLES AND PRACTICES OF AGRICULTURE
2025

Item 1.

Kaamadi, a retired civil servant from ministry of education went back to his village home in Luuka district. He set up a cabbage plantation on his one-acre piece of land he acquired after receiving his retirement benefit. *Cabbage does well in well drained fertile soils with a pH range of 8.0 to 10.5.* The yields from the first season were very poor, irrespective of his fertile soils and the good management practices. Kaamadi attributes the poor yields to his neighbour who has a shrine and offers chicken sacrifice every weekend and throws the feathers near Kaamadi's plantation. In a village meeting conducted to address the misunderstanding between Kaamadi and his neighbour, the chairperson LC1 told the members present that the poor yields of cabbage should not be attributed to Kaamadi's neighbour but to the soil pH as it is a major challenge to the vegetable growers in the village. Kaamadi is not in agreement with the chairperson's attributes.

Task

You have been provided with soil sample X from Muzei Kaamadi's garden. As a soil chemist, carry out a scientific investigation to justify the LC1's attributes and give a recommendation to Muzei Kaamadi.

Aim of the experiment

An experiment to investigate the PH of soil sample x so as to determine its suitability for the growth of cabbages in Mwzei Kaamadis garden.

Hypothesis

- Soil sample X will be acidic or;
- Soil sample x will be alkaline
- Soil sample x supports cabbage growth.

Variables

- Independent – soil sample X
- Dependent – colour change.
- PH value.

  Controlled ; - amount of soil sample used
- Amount of water used.
- Amount of indicator used.

Apparatus and materials

- Distilled water
- Soil sample X
- Universal indicator
- Colour chat
- Test tube.
- $BaSO_4$
- measuring cylinder

Procedures

- Put on a protective gear for safety e.g. gloves.
- Assemble all the materials to use.
- Measured the required amount of sample x and put it into the test tube.
- Added equal volume of $BaSO_4$ to break the soil particles.

- Added the required amount of distilled water and shake the contents, them them to settle.
- Added (3 - 4) drops / measured / required amount of the universal indicator.
- Shake the contents.
- Compared the contents in the test tube with the colour chat.
- Recorded observations.

Results

Soil sample	Observation
X	- Solution turned red or - pH_1_____ pH_2

Analysis and interpretation

The soil re/ acidic due to;

- The soil was formed from acidic rock.
- Leached bases.
- Contained acidic fertilizers.
- Mono culture.
- Poor aeration.

Conclusion

Soil sample X is acidic because the solution turned red or the PH value 2 (any figure between 1____ 6)

Recommendations

- Mr. Kamaadi should apply lime to his soil to raise the pH to 8 – 10 and make it suitable for cabbage growing.
- Using arsh.
- Organic manure.

- Proper drainage
- Use alkaline fertilizers.

Basic code	A	HP	VR	AP	PR	DP	AN	CL	RM
Score									

Item 2

Maputo is a livestock farmer who has specialized in goat production for now five years. His goat farming business has been earning him a lot of money until last year when his animals' productivity declined so much after losing his stock man. On Eid eve when he rounded up all his animals to select out the one for Eid sacrifice, he identified some goats passing out watery stool with segments of unknown organisms (W_1). The goat he selected for slaughter was found having wounds on its skin and some unknown organisms (W_2) in both ears. After slaughtering, it was found out that one of the internal organs was badly damaged with tunnels and having some flat bodied organism (W_3). Maputo was puzzled to see all these unknown organisms.

Task

As an agriculture student,

(a) Help Mr. Maputo to clearly understand the unknown organisms found on his farm and how they are responsible for the low productivity.

(b) Advise Mr. Maputo on how he can regain his animals' productivity.

W, tape worm.

- Segmented body for multiplication.
- Flat body for fitting.
- Suckers for feeding
- Hooks for attachment.

- Tempering ends for penetration.
- Has mucus to prevent it from digestive enzymes.

Damages of W1

- Sucks food nutrients causing stuntedness.
- Causes wound in the gut.
- Causes blockages in the gut.

Control of W1

- Deworming/ dozing/drenching using recommended dewormers.
- Proper disposal of human wastes.
- Proper cooking of pork/ beef before eating.
- Rotation action grazing.

W2 Tick

- Legs for movement.
- Hard to prevent it from mechanical damage/ destruction.
- Dark for cormflage.
- Eyes for seeing.
- Pointed mouth for attachment/feeding.

Damage W2

- Sucks blood causing anemia.
- Causes wounds.
- Transmits diseases/ spreads diseases.
- Skin irritation.

Control W2

- Spraying using recommended acaracides.
- Dipping the animals
- Hand picking and killing/ burning ticks.
- Burning pasture with ticks in dry season.
- Rotation grazing

W3 liver fluke

- Has a sucker for feeding.
- Flat body setting.
- Tempering ends for penetration.
- Mucus to avoid digestive enzymes.

Damages of W3

- Tunnels the liver.
- Sucks blood causing anemia.
- Feed on hosts stored food.
- Blocks some passages e.g blood vessels.

Control of W3

- Regular deworming/ dozing drenching.
- Rotation grazing to break life cycle.
- Use $CuSO_4$ to the mud snails animal should be grazed near muddy/ marsh areas.
- Drain farm land.
- Introducing ducks to feed on snails.
- Hand picking& killing of snails.

W1

Basic code	IF	DM	CT
Score			

W2

Basic code	IF	DM	CT
Score			

W3

Basic code	IF	DM	CT
Score			

FINAL SCORE

Basic code	IF	DM	CT
Score			

E N D

840/1
ICT
Paper 1
2025

General Instructions for Scorers:

- Award scores based on the clarity, accuracy, completeness, and relevance of the candidates responses.
- Responses should be presented in formal writing layouts.
- Refer to the specific criteria for each item.

Section A: Compulsory Item

ITEM 1: (Suggested Max Scores: 11)

World Health Organization (WHO) is planning to conduct virtual health education sessions with health centers in rural communities in Uganda, teaching them about basic health practices, nutrition, and preventive care without the need for physical gatherings. In this case you are the area coordinator who should oversee the required ICT equipment and how they should be used.

Tasks:

(a) Describe how ICT tools can facilitate these virtual health education sessions in rural areas.

(b) Discuss the necessary precautions that should be observed to ensure safety of the equipment being used in these sessions.

Scoring Criteria:

- **Introduction** (Suggested Max Mark: 1)
    - 1 score (Excellent): Provides a clear, concise, and relevant introduction that sets the context for the response, clearly acknowledging the scenario and the role of ICT in virtual health education sessions.

- 0 score: No attempt at an introduction or completely irrelevant.

- Part

(a) Description of ICT tools and facilitation (Suggested Max Scores: 4)

- 4 scores for relevant tools (Excellent): Identifies and clearly describes ***four and above*** relevant ICT tools, explaining precisely how each facilitates virtual health education sessions in rural areas (e.g.,
    - Video conferencing platforms for real-time interaction such as Wap trick, Google meet, Google Duo, Skype, Zoom workplace etc.,
    - Reliable internet connectivity for remote access,
    - Mobile devices enabled with internet like computer/Laptop, Phone or tablet for accessibility,
    - Public address system i.e. microphones, speakers, mixer etc. to broadcast or amplify the sounds since it's a large gathering or audience
    - Projectors for large displays,
    - Power solutions like electricity or solar for off-grid areas, content delivery systems for pre-recorded material).
- 3 scores for relevant tools (fairly good): Identifies and relatively describes ***3-4*** relevant ICT tools,
- 2 scores for relevant tool (Good): Identifies four relevant ICT tools and provides adequate explanations of their facilitation role, though descriptions might be less detailed.
- 1 score for tools identified without descriptions/ explanation.
- 0 score: irrelevant/incorrect.

(b) Precautions for equipment safety (Suggested Max Scores: 4)

- 4 scores for relevant precautions (Excellent): Discusses **4 and above** practical and relevant safety precautions for equipment (e.g.,
    - Surge protection like UPS and stabilizers
    - Proper ventilation, have wide windows and ventilation systems

- Dust control as caused damage of ICT tools, since blocks the flow of electrons in machines.
- Secure storage of information and ICT tools
- Handling procedures since they're delicate tools. Place them on wide tools and avoid their slipping off as they can get damaged easily.
- User training/ reading the user manual to be in the know of the best way to handle them.
- Regular maintenance to avoid spoilage
- Backup power solutions to enable the meeting on going and also to prevent possible threat to tool as a result of power surges). Explanations should be detailed, logical, and demonstrate strong awareness of potential risks in a rural setting.

