Section A

Item 1 (*05 scores*)

Rough Copy

WHAT SHOULD BE CONSIDERED TO HAVE A WEDDING MEETING

1. In order to have a wedding meeting, the owner should keep a good record/ send a general text (but respect elders and bosses).
2. Be considerate when choosing a venue/ find a central place for the meeting.
3. For the first meeting, buy everyone a drink.
4. Do not keep people waiting.
5. When you are late, ask someone to stand in for you.
6. For this the chairperson is very essential.
7. The chairperson personifies the bride and bridegroom.
8. You should have a chairperson who is close to both of you.
9. Also, he must be polite,
10. authoritative and
11. disciplined.
12. He must answer questions without fidgeting.
13. Have a secretary who is good with time.
14. This person must be able to multitask/ They must be able to speak, listen and write.
15. They must be good with numbers
16. and have a keen ear (for detail).
17. They must have access to typing
18. and printing facilities.
19. Have a treasurer who is strict
20. and who priorities.

Sample Summary

WHAT SHOULD BE CONSIDERED TO HAVE A WEDDING MEETING

In order to have a wedding meeting, the owner should keep a good record and send a text message respecting elders and bosses. For the first time, buy everyone a drink, do not keep people waiting, ask someone to stand for you and for this reason the chairperson is very essential. The chairman personifies the bride and groom and must be close to you both. Also, he must be polite, authoritative and disciplined while answering questions without fidgeting. Choose a secretary who is good with time, able to speak, listen and write. They must have access to typing and printing facilities. Have a treasurer who is strict and priorities. (109 words)

Guide for scoring Summary

Bases of Assessment

Summary Content (SC)   03 scores

- 13- 20 correct content ideas = 03 scores
- 07 - 12 correct content ideas = 02 scores
- 02 - 06 correct content scores = 01 score
- 00- 01 correct scores = 00 score

Summary Structure (SS)   02 scores
-   Appropriate title in upper case or title case underlined
-   Indented paragraph

SC	SS	Total
03	02	05 scores

Item 2   **(06 scores)**

Task	Expected Response	Score
a.	Expected character descriptive adjectives: - possessive - domineering - protective - selfish - fierce/harsh - temperamental/ emotional Reason: - She does not allow the children to touch the cooking utensils. - She gets upset by holding the saucepans, store plus all the kitchen fittings as her own property. - She has an irritating tendency to regard the saucepans as her own property.	*Candidate should describ and explain a the same time 01 score.*
b.	- Parents are to blame for giving too much authority to the Cook and not giving children to learn certain house chores. - The blame goes to the Cook for being selfish and not teaching the children skills of cooking. The blame goes to the parents. They gave the cook too much authority	*Any of the two 01 score.*
c.	- The narrator is desperate, helpless, anxious, embarrassed, disappointed, full of disgust, forsaken, frustrated, rejected for her disparaging life. - She is excited, hopeful and optimistic for getting the job of cooking	*Any of th feelings ar well illustrated 01 score.*
d.	- The lady told the narrator to ring up that lady who wanted a cook immediately and assured her that she should start the following day by cooking dinner for ten people. - The narrator was told to ring up that lady who wanted a cook immediately and assured her that she would have to start the following day by cooking for ten people.	*Any of th alternatives, 0 score*
e.	The challenges the narrator is likely to face are: - She will have difficulty in cooking quality, and high quantity of food. - She is likely to get a lot of accidents handling kitchenware. etc.	*Any acceptabl and exemplified prediction, 0 score.*

f.	- It is good to learn cooking at an early age. - House helpers ease work but spoil/ incapacitate children. - Parents have a duty to teach their children household work. - House helpers should not have too much authority. - Charity begins at home, that is to say, the narrator should have learned cooking at her home. - Where there is a will, there is a way, the narrator is determined to take up the job and she will learn cooking. - Spare the rod and spoil the child. - Before one begins doing things for others, they should first learn to do them for themselves. (Candidates can use proverbs and sayings and go ahead to explain with reference to the text. They should not say: I learn/ I learnt that...but state what they draw as a lesson straight away.	*Any well stated lesson, 01 score.*

Section B

Items 3 and 4 (09 scores)

Bases of Assessment

1. Format/ Style (03 scores)

a) Title
  - Relevant/ connected to story
  - Should be precise not exceeding 10 words
  - Written in upper case or title case, underlined
  - Eye- catching/ captivating/ intriguing
  - Good and sensible.

b) **Paragraph links**
  - Must be organised in paragraphs
  - Paragraphs must be indented
  - Paragraphs should change when there is change in: place, time, speaker, event/ situation, idea/ thought and when introducing and concluding
  - Paragraphs must not be disjointed: skipping lines, bulleting, numbering and subtitles.
  - Avoiding abnormal paragraph links: use of a single paragraph for entire text and over indentation.

c) **The introduction and conclusion**

  Introduction
  - Captivating introduction
  - Relevant to the plot
  - Laying foundation to the story: inciting incident, flashback, flashforward.

  Conclusion
  - Must be a logical conclusion
  - Give an overview/ summary or final comment
  - Express the denouement or resolution of the conflict
  - The conclusion must be attached to the story.

2. Content/ Relevance (03 scores)

- Well developed plot and conflict
- Should be in line with the scenario/ express the status quo
- Well developed character (s).
- Well laid setting (s): physical, psychological, socioeconomic and time.
- Actions and thoughts
- Vivid descriptions of characters, places, experiences, objects, feelings, atmosphere etc.
- Express feelings of the writer and characters
- Dialogue well developed

3. Language/ Convention (03 scores)

- Tenses
- Spellings
- Punctuation
- Variety of Sentence structures
- Figuration: similes, metaphors, personification, symbolism etc
- Idiomatic expression
- Vocabulary/ register specific to the scenario.

Guide on scoring

Format

Score (03)
Has all the three items well written: title, paragraphs, introduction and conclusion

Score (02)
Has two of the items of format well written

Score (01)
One of the items of format well written

Score (00)
No item of format well written

Content

Score (03)
- Candidate has 6 and above items of content.

Score (02)
Any 4-5 items of content

Score (01)
Any 2-3 items of content

Score (00)
00 - 01 items of content.

Language

Score (03)
- Outstanding/ Excellent
- Coherence
- Apt vocabulary/register

Item 1

a)   Poets do not speak directly to the audience. They often assign another voice to deliver their message with evidence, explain who the speaker in the poem is.
The speaker is a politician/ an elected leader/ member of parliament / government official.
Evidence
- Says: didn't you elect me?
- Bribed voters with booze, meat and plastic cups/basin
- Drives expensive vehicles.
- Does not care about the wellbeing of the people.
-

Scoring
Identification of the speaker (1 score)
Evidence
3⁺ illustration   3 scores
2 illustration   2 scores
Only 1 illustration   1 score

$1+3 = 04$ scores.

b)   Like all writes of literary works, poets use their poems to address social issues affecting the society. Referring to the poem, explain the societal issues the poet brings out.
Social issues include.
- Negligence of leaders towards the people they lead.
- Poverty of the ordinary citizens.
- Opulent / Costly / Luxurious life style of leaders/politicians.
- Politicizing and Voter bribery.
- Ignorance / gullibility and complacency of people they are easily deceived with goodies.
- Hypocrisy
- Deception
- Greed
- Materialism
- Poor governance
- Betrayal

Scoring
Identification of issues
4⁺ issues identified   3 scores
2 – 3 issues identified   2 scores.
1 issues identified   1 score
0 issues identified   0 score

$3 + 3 = 06$ scores.

- Variety of Sentence structures
- No spelling errors
- No repetition
- Links perfectly used
- Hardly any errors

Score (02)
- Moderate/ Good
- Coherence
- Vocabulary/ register good
- Good spelling
- Good tense shifts

Score (01)
Basic/ Fair
- Fair use of linguistic resources
- Candidate communicates despite the many errors
- Concepts are simple and straightforward

Score (00)
- Chaotic/ Broken English
- Subject glanced at
- Arrangement muddled
- Hardly recognised as English
- Hardly any correct phrase.

FS	CR	LC	Total
03	03	03	09 scores

Total Scores: 20

END

c) . The message of a poet is always packaged through techniques and language. Explain the poetic techniques used in the poem.

Poetic techniques
- Rhetorical questions
- Imagery
- Juxtaposition
- Sarcasm/ satire
- Biblical allusion (my brother's keeper)
- Metaphor
- Tittle
- First person
- Repetition
- Apostrophe
- Short lines
- Simple diction.
- symbolism
- Rhythm.

Scoring
Identification of techniques

4$^+$ techniques identified	3 scores.
2 - 3 ,,	2 scores
1 ,,	1 score
0 ,,	0 score

Effect of techniques

4$^+$ techniques	3 scores
2 – 3 techniques	2 scores
1 technique	1 score
0 technique	0 scores.

                                                    3 scores

Illustration of techniques

4$^+$ techniques identified	3 scores.
2 - 3 ,,	2 scores
1 ,,	1 score
0 ,,	0 score

                                                    3 scores

                                                    = 09 scores

d) What we read in a poem is always a reflection of what happens in the society. What ways is the poem similar to what goes on in your community?

Relevance of poems to society
- Leaders do not care about the well-being of the people.
- Every one struggles to be successful or to fend for themselves.
- There is a big gap between the rich and the poor.
- The cars that define class or wealth are the Pajero, Benz and Prado.
- Politicians get elected on false promises and after they reprove the electorate.
- Voters are bribed with worthless/ temporary things like alcohol, money, utensils.
- The voters are so gullible and are easily deceived.
- Politicians live an opulent lifestyle at the expense of the masses.

Scoring
Identification of relevance

5$^+$ aspects identified	3 scores
3 - 4 ,,	2 scores
1 - 2 ,,	1 score
0 ,,	0 score

Illustration of relevance

5^+ aspects illustrated		3 scores
3-4	,,	2 scores
1-2	,,	1 score
0	,,	0 score

3 scores

$3 + 3 + 3 = 09$ scores

Total scores

a) $= 04$
b) $= 06$
c) $= 09$
d) $= 06$

Total $= 25$ scores

Item 2

The consequences of our actions will ultimately affect us, whether good or bad. Using any set book, you have studied, show how the main character is affected by his or her or actions and decisions.

- Candidates are expected to identify a text of reference, which must be a set book.
- Should then identify the main character in the text.
- Should identify and explain the actions/ decisions taken by the character and how they affect them in terms of events/ plot, character relationships, feelings and attitude.

Scoring

Identification of character actions/ decisions

7^+ actions/ decisions identified		3 scores
4 - 6	,,	2 scores
1 - 3	,,	1 scores
0	,,	0 scores

3 scores

$3 + 3 = 06$ score

Identification	**Illustration**	**Effect**
6^+ - 3 scores	6^+ - 3 scores	6^+ - 3 scores
3 – 5 scores	3 – 5 2 scores	3 – 5 2 scores
1 – 2 scores	1 – 2 1 score	1 – 2 1 score

Item 3

Literature is like a mirror that reflects our own societies. Many authors derive the experiences they write about from the societies they live. Referring to a set book you have studied, show how it reflects what happen in your own society.

➤ Candidates are expected to identify a text of reference, which must be a set book.
➤ Should identify events, situations, setting places, characters, themes issues and lessons in that text and show their equivalent in their society.
➤ They must give illustrations/ examples from their society and relate them to what is in the text.