  - 3 scores for fairly relevant precaution (Fairly Good): Discusses **3-4** relevant safety precautions with fairly clear explanations.
  - 2 scores for relevant precaution (Good): Discusses **two** relevant safety precautions with clear explanations, but details might be less comprehensive.
  - 1 Mark for relevant precaution (Fair): Atleast any precaution without sufficient discussion.
  - 0 score: Irrelevant/incorrect.

- **Conclusion** (Suggested Max Scores: 1)
  - 1 Mark (Fair): Provides a summary or judgment on the responses of the task above.
  - 0 score: No attempt at a conclusion or completely irrelevant.
- **Document Format** (Suggested Max Scores: 1)
  - 1 score (Excellent): Adheres to formal writing layouts, demonstrating good organization, clear headings, proper paragraphing, and overall neatness.

SECTION B:

Answer only two items from this section, choosing one item from each part.

Part I (Respond to only one item from this part)

ITEM 2: (Suggested Max Scores: 12)

The local government of Kampala District has noticed an increase in improperly disposed ICT waste, such as old computers, mobile phones, and accessories. This has led to environmental hazards, including pollution and increased health risks. Additionally, there have been cases of identity theft from improperly discarded digital devices. The local council is seeking advice on proper ICT waste management.

Task: Provide guidance on how ICT waste should be managed effectively to reduce environmental and security risks.

Introduction (Suggested Max Mark: 1)

- 1 score (Excellent): Provides a clear and concise introduction that effectively sets the context for ICT waste management in Kampala District, referencing the environmental and security risks.
- 0 Score: No attempt at an introduction or completely irrelevant.

Identification of Stakeholders and their Roles (Suggested Max Scores: 8)

- 4 scores for (Excellent stakeholder): Clearly identifies **4 and above** key stakeholders and accurately describes their specific roles in ICT waste management in the Ugandan context (e.g dearly duties 4 stake holders with a measure, stakeholder and role
    - Local Government/KCCA: Policy making, enforcement, establishing collection points, public awareness campaigns.
    - Ministry of ICT: Developing national ICT policies, promoting e-governance, potentially regulating e-waste.
    - NEMA (National Environment Management Authority): Environmental policy enforcement, licensing e-waste handlers, setting environmental standards.

- ICT Device Manufacturers/Producers: Implementing Extended Producer Responsibility (EPR) schemes, designing more recyclable products, setting up take-back programs.
- Consumers/Public: Proper disposal, participating in collection schemes, responsible consumption.
- E-waste Recyclers/Collectors: Safe collection, transportation, dismantling, and processing of e-waste, data destruction services.
- NGOs/Civil Society Organizations: Advocacy, public awareness, community-based collection initiatives).

- 3 scores (Good/Fair): For one who identifies measures three stakeholders with their roles
- 2 scores for one who Identifies two relevant (measure and stake holders)stakeholders but provides only general or partially accurate descriptions of their roles.
- 2 scores for one statement with a measure, stakeholder and role.
- 1 score for one who only identifies the stakeholders without their roles or only identifies the Roles without the stakeholders
- 0 score: Nothing relevant identified, or roles are irrelevant/incorrect.

Provides comprehensive and actionable strategies for reducing security risks, such as:

4 scores, well-explained strategy (Excellent):

Promoting robust data wiping/sanitization methods (e.g., degaussing, software-based wiping,

Physical destruction of storage media, eg. Hitting to small pieces with the hammer.

Controlled burning of storage devices before disposing of.

Advocating for the use of professional shredding services,

Emphasizing secure handling of digital devices before disposal,

Educating the public on identity theft risks from discarded devices.

- 3 scores for three explained strategies (Good): Provides clear and relevant strategies addressing security aspects, but might be less comprehensive or detailed in specific methods.
- 2 scores for two explained strategies (Good): Provides clear and relevant strategies addressing security aspects, but might be less comprehensive or detailed in specific methods
- 1 Mark per distinct, vague strategy (Fair): Lists general ideas about security waste management without specific ICT relevance or sufficient detail.

Conclusion (Suggested Max Scores: 1)

- Mark (Excellent): Provides a concise and impactful conclusion that summarizes the key guidance provided and reiterates the importance of effective ICT waste management.
- 0 score: No attempt at a conclusion or completely irrelevant.

Document Format (Suggested Max Scores: 2)

- **2 scores** (Excellent): Adheres to formal writing layouts

ITEM 3: Health Risks from ICT Use (Suggested Max Scores: 11)

Scenario: Mr. Adams is a high school teacher who recently started using a new digital whiteboard and a laptop for most of his teaching activities. He often spends long hours sitting at his desk preparing lesson materials, marking digital assignments, and communicating with students via email, Over the past few weeks, he has started experiencing frequent health issues.

Task: a) Based on the scenario, identify and explain any three health-related risks Mr. Adams might be facing due to his use of ICT tools.

b) Suggest one preventive measure for each risk to help improve his well-being.

Scoring Criteria:

- ***Introduction to be scored 1 Mark***

- Part a) Identification and Explanation of Health Risks with its cause. (Suggested Max Scores: 6)

- 6 scores per identified and explained risk (Excellent): Clearly identifies three distinct, relevant health risks (e.g.,
    - Eye Strain/CVS, caused by too much light from the display.
    - Musculoskeletal Disorders/RSI, caused by use of substandard furniture or due to poor sitting posture.
    - Obesity/Heart Disease, caused by using tool for long periods without exercise
    - Stress/Mental Fatigue, caused by device failure and prolonged use
    - Headaches, caused by noise due to vibrations from earphones or headsets/prolonged use/too much light/
    - Sleep Disturbances, due to use for long periods of time
    - Skin cancer caused by electromagnetic rays from the monitors

NB: Each risk is thoroughly explained with a clear link to Mr. Adams ICT usage.

- 4 scores for one who only identifies and explains two health risks
- 2 scores for one who only identifies and explains one health risk
- 1 score for one who identifies the three health risks without explanation.
- 0 score: No attempt or completely irrelevant response.

- Part b) Preventive Measures (Suggested Max Scores: 3)
    - 3 scores for the three suggested measure (Excellent): Suggests one highly effective and practical preventive measure for each of the ***three identified risks***. The measure directly addresses the risk and is clearly explained (e.g.,
        - ✓ Eye strain: 20-20-20 rule,
        - ✓ Proper lighting for headache,
        - ✓ Anti-glare screen;
        - ✓ MSD/RSI: ergonomic setup, regular breaks, stretching;
        - ✓ Stress can be solved by regular exercise, active breaks).

        0 score: No attempt or completely irrelevant response.

NB: Ensure consistency: the preventive measures must correspond to the risks identified in part (a).

- ***A relevant conclusion to be scored 2 scores***

Part II (Respond to only one item from this part)

ITEM 4: **Online Registration Procedure** (Suggested Max Scores: 12)

Scenario: A local farmers cooperative in Uganda has a mandate to distribute agricultural produce. It so happens that, your part of this society and have been tasked with registering your cooperatives Sacco (Savings an d Credit Cooperative Society) with the relevant authorities. You need to download the registration forms from the Ministry of Finance, Planning and Economic Development website, fill them out accurately, and upload them back to the website as part of the registration process.

Task: Develop a detailed step-by-step procedure document that outlines how you would complete this process.

Scoring Criteria:

- Detailed Step-by-Step Procedure (Suggested Max Scores: 12)
- An introduction 1 Mark
    - 5 logical steps and above to earn 10 scores, detailed step (Excellent): Presents a highly detailed, logical, and clear step-by-step procedure that covers all critical stages from accessing the internet to successful upload confirmation. Steps should include:
        - Ensuring internet connectivity.
        - Opening a web browser.
        - Entering the correct URL for the Ministry website.
        - Navigating to the Sacco registration section/forms.
        - Identifying and clicking the download link for the forms.
        - Saving the downloaded forms (specifying location).

- Opening the forms (mentioning required software if applicable).
- Printing the form with a printer
- Accurately filling out the forms (e.g., attention to detail, necessary information).
- Scanning with a scanner or a scanning App e.g. Cam scanner etc,
- Saving the filled forms (naming convention, Appropriate format i.e. .pdf).
- Returning to the websites upload section.
- Selecting the correct filled file for upload.
- Initiating the upload.
- Confirming successful upload/submission.