Scoring – should identify the society
Identification of relevance

7^+ aspects identified		3 scores
4 - 6	,,	2 scores
1 - 3	,,	1 score
0	,,	0 score

Identification

6^+ - 3 scores

4 -5 2 scores

1 – 3 1 score

Illustration

6^+ - 3 scores

4 – 5 2 scores

1 – 3 1 score.

3 scores

3 + 3   06 scores

GRAND TOTAL

Item 1   = 25 scores

Item 2 or 3 = 09 scores

TOTAL = 34 scores

END .

Item 1	Expected Responses	Score	Comments
(a)(i)	Total number of tomatoes; $9 \times 8 = 72$ tomatoes $\quad I_1 M_1$	02	I_1 – for 9×8 $M1$ – for 72
	Cost of buying tomatoes; $9 \times 2000 = $ Shs 18000 $\quad I_1 M_1$	02	I_1 - for 9×2000 M_1 – for 18000
	Actual expenditure on tomatoes; $\frac{95}{100} x 18000 = 17100/= \quad I_1 M_1$	02	For $^{95}/_{100}$ I_1 accept alternative For $17100/=$ M_1
	Heaps of 4 tomatoes; $^{72}/_4 = 18\ heaps \quad I_1 M_1$	02	
	Amount earned after selling; $18 \times 1200 = $ Shs $21600/= \quad I_1 M_1$	02	I_1 – for $^{72}/_4$ M_1 – for 18
(a) (ii)	Profits earned from 4 heaps of tomatoes $= 21600 - 17100 \quad I_1$ $= $ Shs 4500 $\quad M_1$	02	I_1 For 18×1200 M_1 For 21600
(b)	Let x represent cost ticket for child Let y represent cost of ticket for adult $3x + y = 17,000$ (i) $\quad I_1 I_1$ $x + 2y = 14,000$ (ii) $\quad I_1$	03	I_1 - for subtraction M_1 – for 4500 For 24
	From equation (i), $x = 14,000 - 2y$ (iii) Subst (iii) into (i) $3(14,000 - 2y) + y = 17,000$ $42,000 - 6y + y = 17,000$ $-5y = -25,000$ $y = 5,000 \quad M_1$ $x = 14,000 - 2(5,000)$ $x = 4,000 \quad M_1$	01	I_1 – general eqn I_1 – for (i) I_1 – for (ii) M_1 for value of x M_1 – for 4500 For value of y
		01	
	Amount for 5children and 2adults; $5(4,000) + 2(5,000) = $ Ugx30,000. $\quad M_1\ I_1\ I_1$	03	I_1 – substitution of x I_1 – substitution of y M_1 – 30,000
		Total score=20	

Item 2	Expected Responses	Score	Comments
(a)	Let the number of trips made by bus be x Let the number trips made by minibus be y $$y > x \ldots\ldots\ldots(i)$$ $$64x + 16y \leq 400 \ldots\ldots(ii)$$ $$x \geq 2 \ldots\ldots\ldots\ldots(iii)$$ $$y \leq 6 \ldots\ldots\ldots\ldots(iv)$$ $$40{,}000y + 90{,}000x \geq 360{,}000 \ldots\ldots(v)$$	F1 F1 F1 F1 F1	F_1 – for each of correct inequality.

$y > x$ and $y = x$

x	2	5
y	2	5

$64x + 16y \leq 400$ and $4x + y = 25$

x	5	4
y	5	9

$40{,}000y + 90{,}000x \geq 360{,}000$
$4y + 9x = 36$ and $4y + 9x > 36$

x	0	4
y	9	0

Correct choice of scales each axis
Plotting and shading correct regions on graph
Minimizing transport costs;
Points in feasible region;
$=(2,6), (2,5), (3,6), (4,6), (3,5)$
$(4,5), (5,5), (3,4)$
On testing gives;
$(2,5) =(90{,}000\times2)+(5 \times 40{,}000)=380{,}000\text{Ugx}$
$$M_1 - 2 \quad M_1 - 5, \quad M_1 - 380{,}000$$

		Score	Comments
	in the feasible region.		
	Identifying $64 \times 2 + 16 \times 5$	05	

b)

$(2, 5)$ $AP_1 - 2$ AP_1 5
Number of students $= 64x + 16y$
$$= (64 \times 2) + (16 \times 5) \quad I_1$$
$$= 208 \text{students} \quad M_1$$

$M_1 - 208$

	Total score	20

Item 3	Expected Responses	Score	comments
(a)	Frequency distribution table showing data.	P1	For title.

Weight (cm)	x	f	fx	CF		
60 – 69	64.5	4	258	4	P1	For classes
70 – 79	74.5	4	298	8	P1	For x values
80 – 89	84.5	7	591.5	15	P1	For f values
90 – 99	94.5	13	1228.5	28	P1	For fx
100 – 109	104.5	18	1881	46	P1	Tallies
110 – 119	114.5	4	458	50	P1	For Σfx
		50	4715		P1	For Σf

$$\text{Mean} = \frac{\Sigma fx}{\Sigma f} = \frac{4715}{50}$$
$$= 94.3g$$

A1 — Substitution in formula Correct 94.3g

ALTERNATIVE SOLUTION

A1

Weight in gms	x	f	fx	cf		
60-64	62	2	124	2	P1	Tittle
65-69	67	2	134	4	P1	
70-74	72	2	144	6		Classes
75-79	77	2	154	8	P1	x
80-84	82	3	246	11		
85-89	87	3	261	14		fx
90-94	92	6	552	20	P1	
95-99	97	8	776	28		εf
100-104	102	11	1122	39	P1	
105-109	107	7	740	46	P1	εfx
110-114	112	4	448	50	P1	Tallies
		$\sum f$ = 50	$\sum fx$ = 4700		P1	

(a)

$$\text{Mean} = \sum \frac{fx}{f} = \frac{4700}{50}$$
$$= 94gms$$

A1 — Substitution

A1 — 94g

Since mean = 94 cabbages weighing below the average weight are 20. And 30 cabbages above average weight.