- 4-5 steps 6 scores (Very Good/Good): Provides a clear and mostly logical sequence of steps, covering the main points, but might lack some of the granular detail or alternative considerations.
- 2-3 steps 4 scores (Fair/Poor): Presents a vague, incomplete, or illogical sequence of steps, missing critical stages of the process.
- 2 scores for one step identified
- 0 score: No attempt or completely irrelevant response.
- ***Focus on the procedural accuracy and completeness, as if guiding someone through the process***.

- **1 score for a conclusion-It can a judgement that when all the steps are followed well, the SACCO is hopefully to expect to get their registration successful.**

ITEM 5: **Photo Sharing and Social Media Publication** (Suggested Max Scores: 12)

Scenario: Youre a marketing executive at a company that organized an end-of-year party at a popular club. During the event, the CEOs phone was used to take photos of the attendees, including employees, clients, and sponsors. The photos turned out great, and youve been tas ked with sharing them with the CEOs personal assistant, Alex, via email. The CEO wants to share the photos on the companys social media platforms and has asked you to select 5-7 photos that showcase the events atmosphere and key attendees.

Task: Write procedural steps how you can have photos sent to Alex, so as later the CEO can achieve the organizational publicity of what happened at the end-of-year party.

Scoring Criteria:

- Procedural Steps for Photo Sharing and Publicity (Suggested Max Scores: 12)
    - 5 logical steps to be awarded 10 scores, detailed step (Excellent): Provides a comprehensive, detailed, and **logical sequence** of steps covering both aspects, ICT tools used also attracts the score.
        - Sending photos to Alex:
            - Accessing photos on the CEOs phone.
            - Selecting relevant photos.
            - Choosing a method to transfer photos from phone (e.g., USB cable to computer, cloud sync, direct email from phone, sharing app).
            - If transferred to computer: opening email client, composing new email, attaching photos (mentioning file size considerations for email), entering Alexs email address, adding a clear subject line and brief message.
            - If direct email from phone: similar steps tailored to phone interface.
            - Sending the email and confirming delivery.

- **Logical flow scores 1 score**
- **There's a score for the conclusion. (1 score)**

E N D

845/1
ENTERPRENEURSHIP
2025

1. (a) - Select an appropriate place.

Justification/ reasons for the choice of that place.

I advise Joan to set/establish her salon business in a trading centre/ near school/market place/ hospital/ village/ urban / tax park etc. and the following are the reasons/ factors why she should establish it in that area;

- Availability of consumables.
- Availability of market / market for the services/ demand for salon services.
- Accessibility to transport and communicate network.
- Presence of factors explained for business operations/rent cost/ cost of rent.
- Availability of human resource/ workers/ labour needed for salon services.
- Government factor policy on location of salon business..
- Presence of adequate utilities supply such as water, electricity, security.
- Political stability/ security.
- Availability of business support services such as banks, insurance.
- Level of consumption.
- Personal interest.
- Economic factors such as income.

(b) Joan should undertake the following steps to formalize her salon business;

- Searching for the business name.
- Reserving the business name.
- Obtaining the certificate of incorporation.
- Obtaining a Taxpayer's Identification Number (TIN).
- Obtaining a trading license.
- Obtaining investment license.
- Registering with National Social Security Fund (NSSF).

(c) A plan that Can help Joan implement the project (salon Activities)/ Action plan implementation plan Brings out;

- Business name and address.
- Document name i.e. Action plan/ Implementation plan.

Date	Activity	Resources required	Person in charge	Indicators of success	Remaks
Fill in	- Assessing/ carrying out a market research. - Preparing a business plan. - Selecting the location of the business. - Mobilizing the necessary resource.	Fill in	Fill in	Fill in	Do not fill in

	- Registering the business. - Acquiring land, buildings, equipment, raw materials/ consumable, power, skilled manpower, utilities. - Preparing a marketing plan. - Launching enterprise. - Managing the business operations successful.				

Prepared by,
Signature_____
Name_____
Title_____

Approved by;
Signature_____
Name_____
Title_____

Item 2

(a) Why is Mark's business not performing well?

- Due to poor quality raw materials such as low quality ground nuts seeds.
- Due to poor quality machines i.e. use of an old grinding machine.
- Sale of poor quality good such as ground nut paste with metal particles.
- Stiff competition from other rivals business.
- Changing taste and preference among customers.
- Limited market due to stiff competition.

(b) The following are the ways Mark should ensure to improve the quality of his business products;

- Encouraging specialization and division of labour.
- Using better quality raw materials.
- Setting up quality standards to be achieved.
- Giving clear instructions to all workers.
- Ensuring cleanliness of the business premises.
- Using appropriate technology/ methods of production.
- Employing skilled workers.
- Monitoring and supervision of the production process.
- Using quality machines.
- Understanding market research.
- Sensitizing and training workers.
- Observing technical specifications regarding quality and quatity.
- Using good storage facilities.
- Using attractive packaging.
- Motivating workers to keep their moral high.

(c) Mark can use the following factors to see a suitable grinding machine for the business;

- Cost of grinding machine.
- Ease in maintenance and repair.
- Skilled labour to operate the grinding machine.
- Capacity of the machine.
- Terms and conditions of payment.
- Quality of machine.
- Compliance with government's policy and regulations in relation to environment conservationplan.
- Flexibility of the machine for adjustment.
- Guarantee of the machine given by the manufacturer/ supplier.
- Power consumption of the machine.
- Availability of other complementary equipment.
- Costs of maintenance.
- Origin of the machine.
- Life span of the machine.
- Efficiency of the machine.
- Taxes on machines.
- Availability of spare parts.

Item 3

(a) Taxes supposed to be paid to URA by Joseph's business (factory).

- VAT (Value Added Tax)
- Sales tax.
- Corporation tax.
- Capital gain tax.
- Pay As You Earn (PAYEE)

- Local service tax.
- Withholding tax.
- Excise duty.
- Rental income tax.
- Export oddity

(b) Benefits Joseph's business will get by paying taxes to URA.
- Earns Joseph's business a good reputation/ good corporate image/avoid appearing on URA.
- Reduces the cost of doing business since Joseph's business is not subjected to penalties, fines and unnecessary delay.
- Promote continuity of joseph's business due to limited interference from tax authorities.
- Helps joseph to win government support/ subsidies.
- Helps joseph's business to access funds from financial institutions.
- Enables joseph's business to attract potential investors.
- Enables Joseph's business to attract competent/ qualified workres.
- Allows joseph to promote transparency and accountability.
- Encourages responsibility in joseph's business.
- Ensures legitimacy in Joseph's business/ helps Joseph's business operate legally.
- Enables Joseph's business to fulfill tax obligation.

(c) Insurance policies Joseph should take to protect the business against the risks including;
- Fire insurance policy.
- Worker men's compensation policy.
- Theft and burglary policy.
- Loss of profit insurance policy.
- Comprehensive insurance policy.

- Third party insurance policy.
- Money at premises/ in transit insurance policy.
- Machinery break down and consequential loss insurance policy.

Item 4

(i) Advice to Babirye on the process taken to open a business account;

- Obtaining account application forms from the selected bank.
- Acquiring obtaining two reference latters.
- Providing a national identify card, passport, driving permit/ registration certificate.
- The applicant is issued with an account number and makes an initial deposit i.e. passbook, cheque book as ATM card is issued.

(ii) Technology she can integrate in her business to maintain good performance;

- Online banking.
- Using ATM services to deposit on an account.
- Payment of goods / services using a VISA card.
- Mobile banking services? Mobile money transfer.
- E- tax / E- tax payment.
- Online shopping.
- Online marketing.
- Online registration.

Item 5

(a)

Ledgers.

Dr capital A/C **Cr**

Date 2023	Details	Amount (Ugx)	Date 2023	Details	Amount (Ugx)
31st Oct	balance c/d	**600,000**	1st Oct	cash	600,000
			1st Nov	balance b/d	**600,000**

Dr. Cash A/C Cr.