A1 — For 20 or 21 0r 22

A1 — For 30 or 29 or 28

CamScanner

	SGroup A cabbages sales; 20×1350		

SGroup A cabbages sales; 20×1350
$= ugx27,000$ $\quad\Big\}$ A1

Group B cabbages sales 30×1650
$= ugx\ 49,500$

Total sales $27,000 + 49500 = ugx\ 76,500$
$\qquad$ A1 $\qquad$ A1 $\qquad$ A1

Profits $= 76,500 - 40,000$ $\quad$ A1
$\qquad ugx\ 36,500$ $\qquad$ A1

See graph at the back page.
Decision: No, the graduation will not be able to meet his goal.

Reason: Because the total profit after selling Cabbages is less than 38,000

			Ap1	Decision
			Ap1	Reason
			Total score = 20	

Item 4	Expected Responses	Score	Comments
	Matrices showing purchase of consumables $- P_1 -$ title		
a)	Week 1 purchases $= \begin{pmatrix} 2 & 3 & 2 \\ 0 & 4 & 3 \end{pmatrix} P_1$ $\quad 2 \times 3\ P_1$		Data entry Correct 2x 3 matrix
	Week 2 purchases $= \begin{pmatrix} 3 & 4 & 2 \\ 1 & 5 & 2 \end{pmatrix} P_1$ $\quad 2 \times 3\ P_1$		Data analysis Correct 2 x 3 matrix
	Total purchase $\begin{pmatrix} 2 & 3 & 2 \\ 0 & 4 & 3 \end{pmatrix} + \begin{pmatrix} 3 & 4 & 2 \\ 1 & 5 & 2 \end{pmatrix}$ A1 $= \begin{pmatrix} 5 & 7 & 4 \\ 1 & 9 & 5 \end{pmatrix}$ A1		For addition of correct matrices For sum
b)	Total picked for sugar; $5 + 1 = 6kg$ $\quad$ A1 Total picked for posho; $7 + 9 = 16kg$ $\quad$ A1 Total picked for beans; $4 + 5 = 9kg$ $\quad$ A1		
	Amount paid $= \begin{pmatrix} 6 & 9 & 16 \end{pmatrix} \begin{pmatrix} 5500 \\ 4000 \\ 2400 \end{pmatrix} P_1\ A1$ A1 $\qquad 3 \times 1\ P_1\ A1$ A1 $= (6 \times 5500 + 9 \times 4000 + 16 \times 2400)$ A1 $= 330,00 + 36000 + 38,400$ A1		For strategy used

c)		AP₁	For decision
	Decision: No, I did not fit in planned expenditure	AP₁	For reason
	Reason: Because the total expenditure for the two weeks is more than planned expenditure.		
		Total score =20	

Item 5	Expected Responses	Score	Comment
	Walls of $6 \times 6 = 36ft^2 \times 2$ A₁ $= 72ft^2$ A₁ Other wall (5×6) 2floor $(6 \times 5)=60$ A₁ 2×30 A₁ $= 60ft^2$ A₁ Total area to be tiled $72ft^2 + 60ft^2$ A₁ $=132ft^2$ A₁ $1ft = 0.305m$ A₁ $1ft^2 = (0.305)^2 = 0.093m^2$ A₁ $^{0.093} \times 132 = 12.3$ A₁ Approx ..= 13 sq meters	07	
	$1box = 1.5m^2$ No of boxes needed $(\frac{12.3}{1.5}) = 8.7$boxs A₁ M₁ M₁ $=9$boxes M₁	04	Accept 110,514.7
i)	$1box$ costs Ugx32,000 9boxes cost Ugx 32,000 $\times$ 9 = Ugx 288,000 M₁ M₁ Amount for labour $1m^2 \times$ Ugx 9000 $13m^2 = (12.3 \times 9000)$ M₁ Ugx 110,700 M₁	04	For strategy Substitution in form amount
b (i)	Total Amount needed $(110,700 + 288,000)$ M₁ Amount to be borrowed Ugx 398,700/= M₁ Amount pay back $= P(1 + \frac{r}{100})^t$ $= 398,700 (1 + \frac{5}{100}) 1.5$ $= 428,973.22$ A₁		

ALTERNATIVE SOLUTION

$6f = 6 \times 0.305$

$= 1.83m$, A_1

$5ft = 5 \times 0.305$

$= 1.525$ A_1

Total area $= 2(1.83 \times 1.83) + 2(1.83 \times 525)$ A_1 M_1 A_1 M_1

$= 12.293m^3$ M_1

Number of boxes $= \dfrac{12.2793}{1.5}$ A_1 M_1

$= 8.1862$ M_1

≈ 9 boxes M_1

Cost of tiles $= 9 \times 32,000$ M_1

$= 288,000$ M_1

Labour cost $= 9000 \times 12.2793$ M_1

$= 110,513.7$ M_1

Amount to borrow $= 288000 + 110513.7$ M_1

$= 398513.7 M_1$

Amount paid back $= 398513.7$

$\left(1 + \dfrac{5}{100}\right)^{1.5}$ A_1 M_1

$= 428772.78$ shillings M_1

Total score = 20

Item 6	Expected Responses	Score	Comment
(CONT) (i)	W:B = 3:2, B:R=3:2		
	W:B = 9:6, B:R=6:4		for ratio identification
	W:B:R = 9:6:4 A_1		Deduction from above
	Quantities;		for quantities of different colours
	$W = \dfrac{9}{19} \times 380 = 180$ litres M_1		
	$B = \dfrac{6}{19} \times 380 = 120$ litres M_1		
	$R = \dfrac{4}{19} \times 380 = 80$ litres M_1		
(ii)	Amount needed for 380 litres		
	$A = (180 \times 2200) + (120 \times 2700) + (80 \times 2850)$		Strategy identified
	$A = Shs (396,000 + 324000 + 228000)$ M_1 M_1 M_1		$S_1 \times 3$ for each correct pdt
	$A = Shs\ 948,000$		for addition
	Amount needed to Make 1 litre of mixture		
	$= \dfrac{948000}{380}$ A_1		
	$=$ approx.. ugx 2494.74 M_1		for addition
	Profit $= (3800 \times 380) - 948,000$		
	$\quad\quad = 144000 - 948,000$		C's
	$\quad\quad = 496,000$ M_1		

(iii)

$\%\text{ profit} = \dfrac{496000}{948,000} \times 100$ A₁

$= 52.3\%$ M₁

Volume of frutration $= \frac{1}{3}(\Pi)(1.5^2)\,144$

$-\frac{1}{3}\Pi \times 10^2 \times 96$

$= 7600\,\Pi\,cm^3$ M₁

Volume of tan $= \Pi \times 90^2 \times 120$ A₁

$= 9721000j\,cm^3$ M₁

number of buckets

$= \dfrac{972000\Pi}{7600}$

$= 128\text{buckets}$ M₁

| | Total score20 |

for multiplication

for subtraction

for division

Correct answer

i)

b (i

UGANDA NATIONAL EXAMINATIONS BOARD
(To be fastened together with other answers to

Candidate's Name .... Wakissha 456/1 Maths
Signature .... Hemi 2 .... Random No.

Subject Name .... Paper code ..../ Personal Number
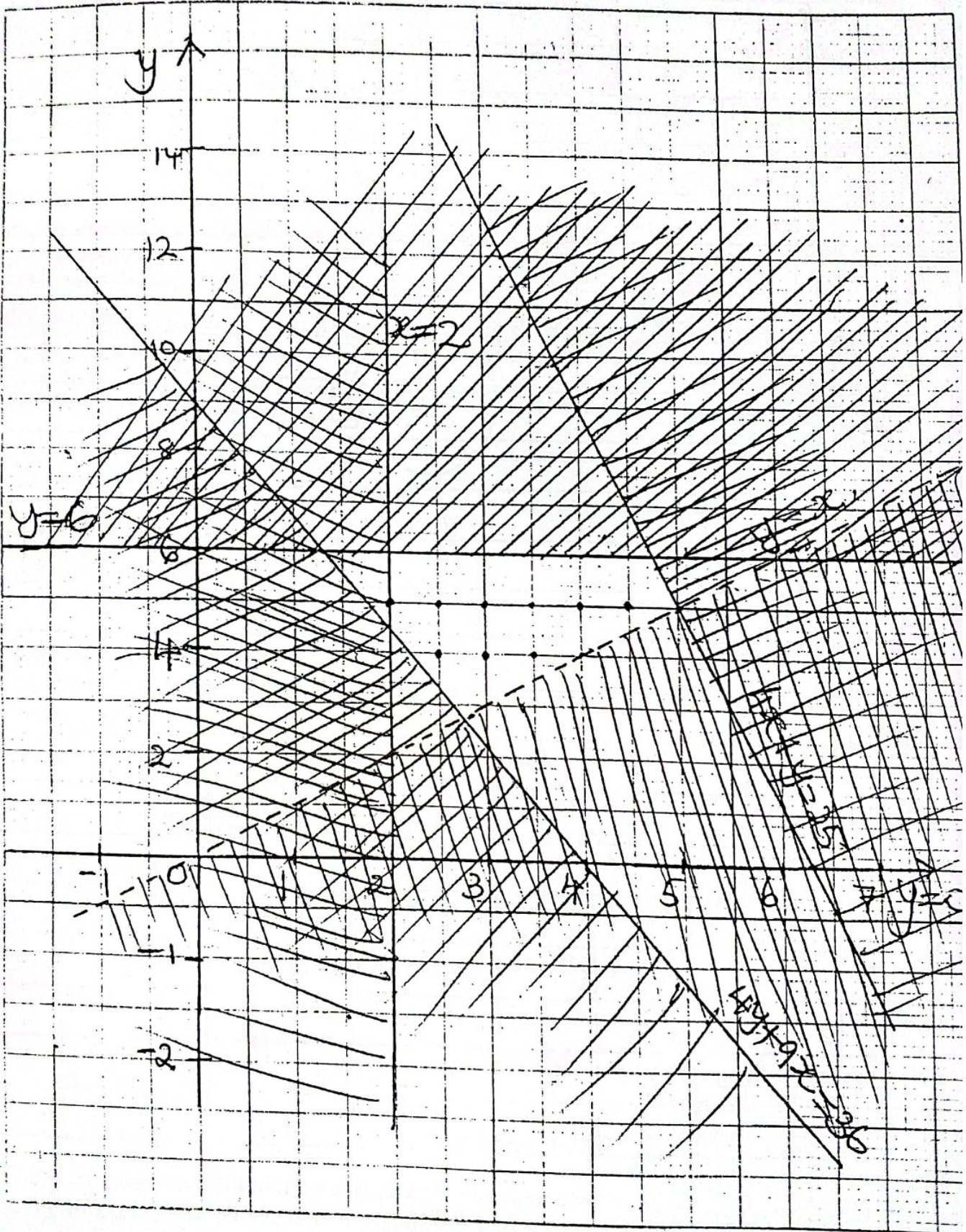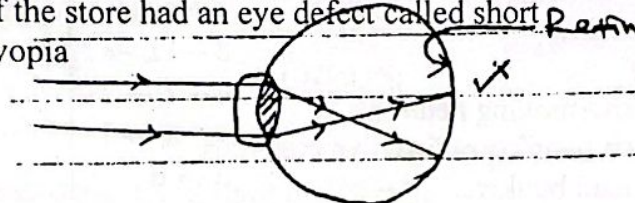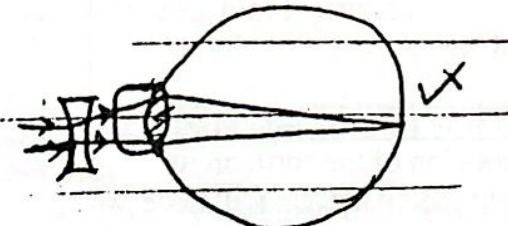
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An Ogive showing the distribution of weights of Cabba...