Date(2023)	Details	Ugx	Date(2025)	Details	Ugx
1st Oct.	Capital	600,000	3rd Oct.	purchases	400,000
6th Oct.	sales	160,000	7th Oct.	furniture	100,000
13th Oct.	sales	120,000	14th Oct.	rent	50,000
20th Oct.	sales	95,000	24th Oct.	purchases	45,000
27th Oct.	sales	200,000	28th Oct.	wages	30,000
30th Oct.	sales	180,000	29th Oct.	stationery	17,000
			31st Oct	balance c/d	713,000
		1,355,000			**1,355,000**
1st Nov balance b/d		**713,000**			

Dr Creditors A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
15th Oct	Bank	**200,000**	8th Oct	purchases	**200,000**

Dr Purchases A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
3rd Oct	Cash	400,000	31st Oct	balance c/d	645,000
8th Oct	Creditors	200,000			
24thOct	Cash	45,000			
		645,000			**645,000**
1st Nov.	balance b/d	**645,000**			

Dr Sales A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
31st Oct	balance c/d	855,000	4th Oct	debtors	100,000
			6th Oct.	cash	160,000
			13th Oct.	cash	120,000
			20th Oct.	cash	95,000
			27th Oct.	cash	200,000
			30th Oct.	cash	180,000
		855,000			855,000
			1st Nov.	Balance b/d	**855,000**

Dr Debtors' A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
4th Oct	sales	**100,000**	9th Oct	bank	**100,000**

Dr Furniture A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
7th Oct	Cash	**100,000**	31st Oct	balance c/d	**100,000**
1st Nov.	balance b/d	**100,000**			

Dr Bank A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
9th Oct	Debtors	100,000	15th Oct	Creditors	200,000
31stOct	balance c/d	100,000			200,000
		200,000	1st Nov. balance b/d		**100,000**

Dr Rent A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
14th Oct	Cash	50,000	31st Oct	balance c/d	50,000
1stNov	balance b/d	50,000			

Dr Wages A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
28th Oct	Cash	30,000			
1st Nov	balance b/d	30,000	31st Oct. balance c/d		**30,000**

Dr Stationery A/C **Cr**

Date(2023)	Details	(Ugx)	Date(2023)	Details	(Ugx)
29th Oct	Cash	17,000			
1stNov	balance b/d	17,000	31st Nov. balance c/d		**17,000**
		200,000			

(b)

GODFREY'S TRIAL BALANCE

AS AT 31ST OCTOBER 2023

Particulars	Debit (UGX)	Credit(UGX)
Capital		600,000
Cash	713,000	
Purchases	645,000	
Sales		855,000
Furniture	100,000	
Bank (overdraft)		100,000
Rent	50,000	
Wages	30,000	
Stationery	17,000	
Total	1,555,000	1,555,000

Item 6

(a) ALPHA WHOLESALE ENTERPRISES' INCOME STATEMENT FOR THE YEAR ENDED 31ST DEC. 2024

Particulars	UGX	UGX	UGX
Sales		40,000,000	
Less: Returns inwards		4,000,000	
Net sales			36,000,000
Less: cost of sales			
Opening stock		6,000,000	
Add: Purchases	31,800,000		
Add: Direct expenses on purchases			
Carriage on purchases	2,000,000		
Wages	200,000		
Total purchases	34,000,000		
Less: Returns out wards	3,000,000		
Net purchases		31,000,000	
Cost of goods available for sale		37,000,000	
Less : closing stock		8,000,000	
Cost of sales			29,000,000
Gross profit			7,000,000
Add: Supplementary incomes			
Interest received			2,000,000
Gross incomes			9,000,000
Less: Operating expenses			
Salaries		3,500,000	
Postage		2,000,000	

Discount allowed		3,000,000	
Carriage on sales		4,000,000	
Total operating expenses			12,500,000
Net loss			(3,500,000)

(a) Assets, liabilities and capital of the business as at 31st December 2024 consists.

ALPHA WHOLESALE ENTERPRISES" BALANCE SHEET AS AT 31ST DECEMBER, 2024.

Particulars	UGX	UGX	Particulars	UGX	UGX
Assets			Capital&liabilities		
Fixed Assets.			Capital	58,400,000	
Buildings	30,000,000		Less: net loss	3,500,000	
Motor van	20,000,000			54,900,000	
Total fixed Assets		50,000,000	Less: Drawings	9,000,000	
			Owner's equity		**45,900,000**
Current Assets			Current liabilities		
Stock	8,000,000		Creditors	30,000,000	
Debtors	15,000,000		Bank Overdraft	6,000,000	
Cash	8,000,000		Total current liabilities		36,000,000
Total current assets		31,000,000			81,900,000
		81,000,000			

a) ALPHA WHOLESALE ENTERPRISES" BALANCE SHEET.

Particulars	UGX	UGX	UGX
Fixed Assets			
Buildings		30,000,000	
Motor van		20,000,000	
Total fixed Assets			5,000,000
Current Assets			
Stock	8,000,000		
Debtors	15,000,000		
Cash	8,000,000		
Total current Assets		31,000,0000	
Less: current liabilities			
Creditors	30,000,000		
Bank overdraft	6,000,000		
Total current liabilities		36,000,000	
Working capital			(5,000,000)
Capital employed			45,000,000
Financed by;			
Capital		58,400,000	
Less Net loss		3,500,000	
		54,900,000	
Less Drawings		9,000,000	
Owner's equity			45,900,000

E N D

335/1
LUGANDA
Paper 1
2025

EKITUNDU A

1. (a) Omuyizi awandiike emboozi ya bigambo nga 300 – 400 ngalaga emigaso gy'ebimera by'omu nsiko.

- Alamuse abatuuze, yeeyanjule ayanjule ensonga gy'agenda okwogerako.

Emigaso gy'ebimera.

- Eddagala; ly'abantu n'ebisolo.
- Okulyako ebibala; entuggunda, amatugulu, enkenene, ensekolindo, nnantooke.
- Ebyokuzannyisa by'abaana; siiti, olusiiti.
- Okukola ebyesuubo; okuva mu mbowabowa.
- Ebiruke (eby'emikono); ensansi, ejjerengesa, enga
- Emmer; kaama, amakobe.
- Enva: enderema cuderema, ensugga, obutiko.
- Muddo gwa bisolo; ebisagazi, olummundi, kifuta.
- Emiziro, n'obubbiro; obutiko, ekiyindiru, kaama, ejjerengesa, amaleere.
- Maka ga nsolo.

(b) Omuyizi awandiike emboozi ennyumya ng'alaga nti abadde ne mukwano gwe, amwesazeeko olw'okumuyisa obubi okugeza, okubuza ebintu bye, okumwagalira mugazi we, okumwogerako ebigambo ebitali Birungi n'ebirala ebiri mu kkowe eryo.

EKITUNDU B

OKUKYUSA.

2. Abasomesa okweyongera okubangulwa.

Enkola ya gavumenti ekwata ku kubangulwa kw'abasomesa eyatongozebwa mu mwezi gw'okuna mu mwaka gwa nkumi bbiri mu kkumi na Mwenda, era kyetaagisa buli musomesa okuba ne ddiguli esookerwako. Era kino kizingiramu n'abasomesa ba nassale. Olw'ekyo amatendekero g'abasomesa ba ppulayimale amakumi abiri mu asatumu ggwanga gaggalwa, kyokka ne wasigalawo amalala amakumi abiri mu asatu. Kino kigendereddwamu okutumbula onutindo gw'abasonesa n'ogwebyenjigiriza ku nadaala gonna.

Enkola eri nti buli musomesa w'eddaala ery'okusatu ajja kweyongera ku ddaala eryokutaano ate n'oluvannyuma lw'emyaka kkumi okuva enkola eno lw'etongozeddwa buli musomesa anaaba afunye ddiguli.

Mu kiseera kino gavumenti ewaddeyo sikaala eri abasomesa abagenda okweyongera ku maddaala aga waggulu abawerera ddala kanaana mu kyenda mu mukaaga. Abasomesa okuva mu masomero ga gavumenti n'agobwanannyini, bonna bajja kuganyulwa. Abanaaganyulwa mu nkola eyo bajja kutendekebwa mu yunivaasite y'ekyambogo n'amatendekero amalala ataano okwetoloola eggwanga.