Number of Cabbages.

Mean weight

Weights.

END

		Additional points	Marks
1a.	Installing a convex mirror in a corner where the mirror field of view could include the fridge The convex mirror has a wide field of view, forms diminished images that are upright which makes it easy for the shop keeper to interprete.	- Periscope - Removing the shelf. - Installing alarm system.	Theory $11 - 16 \rightarrow 3$ $5 - 10 \rightarrow 2$ $1 - 4 \rightarrow 1$ $0 \rightarrow 0$ Total = 6
b.	The manager of the store had an eye defect called short sightedness/ myopia Due to • Thick eye lens • Long eye ball • Cornea being too stiff. Image of objects that are far are formed before the retina. The eye defect can be cleared by wearing spectacles with a concave lens. The concave lens diverges the light rays making the image to form on the retina.		6
c.	$V = f\lambda$ $330 = f \times 0.01$ $f = \dfrac{330}{0.01} = 33,000\text{Hz}$ The sound was harmful to their ears since it was above the range of 20Hz – 20, 000Hz which is audible to humans.	Calculation $4 - 6 \rightarrow 2$ $1 - 3 \rightarrow 1$ $0 \rightarrow 0$	NB: unit scores a full mark only if answer is correct	6

	The sound was louder at night because at night, the temperatures are low since air near the ground is cooler than that above. This leads to the sound being refracted towards the ground which makes it seem louder than during day. During day, the layers of air close to the ground are warmer than those above it. The sound is therefore refracted away from the ground making it faint.			4
2.	$^{235}_{92}U + ^{1}_{0}n \rightarrow ^{139}_{56}Ba + ^{91}_{b}Kr + 2^{1}_{0}n.$ $92 + 0 = 56 + b$ $b = 92 - 6 = 36$ Yes, it is an isotope of an element with an atomic number 36, and it has the same atomic number.	Calculation $3 - 4 \rightarrow 2$ $1 - 2 \rightarrow 1$ $0 \rightarrow 0$		4
b	Conditions necessary for nuclear fission ✓ Heavy unstable nucleus ✓ Low temperatures ✓ The presence of slow-moving neutrons. Precautions taken when handing radioactive materials ✓ Should be kept in lead bunkers. ✓ Should be handled with renovate controlled tongs. ✓ Avoid unnecessary exposure to radioactive materials. ✓ Wear an exposure meter. ✓ Wear a lead jacket. ✓ Maintain a safe distance from radioactive materials.	Theory $8 - 11 \rightarrow 3$ $4 - 7 \rightarrow 2$ $1 - 3 \rightarrow 1$ $0 \rightarrow 0$	Any correct 3 Any correct 4	3 4
c.	✓ Are used for treating diseases. ✓ Tracing leakages in pipes. ✓ Making weapons ✓ Sterilizing medical equipment ✓ In carbon – dating.		Any correct 4	4
3.	The difference in time is due to rotation of the earth on its axis. A portion of the earth directly facing the sun will have sunlight hence day time while another portion facing away from the sun will have darkness hence night time.			4
b.	The high waves in the sea. (high tides) are caused by the moon's gravitational attraction on large masses at water on earth. The areas nearest and furthest away from the moon develop burges in the water hence the high tides.			3
c.	After an international number is dialed, a signal is sent to a telecommunications network which initiates the call. ✓ The digital signals are transmitted to an earth station equipped with large satellite dishes which uplinks the	Theory $10 - 15 \rightarrow 3$ $5 - 9 \rightarrow 2$ $1 - 4 \rightarrow 1$ $0 \rightarrow 0$		8

	signal to a communication satellite in the geostationary orbit. ✓ The satellite receives the signal and amplifies it then uses its transponders to send the signal's to an earth station in the respondent's country. ✓ The earth station connects to the respondent's telecommunication network which connects to the recipient's phone.		
4a.	1st part of the journey was at 60km/hrs From $S = D/T$ $D = S \times T$ $D = 60 \times 2 = 120km$ Remaining part of the journey = 250km – 120km = 130km After the 45 minutes delay Remaining time = 8:00am 6.45 a.m = 1hr 15min $\qquad\qquad\qquad\qquad$ = 1.25hrs Calculation Speed if the driver arrives on time = $\dfrac{130km}{1.25}$ $\quad$ 7 – 11 → 2 $\qquad\qquad\qquad\qquad\qquad\qquad$ 1 – 6 → 1 $\;$ Unit mark $\qquad\qquad\qquad\qquad$ = 104km/hr $\qquad$ 0 → 0 The driver exceeded the speed limit of 80km/hr	3 8
b.	As the car was moving the man attained the same velocity as the car. When the brakes are applied on the car, it comes to a halt while the man jerks forward due to inertia.	Theory 4 – 6 → 3	2
c.	The sweater is made of a thick material which is a poor conductor of heat and helps regulate heat loss. The block colour is a good absorbor of heat which will help his body gain heat by radiation making him feel warm.	2 – 3 → 2 1 → 1 0→ 0	4
5a.	In the morning, the bucket loses almost all its heat since it is a good conductor of heat. In the afternoon, the sun is up and heat from it is radiated to the bucket making it hot.		4
b.	$\qquad$ The lower block is connected to the load. A light inextensible string is passed over the grooved wheels.	Theory 7 – 11 → 3 4 – 6 → 2 1 - 3 → 1 0→ 0	5