MS1 = Obubaka (massage)

VR1 = Ebigambo ebikulu (vocabulary)

CC1 = Ensengeka (coherence)

BIKOMYE WANO

335/2
LUGANDA
Paper 2
2025

EKITUNDU A

1. (a) Omuyizi alage ebizibu ebisangibwa mu kkomera. Okugeza;

- Okulumwa ebiku, ensekere n'ebibo
- Abasibe okubapatiika amannya.
- Okumyuka amaaso.
- Okwereega emisuwa
- Okufunyibwa empewo
- Obutalya oba obutanywa okumala ekiseera.
- Okutuntizibwa n'agabimbi
- Okujeregebwa n'okuboggolerwa
- Okusula ng'otunula (teweebase)
- Obutanaaba

7^{+} = 06

4 -6 = 04

1 – 3 = 02

Atalina = 00

(b) Omuyizi alage enneeyisa y'abasibe. Okugeza;

- Okupatiika bannaabwe amanya.
- Okuyeeya bannaabwe.
- Bakweka emmere mu ngoye
- Balya nga tebanaabye mu ngalo

- Beeyambira mu nsuwa/ ebidoli gafamukkomera
- Bakola emirimu olunaku lwonna
- Balya emmere eyasuzeewo

5^{+} = 06

3 – 4 = 04

1 – 2 = 02

Atalina = 00

(c) Omuyizi alage ebirina okukolebwa okukuuma eddembe ly'obuntu. Okugeza;

Omukulu wekkomera lino..

- Okwogerako nabasibe baleme kutulugunya bannaabwe.
- Abasibe baweebwe emmere ne ccaayi mu budde.
- Mubawe emmere ng'efumbiddwa ku olwo, so si jjo.
- Okukuuma obulungi emmere y'abasibe so si kumala gagiteeka buli we balabye.
- Okukubiriza abasibe okunaaba mu ngalo, balyoke balye.
- Abalabirira/ abatwala abasibe bakozese olulimi olulungi so si olukiina/ olujerega abasibe/ oba okubaboggolera.
- Abasibe baweebwe emirimu egisaanidde, so si kubakozesa lunaku lwonna.
- Abasibe bafune kaabuyonjo ennungi , si eyo ey'okwetikka.
- Okujanjaba abo ababa bakoseddwa, okugeza, abo abalina ebiwundu.
- Obutasiibya basibe mu musana.

5^{+} = 06

3 – 4 = 04

1 – 2 = 02

0 = 00

(d) Musisi osaana okweyisa bw'oti;

Omiyizi alage ebiyinza okukolebwa omusibe oyo okwewala ebizibu ebyatuuka ku Bazibumbira.

- Okugumira ennaku.
- Okulya basibe banno kye balya
- Obutawalaza mpaka
- Obutafa nnyo ku bya buyonjo
- Okwewala olugezigezi

4^{+} = 06

2 – 3 = 04

1- 2 = 02

0 = 00

EKITUNDU B

2. Muzeeyi / Taata/ Maama gano ge mateeka agafuga abayizi mu ssomero lino Bright Star SS.

- Omwana takkirizibwa kutoloka ku ssomero, bw'akikola asibamu bibye ng'adda ka.
- Omuyizi ateekwa okukola emirimu ng'okuwaata, asobole okugiyiga n'okukolagana obulungi ne banne.
- Omuyizi alina okubeera mu kibiina mu budde bw'okusoma. Tankirizibwa kuvuma munne
- Omwana okwambala ebyambalo ebiwanvu, n'omuzadde okwambal ebyo ebimuweesa ekitiibwa.

- Omuyizi takirizibwa kukozesa biragalalagalaera anaabikozesa ajja kusibwa.
- Takkirizibwa kukozesa lulimi lwa buwemu.
- Alina okusoma obulungi n'okukuuma omutindo ye ng'omuntu.
- Buli muyizi alina okubaako n'omuzannyo gwe yeenyigiramu, era abayizi abasukkuluma ku bannabwe baweebwa ebirabo.
- Omuyizi alina okubeera anuyoyo.
- Omuyizi takkirizibwa kubeera na ssimu, okuggyako ng'essomero lye ligimuwadde.

7^{+} = 02

1 – 4 = 01

0 = 00

3. Omuyizi alage entereka y'emmere eŋŋanda n'ebintu ebirala okugeza;

Musoke / Mukwano……

- Okugivumbika nga bw'olaba ettooke lino
- Okuboobeza
- Okugikalirira
- Okusalira balugu mu ttaka
- Okugiteeka mu mazzi: muwogo
- Okwanika: muwogo, lumonde.
- Okusiba ebiganda ne tugiwanika: ebijanjaalo, kasooli.
- Okusa; muwogo, obulo.
- Okugisuza ebweru: muwogo.
- Okumansirako omunnyu: muwogo, ennyama
- Ebijanjaalo okubitereka n'ebisusunku.

7^{+} = 03 4-6 =02 1 – 3 = 01 0 = 00

4. Omuyizi alage obukulu bw'okusuza abafiiriddwa. Okugeza;

Nsanyuse okukulaba…….

- Okulaga obumu: owoomuliraano wa luga nda, lw'afa tolima.
- Oba ng'awoze banno, abafiiriddwa ebbanja, nti naawe bw'olifuna obuzibu balijja.
- Mulimu okuyiga: olaba abantu abafiiriddwa engeri gye beeyisaamu, nti naawe lw'olifiirwa olimanya ekyokukola.
- Okugumya abafiiriddwa anti omufu atiisa.
- Okwetaba awamu ne banno muteese ku by'enziika: entaana, ebyendya, amabugo, obubaka
- Ono bulungibwansi: Tulina okukola abalala bye bakola: munno mu kabi.
- Okwewazisa affiriddwa abantu okumuggya emize: anti bw'oba tolina bakusuza bakuyita musezi, kalogokalenzi.

7^{+} = 03 4 – 6 = 02 1 – 3 = 01 0 = 00

BIKOMYE WANO

208/1

LITERATURE

2025.

NB. This is just a guide.

- Anyone can add or subtract to it.

Assessment Grid

ASPECT (AS)	**SCORE**	**JUSTIFICATION (JS)**
BASIS CODE NAME	00 - 06	
TH – Theme XT – Character TQ – Tedrnique PT – Plot ST – Setting AP – Application AT – Attitude ID – Aspect identified IL – Aspect illustrated	00 – 02 – 03 – 06 <u>NB:</u> Scores are not static	NO AS ID, NO IL 1 – 2 Ideas ID, BUT No IL. 3 Ideas ID, Inadequate IL or adequate> 4 or more ideas ID and excellent IL.

NO.	PRESENTATION	JS	SCORE
a)	Character of John and Stanely XT- John (soon joining university) - Respectful - Well- behaved. - Determined/ courageous/ strong-willed. - Disorganized - Loving. - Intelligent. - Educated. XT- Stanely (John's father, clergy man) - Careful man. - Responsible. - Respected. - Symbolizes western culture. -	03 or more traits ID,IL 02 traits ID, IL 01 trait ID, IL 00 trait ID, IL Trait ID But no IL 03 or more traits ID,IL 02 traits ID, IL 01 trait ID, IL 00 trait ID, IL Trait ID But no IL	-03 -02 -01 -00 -00 -03 -02 -01 -00 -00 = 06
b)	- ST- setting. - Events of the story. - John eats his dinner. - Pretends to go to sleep in his hut - Leaves the lantern burning to make his parents think he is in his hut. - Goes out to meet Wamuhu, his lover at her parents' home. - Because other educated men are rebellious, he feels moving out this evening, instead of staying in the hut he is running away from being girlish. - He reaches Wamuhu's parents' home and he is welcome by Wamuhu's suspicious mother but Wamuhu is absent. ST - Time – In the evening (during dinner) - Physical (place) – John's parents home, his hut, the village street, Wamuhu's parents' home.	- ID 3 of relevant events & events. - ID of only 2 relevant event. - ID of only one - No ID of relevant events.	03 02 01 00 03 02

	- Social setting ✓ John's mother ✓ Wamuhu's mother ✓ Wamuhu's father ✓ John's father	- ID and IL of 3 As of ST. - ID and IL of 2 As of ST. - ID and IL of 1 As of ST. - No or wrong As of ST.	01 00 T/L=06
c)	- TH – Themes - Love - Cultural conflict (tradition Vs. Western culture) - Education (the effect of education)	ID and IL of 3 AS of TH ID and IL of Any 2 AS of TH. ID and IL of any 1 AS of TH No ID, No IL	06 04 02 00 T = 06
d)	Emotions of society towards educated young men like John. - Ad mired - Disappointed - Disgusted. - Critical. - Angry. NB: the scores are not static	ID and IL of 2 or more AS ID and IL of 1 Aspect ID but No IL of AS No ID, No IL	06 04 02 00 T = 06

SECTION B

ITEM 2

Scoring:

- ✓ Candidate must write an essay of at least two foolscap pages.
- ✓ Introduce the essay.
- ✓ Use every day tense.
- ✓ Focus on evils and wrongs portrayed in one selected text
- ✓ Select only one text on the given list and use it to illustrate their responses.

- ✓ Focus on.
- ✓ Character (traits, experiences, relationships).
- ✓ Themes (ideas, concerns, issues, problems).
- ✓ Events / situation / circumstances.
- ✓

6+ AS ID and IL well ___ 06 scores
4+ As ID and IL well____ 04 scores.
3+ As ID and IL well ____ 02 scores
1-2 As ID and IL well ____ 01 scores.

ITEM 3

Scoring

	AP- lessons ✓ Candidates must select a text. ✓ Candidates to identify and illustrate positive lessons drawn from the selected text. ✓ Lessons can be based on XT – character relationships. - Events. - Themes. ✓ Lessons must be general. - General statements. - Savings. - Proverbs well illustrated with the aim to change an individual's character, attitudes, practices. E.g.	06 scores 6+ As ID and IL 06 scores 4+ As ID and IL 04 scores 3 As ID and IL – 02 scores 1 -2 As ID and IL 01 scores 00 As ID No IL 00 scores

$$\frac{x}{30} \times 100\%$$

END

336/1
KISWAHILI
Paper 1
2025

SEHEMU A

Insha.

Kutunga Insha ya kimawazo inayotiririka kimantiki katika Kiswahili sanifu. Mtahaniwa azingatie vipenyele vifuatauyo katika insha yake.

1. Muundo wa insha (M_1) (5:3:2)
    a) Kichwa
    b) Utangulizi
    c) Kiwiliwili
    d) Tamafi Na Insha lengwa
        - Insha ya mtahiniwa ikiwa nakichwa, utangulizi, kiwiliwili na tamati. Aya hulenga hoja au ujumbe Fulani, mshikamano kutoka sentensi au aya moja hadi nyingine na hutiririka vyema apewe (alama 03)
        - Insha ya mtahiniwa ina kichwa utangulizi, kiwiliwili na tamati lakini kuna kushikamana kutoke sentensi au aya moja hadi nyingine a pawe (alama 02)
        - Kuna kurudiarudia ujumbe katika aya tofauti. Hoja hazijawasilishwa vilivyo, zimegusiwa tu hakuna muumano apewe (alama 01)
        - Insha ya mtahaniwa haitiririki na hakuna mawazo/ wazo lililozungumziwa apewe (alama 0)
        - Uzito wa muundo ni (Alama 05)

2. Ujumbe faafu. (UF_1) (6:4:2:1:0)
    - Hoja 6 nazaide (Alama 03)
    - Hoja 3 -4 (Alama 02)
    - Hoja 2 – 1 (Alama 01)
    - Bila hoja (Alama 0)

- Mtahaniwa aliouyesha na kuelewa muktadha,sana shughuli na kueleza vizuri kwa kuweka vielezo na mifano ifayo apewe (alama 03)
- Mtahiniwa alielewa mukadha, aliouyesha uerevu, umuhimu na aliandika kwa muumano. Allinga sana shuguli na kazi yake ni kamili. Insha Ilipangwa vizuri apewe (Alama 02)
- Mtahaniwa aliouyeshe kutoelewa muktadha hazingahi shughuli na kazi yenyewe hugusiwa tu muktadha apewe (Alama 01)
- Mtahaniwa alishindwa kuelewa muktadha na hakuonyesha uerevu wa jambo lililoulizwa kazi iliuyoandikwa haiambetani na shughuli apewe (Alama 0)

Uzito wa ujumbe faafu (Alama 6)

3. Upatanisho wa lugha (UL_1) (6:4:2)
   a) Msamiati Zaidi ya 10 (Alama 03)
   b) Njeo
   c) Tahajia
   d) Sintaksia
   e) Uakifishaji

- Insha ya mtahaniwa ina uangazu, sanifuna utaratibu/ usahihi. Insha huvutia na ligha yake inachangamsha, ina tswira au tamathali za usemi Msamiati unaligana na muktadha. Hakuna makosa ya kinjeo, uakifishaji, tahajia na sintaksia apewe (alama 03)
- Insha ina tamathali za usemi chache. Mtahiniwa alihusisha upatanisho wa kisarufi lakini kuna makosa chache ya kinjeo, uakifishaji, tahajia na sintakisia ingawa hariathiri ujumbe lenyuwa na msamiati unaligana na muktadha apewe (alama 02)
- Kuna kurudiarudia maneno, upatamisho wa kisawfi na njeo hazitumiwi vizuri, makosa ya kitahajia na uakifishaji ni menji na hualhiri uelewaji wa insha, msamiati haulingani na mukadha apewe. (alama 01)
- Nyakati zimechanganywa, kuna tahajia mbofu na ni insha Isiyoeleweka apewe (Alama 02)

Uzito ni (Alama 06)

SEHEMU B

Ufupisho

Mtahiniwa aufupishe kifungu alichopewa kwa kuzingaha idadi ya maneno aliyoagizwa kuufupisha. Yanaweza kuwa Zaidi ya maneno 5-1 au

yasiopungua maneno 5- kwa kufuata utaratibu wa UJUMBE na MTIRIRIKO

A. UJUMBE UJB_2 (Alama 06)

- Lengo kuu likiwa silishwa vilivyo muhtasari na mawaro yanayohitayika apewe (Alama 03)
- Lengo kuu llimewasilishwa lakini siyo kwa uangavu, muhtasari umehusisha apewe (Alama 02)
- Lengo kuu halijawasilishwa kanilina muhtasani umehusisha mawazo mengi yayasiyohitajika (Alama 01)
- Kujtoka taarifa asili,lengo halielewekikabisa,kazi imehusisha mambo yasiyo katika taarifa asili na maoni tofauti au hakuna ujumbe wowote (Alama 0)

B. UFAFANUZU MTIRIRIKO (UM_2) (03)

- Afafauna hoja muhimu kwa ustadi akihifadhi ujumbe wa taarifaasli (Alama 03)
- Afafanna ijiwa abakiza maneno mengi ya taarifa asili apewe (Alama02)
- Kazi karibu nzima imebakiza maneno ya tarifa asili (Alama 01)

Kwa Jumbe (Alama 10)

MAJIBU

Insha

1- Insha lengwa Hotuba

- Kuandaaa siku kadha /maalumu za kusafisha shule yetu.
- Kuchoma takataka zinazotupwa uani.
- Kuweka mapipa ya takataka kafika mahali tofaufi ili takata zutupwe humo.
- Kudunisha usafi wa madarasa
- Kuweka adhabu kalli kwa wale ambao watupatupa ovyo takataka uani.

2- Insha lengwa Insha ya hoja

- Kuepukana na vikundi vibaya .

- Madawa yana madhara mengi kasika maisha yao n husababisha kifo.
- Madawa ya kuleya uharibu ubongo wa mtumigi
- Husababisha ajali barabarani.
- Migogoro nyumbani
- Kukosa mapenzi ya wazazi
- Kufukuzwa nyambani

3- Ufipisho.

Mtahiniwa atumie maneno yake kujenga ujumbe wa ufupisho kama vile viungamohi.

- Hutupa ulinzi
- Hululetea pesa za cha chakula
- Ni chanzo cha chakula
- Hutumiwa kama vyombo byya usafiri
- Hueleza saa kwa kupiga kelele

Npalia ; mtahiniwa apange ujumbe waka kwa utaratibu akianzia na hoja zilizo taywa kwanza hadi chini ile ufupisho/ ujumbe wake uweze kutiririka vilwyo.

E N D.

336/2
KISWAHILI
Paper 2
2025

Ufahamu na Fasili

Mtahaniwa awasiliane kwa ufasha kimaongezi na kimaandishi pamoja na kutumia fikia katika kutatua chanamoto za kimaisha kwa kutoa maamuza mwafaka.

Mtahaniwa asome kwa kufahamu atumie na kufasili matini ya Kiswahili kwa kuzingatia.