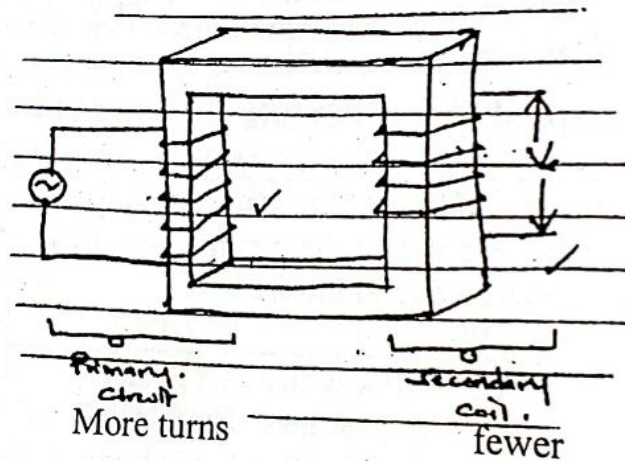|	A downward force is applied on the string. This gives the lower block an upward motion.			Calc 5-8 1-4
c.	$\eta = \dfrac{MA}{VA} \times 100\%$ $0.8 = \dfrac{MA}{VA}$ MA = 4 X 0.8 M.A = 3.2	$MA = \dfrac{L}{E}$ $E = \dfrac{(20+4)10}{3.2}$ E = 75N An effort of 5N will not be enough	Unit Mark	7 1
d.	✓ By oiling the moving parts at the machine. ✓ By reducing on the weight of the moving parts.			2
6.	The voltage of 13KV is too high since most house hold appliances use a less voltage. Primary Circuit More turns turns Secondary Coil fewer ✓ When an alternating voltage moves through the primary coil, it induces a varying current which flows through the coil. ✓ The changing current induces a changing magnetic flux in the primary coil. ✓ The changing magnetic flux links up with the secondary coil with less turns which induces a lower voltage in the secondary coil.			8 The 9-1 4-8 1-3 0→

b.	The houses were **connected in series** which **increased the resistance** leading to low current in the houses.		2
c.	$R = 10 + 12 = 22\Omega$ $R = R_1 + R_2$ $V = IR$ $240 = I \times 22$ $I = 10.91A.$ If they had been connected in parallel $\dfrac{1}{R} = \dfrac{1}{R_1} + \dfrac{1}{R_2}$ $\dfrac{1}{R} = \dfrac{1}{10} + \dfrac{1}{12}, R = 5.45\Omega$ $V = IR$ $240 = I \times 6.875$ $I = 44.04A$ The houses therefore should be **connected in parallel** to **reduce the effective resistance** and ensure they receive more current. - Use energy saving appliances. - Use wires of lower resistance during electrical installation.	Unit mark Any correct	11 3 3 Calculation $7 - 11 \to 2$ $1 - 6 \to 1$ $0 \to 0$

7.a	**Two formulae** 	Appliance	Daily Consumption	Monthly Consumption
---	---	---
Cooker	$\dfrac{3500}{1000} \times 4$ substitution mark $= 14kwh$	$14 \times 30 = 420kwh$
Lights	$\dfrac{60}{1000} \times 10 \times 10$ $= 6kwh$	$6 \times 30 = 180kwh$
Heater	2500×0.5 $= 1.25kwh$	$1.25 \times 30 = 37.5kwh$ | Total energy consumed at the end of the month $= (420 + 180 + 37.5)$ Kwh $= 637.5kwh$ Cost of electricity $= 637.5 \times 800 = 510,000/=$ $\therefore$ The 65,000/= would not be enough.		Unit mark	Calculation $8 - 12 \to 2$ $1 - 7 \to 1$ $0 \to 0$ 12

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b.	- They should be connected in parallel to allow more current to flow, to have all the appliances work at the same EMF and ensure a fault in one would not affect the other - To control each appliance independently.		4
c	Fuses are safety components which protect appliances and wiring by interrupting the flow of excessive current by melting. How the fuse works. A fuse consists of a metal wire or strip that melts when too much current flows through it. Under normal conditions, the current flows through the fuse without causing it to melt. When the current exceeds the fuse's rated capacity, the wire heats up and melts which breaks the circuit preventing the excessive current from reaching the appliance thus preventing potential damage or fire.		6 The 7- 3 - 1 - 0→

END

ITEM ONE

CODE	BASIS OF EVALUTION	CONDITIONS	SCORE	
A	Aim of the experiment. To determine the mass of 6inch nail to find the cost of 20 six- inch nails.	Stating the aim.	01	
H	Hypothesis The mass of 6-inch nail is in the range of 30.0g to 40.0g.	Statement should be predictive.	01	
V	**Variables** - Independent variables. Distance between the standard mass and G. Or - Distance from one end of the metre rule to the standard mass. Or - Dependent variable distance between 6-inch nail and G Or - Distances from the standard mass and 6-inch nail from G. - Controlled variables ○ Standard mass ○ Balancing point G ○ Uniformity of the metre rule.	Distance used should be defined.	01 01 01	
R	List of apparatus wooden black, knife edge, standard mass or 2 masses of 50g, 1 six-inch, I metre rule and thread.	Atleast 3 relevant apparatus	01	
P	Procedures and setup of apparatus.	At least 4 relevant and coherent procedures stated.	03	≥ 4 – 03 2-3 – 02 1 – 01 0 - 00
E	Errors ○ Parallax ○ Wind effect ○ Blunt knife edge	Any two errors stated	01	

		o Non – uniform rule		
M		Mitigations o Reading perpendicularly/ directly. o Shielding apparatus from wind. o Using a sharp knife edge o Elimination of wind. o Using flat surfaces for placing block.	Any two mitigations related to the errors.	01
				11