- Utambuzi (UT_1)
- Maelezo (AW_1)
- Matumizi na utathmini (MU_1)
- Uchanganuzi (UA_1)
- Mauni (MN_1)

- Mtahaniwa atambue alichosoma kutokanana matarajio (Alama 01) UT_1.
- Apata matalizo kutambua aliyosoma (Alama 0).
- Anaeleza wazo kwa usaluhi akirejelea taarifa husika (Alama 01)
- Apata matatizo kueleza wazo (Alama 0)
- Atathmini hisia/ mitazamo/ hali na sifa ilikujitokeza na maoni (Alame 02)
- Ataja hisia/ mitazano/ hali/sifa/lakini hawirejelei ili kutokea na maoni (Alawa 01).
- Akosea katika utathmini wake hakuna ujumbe (Alana 0)
- Atumia uamuzi wake/ maneno yake /sanufi au kuchanganua ujumbe na kuuhusisha kwa mazingira mengine (Alama 02)
- Atambua ujunbe lakini hawezi kuuhusisha kwa mazingira menyine (Alama 01)
- Apata matatizo kuchangira manyina kuhusisha ujumbe kwa mazigira manyine na hakuna jibu (Alana 0) MAONI
- Mtahiniwa anafafanna maoni yake vizuni kulinyana na hadhira inayolengwa (alama 02)
- Afafanna maoni yake lakini hafikini hadhira lengwa (Alama 01)
- Apata matatizo kufoa maoni yake na kulenya hadhira. Hakuna jibu (Alamma0).

Fasihi

Achanbue kazi ya fasihi

- Mandhani/ploti/muundo (MP_1)
- Maudhui/ ujumbe (MA_1)
- Wahusika/sifa /toni /hisia (WA_1)
- Mbinu za snaa/ mtindo wa lugha (ML_1)
- Mafunzo

Muundo

a) Mtahiniwa anatambua mandhani /ploti/muundo na kueleza vizuri mchango wake katika kuelewa/kutiririka kwa ujumbe wa matini /usham kwa kufumia vielekezo kuloka matini yenyewe apewa (Alama 03).
b) Anaeleza lakini hatumii vielekezo kutoka matini (Alama 02)
c) Atambua mandhani/ploti/namuundo wa matini/shairi lakini haelezi vizuni mehago wake (Alama 01).
d) Bila kutambua (Alama 0)

Maudhui/Ujumbe

- Atambua maudhuni /ujumbe wa shani/ matini kwa kutumia mifano/vielekezo (Alama 02).
- Atoa maudhuni /ujumbe lakini halumii nufauo/vielekezo (Alama 01)
- Hakuna jibu (Alama 0)

Wahusika /sifa/Toni/Hisia

- Atambua sifa na wajibu wa wahusika kwa kuhumia vielezo kutoka matini /shawi (Alama02)
- Ataga sifa za wahusika bila kutumia vielekezo/mifano kutoka shawi/ malini (Alama 01).
- Akosa kuchambua sifa za wahusika, hafafa nwi kwa kuhuma mifano. Hakuna jibu (Alama 0)

Mbinu za saana /mtindo wa lugha

- Anafafanna mtindo wa kwa kubua mifano (Alama 02)
- Anafafanna mtindo wa lugha ihyotumina bila mifan (Alama 01)

- Bila jibu (Alama 0)

Mafuuzo (MF_1)

- Atambua na kueleza mafunzo akatumia ligha change kutoka shaini /matui na kueleza jinsi jamui inauyoonu faika (Alama 03)
- Atambua na kuelezea mafunzo lakini hafumu lugha chanya, hafafanni jinsi jamui inaugonufaika (Alama 02).
- Atambua mafunzo lakini anarodhesha tuna hafoi vielekezo (Alama 01)
- Bila jibu (Alama 0)

MAJIBU

Ufahamu

a) Kwa kutupa vijikaratasi darasani ovyo ovyo hasa nje mwa darasa unakuta karatasi za aina tofauti Ziinetupwa kiholera bila kutumia mapipa yaliyopandwa au wekwakulupia takataka.

b)
- Kuoga mwili
- Kukata kucha za vidole namikono
- Kupija mswaki kila siku
- Kuchana nywete
- Kupiga nguo pasi
- Kunyoa nywele

c)
- Kufagia na kupiga deki madarasa tunamosomea.
- Kutumia vizuri mapipa yaliyowekwa kwa kutupia takataka
- Kuchoma takataka
- Kuweka sera ngumu zinazoweza kuzuia wanafuuzi kutotupa takata kiholera

d)
- Awe tayari kupigama nchi yake.
- Yule anayependa lugha yake.
- Awe mfanya kazi boora
- Anaye penda wenzake.
- Anaye penda chake na kukithamini

e)

- Waew wafanya kazi
- Wapende lugha zao
- Wapende nchi yao na kujipigania wazukapo uhasama
- Wasiwe nan yoyo dhaifu
- Wasibaguane wawe na umoja

END.

355/1
LUSOGA
Paper 1
2025

EKITUNDU A

1. *Kola namba* **1(a) oba (b)** *mu kitundu kino*.

1. (a) OKUGHANDIIKA EMBULUWA Y'OKWETONDA

Emboneka y'ekighandiiko
- Omutwe
- Endagiriro nkani aduleesi eibiri
- Ensonga enkulu
- Obubaka
- Omukono nkani ekinkumu

Bino bibe nga bibonebwa

Ebikulu ebisuubirwa mu ndhogera

- Enaku edh'omwezi
- Okusaba ekisonhigho
- Endagiriro nkani aduleesi eibiri

Eby'olulimi

- Gulaama
- Endingisa
- Empandiika entuufu
- Ebiseera

Oba

(b) EMBALUWA ESABA OMULIMO

Emboneka y'ekighandiiko
- Omutwe
- Endagiriro nkani aduleesi eibiri

- Ensonga enkulu
- Obubaka
- Omukono nkani ekinkumu

Bino bibe nga bibonebwa

Ebikulu ebisuubirwa mu ndhogera

- Enaku edh'omwezi
- Okusaba ekisonhigho
- Endagiriro nkani aduleesi eibiri

Eby'olulimi

- Gulaama
- Endingisa
- Empandiika entuufu
- Ebiseera

EKITUNDU B

2. OKUCUUSA

Obukwenda

Ebibono ebituufu

Ensengeka etegeerekeka obulungi

BIKAZE GHANO

355/2
LUSOGA
Paper 2

EKITUNDU A:

Okusoma Bwino

1. *Soma olufumo luno omale oiremu ebibuuzo ku nkomerero yaalwo.*

a. (obubonero 04)

- Kutoolamu mabunda

b. (obubonero 06)

- Kukubiriza baana bighala kweghala balenzi
- Okunhwera mu bitabo byaibwe
- Okukubiriza abaana ab'obulenzi okulekera okwesembereza abaana ab'obughala kuba basobola okubaleetera obuzibu.

c. (obubonero 05)

- Mpulira bubi inho kuba yabisibwa bubi inho.

d. (obubonero 05)

- Obuteeragalaga inho na bulenzi / bighala
- Okusoma ebitabo byange
- Okuba omwana w'empisa

EKITUNDU B: Okufunza

2. EBIGOBERERWA MU KUFUNZA EKIKUTU

* Omutwe……. (obubonero 01)
* Okutegeera ebighandiikiibwa……. (obubonero 02)
* Empandiika ey'ebibono entuufu…… (obubonero 01)
* Enkozesa ey'obwoleka entuufu…….. (obubonero 01)
* Ekimega kirala kyonka nga kimpi…….. (obubonero 02)

* Enfundikira enhimpi ate nga y'amakulu…… (akabonero 01)
* Ekighandiko ekiyoyoote…… (obubonero 01)
* Omughendo gw'ebibono……. akabonero 01)

Omugaite = **<u>obubonero 10</u>**

2. EKITUNDU C : Obughangwa

Kola eky'okukola **kirala** kyonka mu kitundu kino (obuta 20)

3. Ghano omusomi ainhonhola emizaanho ebiri gyeyazaanhaku oba gyaidhi bwebagizaanha yaaginhonhola bukalamu okugeza;

OMUZAANHO OGWA KASENDHUZA

Omuzaanho guno oli n'okusala obubbookisi buna buna munduyi ibiri ate eitale bwaba bubiri, agho ghaafuna akajonjo ghaakasuka mu kabbookisi akasooka ghaasendhunga mpola mpola aye ekisendhuza ekyo bwekija mu kasiitaale, oba ogwire aye musooka mwasalagho emirundi gyemuli n'okusendhuzaamu akajonjo ako, bweguba mundi mulala me n'osendhuza ogusooka ni kadheema okuja mu kabbookisi akandi oba nga ogwire.

Bwosendhuza n'amaani ni kabita mu kabbookisi k'obaire oteekeirwa okusendhukizaamu, era oba ogwire. Bwosendhuza obukalamu n'obumalaku bwona bwona, oja ghaakuba akasaako ak'ekitundu ng'oviira ku bubbookisi obuzaanhirwamu ghaataamu akajonjo agho ghazibirira ghaatandiika okutuuma bwokuba lwedi okutuusa bwotuumira ku kajonjo ako aye bwoniina mu musiitaale oba ng'ogwire.

Bwoniina ku kajonjo ako, osutama oba ghaayemerera ghaasuula akajonjo ako einhuma mu bubbookisi, bwekagwa mu kabbookisi, oyo aba afuuse mwanawo era ezira aikirizibwa kumuniinamu.

OMUZAANHO OGWA NAALOOTA

Ghano basala ekikulungo kiralala nkani saako ndala, ghaasalamu ogusooka mu magati, kabiri ghaasalamu ni mumbali mwabaamu obusaako

obw’ekitundu buna, ghaayemerera mu kasaako akasooka aye ng’olinze ghaigulu ate nga ozibiriire.

Ghano ghaatandiika okukoba oti “naaloota” eno baino bwebabala okugeza, naaloota, ndala, naaloota ibiri okutuusa bwobumalayo aye oli n’okubala okutuusa ku mirundi ikumi era bwobumalayo, agho ng’okubamu ekyana aye bwoniinha mu musiitaale gwona gwona, oba nga ogwire era agho owundi yaazaanha aye era bwoniina mu kyana kya mwino era oba nga ogwire.

Oba

4. Ghano Omusomi ainhonholaku emikolo ebiri kwedho edhimughereibwayainhonhola bukalamu ebigigemaku bukalamu okugeza;

OKUKOBYA OMUGHALA / OKUCAALA

Mu bughangwa obw'ekisoga, ebintu kamaala bikolebwa mu mukolo ogw’okukobya omughala nkani ogw'okucaala okusooka. Era bino ni ku birala ku bikolebwa mu mukolo guno;

Mu kwetegekera omukolo ogw'omughala okwandhulayo omulenziwe eri abazairebe, ab'ekika, ab'oluganda n'eb'emikwano, omulenzi n’abazairebe basooka baaja ye songa w’omughala baayogerezaganiamu male songa yaayandhula ensonga ye bbaabba w’omughalani maamawe.

Endhu dhombiriri dhaagananamu erasonga yaayandhula ensongay’abazaire b’omughala era baatandiika okumanagama ku bigema ku bika n'okukuba empenda ku ngeri ye baidha okutambuzaamu omukolo ogw'okwandhula.

Okuteesagania kubaagho omuli n'okuteesa ku mwandhu ogunaaletebwa era ghano ab'ekika eky'omughala ghebasalira ebyo byebenda okuva mu mughala ghaibwe okusinzirira bwebaba nga bamutegaikemu.

Mu lwekobaano muno, mwebasalirawo olunaku olw'okwandhula n'olwembaga era omughala baamuleka eghaibwe yaaja ye songawe okwongera okumubangula ku neebisa yali n'okwebisaamu mu bufumbo.

OKWANDHULA

Abageni batuuka nkani abako era okugabula abantu kutandiika nga enoabageni bwebeeteekateekaokusobola okuja okutyama. Basimba olunhiriri nkani laini ku wankaaki.

Basoma bbaibbuli okuva mu kitabo ekitukuvaeky'Amainama nkani eky'oluberyeberye 24:31 (Gen. 24:31) ekikoba kiti "Mwingire, niimwe musengwa baaghandyeku eirusu. Lwaki muli kuliya? Mbateekeireteekeire ekifo mu nhumba yange n'endogoyidho.

Abasawo babakebera era baikirizibwa okwingira. Bwebaingira, okwisa ekitiibwa mu by'obughangwa n'enono kubaagho nga bembaolw'embo olw'eighanga, olwa Busoga nga kwotaire n'okusaba.

Abasawo boogera ebiviire mu kukebera era balaga bati mu bebakebeire, mulimu abalwaire kamaala aye mulimu ali obubi einho era baabakobera n'eidagala erisobola okumughonia. Isentebe w'ekyalo ayogera era yaagumya abageni okuba abagumu yaabasuubiza nti ne by'okwerinda biri bulindaala.

Okulamusa kutandiika era ng'abaana abato ab'obughala n'ab'obulenzi naabasooka, baganda omughala era baganda b'omusaadha baabagha ebirabo, banhina omugole boona baidha era banhina omusaadha bbaghaayo akasente.

Okusanhukamuuku omuli okwemba oba amacina. Songa kyabadaaza aidha yeefuula ataidhi bageni agho-ni songa nabandhula oba ow'ensonga aidha era yaikiriza ati abageni abaidhi era airayo yaira n'omugole, anoonia omwami, yaamutaaku akamuli okumwawukaniaku kubageni abandi.

Amuleeta yaamulaga abantu era baatambula nga bacina yaamutwala okuzaalibwa mu maka.

Songa amutwala yaamutyamisa ku ntebe era ebifaananie byakubibwa nkani bi pica. Songa airayo y'omugole. Ba mulamu baja n'akaibo k'ebirabo, baamugwa mu kifuba era bainhonhola ekibatwaire. Bamusitula baamutwalay'omugole omusaadha era ebifaananie byakubibwa.

Omugole airayo mukaganguke era eby'ebika byasomebwa by'omusaadha n'omukazi. Ekitabo ekitukuvu kisomebwa okuva mu Yona 1:8, 9, 10 era n'okuva mu Temuseewo asooka 5:23 (1st Timothy 5:23) Maapu ya Busoga, ekifaananie kya Isebantu ni Inhebantu bigheebwa bbaabba w'omughala era satifikeeti yaaguunibwaku ekinkumuomugole yairayobaaleeta ebirabo.

Omugole aira era baamubuuza obaebintu babiryeera bwaikiriza,baatandiika okubigaba era mu byebaleeta mu n'okubaamu ensawo y'omugole, ensawo ya songa, enkoko y'omuko, entebe ya bbaabba w'omugole nga kwotaire n'omutwalo gwa bbaabba.

Ebirabo bitwalibwayo era keeki yaasalibwa ng'omugole omukazi naagisala era yaateebwaku empeta (nkusibiire ghano) era omukolo gwakomenkereza.

OKUFUMBIZA

Bino n'ebigobererwa ng'omwana w'obughala aja okufumbirwa.

Omwana ono ali n'okuba ng'agheza emyeka egituukaana okufumbirwa nkani egituukaana okusinzirira ku mateeka ag'eighanga okugeza ng'agheza emyaka eikumi n'omunaana(18) era ng'alambiibwa bukalamu inho ni songawe engeri y'okutwalamu omusaadha neneebisa enkalamu mu maka gaaba ng'afumbiirwamu n'okukuuma ekitiibwakye ng'omukazi mu maka.

Omwandhu gusalibwa nga kwotaire n'omutwalo gwa bbaabba ng'omughala akaali kuja. Bino bikolebwa okutaagho enkolagana ghagati

w'abazaire ab'omughala n'omulenzi era omulenzi ali n'okughaayo byebaba nga bamusaliire okwebaza abazaire b'omughala okumukuumira omukaziwe n'okutaagho enkolagana enungi. Akamoolo ni kadaali bibaaghon'okusanhukiraku aghalala n'ab'ekyalo.

Songa naagherekera omughala mu bufumbo era ng'amugulira ensawo ey'okuterekamu ebyama, akambe akaghaata n'akaibo akaleeta emere. Era atuukira irala munhumba nga kwotaire ni mukisenge abone ebiri kuja mu maiso, ng'aja ghansi w'ekitanda okubona omwanaghe kyali kukola era bwabona nga byali kukola tibisaaniire, yeena aniinha ekitanda era yaamukobera eky'okukola.

Omughala bweyali nga talambaalangaku na musaadha yeena yeena, omulundi ogusooka okuba naye, omusaayi gubonekera ku masuuka nkani gwidhula amasuuka era nga songa agheebwa akasiimo amasuuka n'embuzi yaaja nabyo. Maama tagherekera mughalawe mu bufumbo kuba obuko busobola okumugema.

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.

BIKANZE GHANO