T	Table of results	T_1 – Atleast 2 columns T_2 – Labelling the rest of the columns T_3 – Recording atleast 5 values to (1 dp) of d_1 @ 1 mark.	01 01 05
			07
G	Data analysis	G_1 – title of the graph G_2 – drawing and labelling of axes G_3 - Suitable and convenient scale G_4 – Correctly plotted points G_5 – Line of best fit. G_6 – Method of finding the slope.	0½ 02 02 2½ 0½ 0½
			08
C	Calculation	C_1– slope calculation (subt – ½ , Arith – ½) C_2 – determination of mass of 20 nails (Subst ½ , unit – ½) C_3 – calculation of cost of 20 nails.	01 01 01
D	Deduction	Relating the value to the task.	01

ITEM 2

CODE	BASIS OF EVALUATION	CONDITION	SC
A	AIM. To determine the focal length of the lens P provided.	Stating the aim	01
H	HYPOTHESIS. The focal length of the lens P should be between. (8.0cm – 12.0cm)	Statement should be PREDICTIVE.	01
V	VARIABLES. - Independent: Obj. dis, U - Dependent: Im.dist, V - Controlled: Light Intensity		01 01 01
R	List of apparatus	States at least 3 relevant apparatus	01

	Pair of dry cells, switch holder, wire gauze, convex lens, White screen, Metre rule.		
P	Procedures and setup of the apparatus.	Atleast 4 correct and coherent (03) Between 2 and 3 (02) Only 1 (01)	03
T₁	Design of table of results with atleast 3 column with units and atleast 5 values of U.		01
T₂	Label of the rest of columns with the correct units @ 0½		01
T₃	First 5 correct values of V to 1 dp @ 1mk. Any correctly calculated values of V or 1/v and 1/u uv,(v t u)		05
G	G_1 – Title of graph – 0½ G_2 – Drawing and Label axes – 02 G_3 – Suitable and conv. Scale – 02 G_4 - correctly plotted pts – 2 ½ G_5 – Line of best fit – ½ G_6 – Mtd of finding slope – ½		08
C	Calculation of focal length, f - Substitution – 0½ - Arithmetic – 0½ - Units (cm) – 0½ - Accuracy – 0½		02
E	Sources of errors	✓ Parallax when taking readings. ✓ Too much light in the room. ✓ Failure to distinguish a sharp image ✓ Dim bulb due to loose conn.	01
M	Mitigations	✓ Reading the scale from directly above ✓ Putting dark curtains in the room.	01
D	Deduction	✓ The lens can be used in the projector because its focal length is in the recommended range.	01
		TOTAL	**30**

END

ITEM 1

Basis of assessment	Suggested responses	Assessment criteria	code	scores
Factors for rusting with reason	Presence of air/oxygen which reacts with iron Presence of water/ moisture to dissolve atoms of iron	2F+3P	F	03
Suitability/ properties of the factor	**Air/Oxygen** -forms oxides with other elements -colourless - No smell -mixture of gases	2F+1P or 1F+2P or 3Ponly	p	02
	Moisture/Water -reacts with iron metal -solvent for ionic compounds -colourless -No smell NB F- factor P- property	1F+1P or 2Por 2F only		01
c) Social benefit/uses of any one of the factors	**Oxygen** -Supports combustion -respiration/ breathing	Any 4+ uses cited for any factor	U	03
	-welding operations -fuel in rockets **Water**	Any 2-3 uses seen for any factor	U	02
	-Domestic use -component of plant/ animal bodies -cooling agent in industries	One use mentioned for any factor	U	01
	-hydrolysis of salts	No use/ wrong use	U	00
Dangers & mitigation	Make tools weak & blunt reducing their work rate. Can be mitigated by oiling/ greasing/ painting/ stainless steel/ galvanization/ store in cool dry place.	Any one impact with effect of impact and mitigation,	D	03
	Make tools less attractive Can be mitigated as in fast impact	Impact with either effect or mitigated	D	02
		Impact without effect & mitigation	D	01

ITEM 2

Basis of assessment	Suggested responses	Assessment criteria	Code	Score
(a)Category	White star/blue star is a soapy detergent while omo/nomi are soapless detergents	1C+1E+3F	C	02
Functioning of cleaning agent	Soap molecule has polar/ hydrophilic /water soluble part and a non polar/hydrophobic/water insoluble part but fats soluble. When the cloth is put in water and soap added, the non polar end dissolves the greasy dirt and breaks it into tiny droplets.	1C+2F or 1C+2For 2F only	F	01
	The polar end dissolves in water to form an emulsion which makes the cloth brighter. The cloth is agitated and rinsed several times to take the droplets away. Or detergent works in the same way	Non seen or wrong answer		00
Side effects in using soap/detergent	-Soap cannot work well with hard water hence wasted; this is prevented by using detergents	Any one danger, explained and mitigated	D	03
	-water with soap or detergent if poured in water bodies form layers which prevent entry of oxygen and sunlight which may kill aquatic life; this is prevented by treating such water before disposal into the lake	One danger with effect only or mitigation only	D	02
	- some detergents are corrosive burn fingers during washing; this can be prevented by using soap/ washing machine/ glove wearing	One danger/one effect/one mitigation of danger	D	01
		No danger/ wrong danger given	D	00
Similarities & Difference	Both are cleaning agents	One similarity and one difference	S & D	02
	Both have polar and non polar ends			
	Soap form scum with hard water while detergents do not form scum Soap contains carboxyl group while detergents contain sulponates or sulphates	One similarity only without difference or vice versa	S/D	01
		No similarity or difference given	No S or D	00

Basis of assessment	Suggested responses	Assessment criteria	Code	Scores
(a)raw materials	Nitrogen Hydrogen Water V-vessel, Pr-purification cp-chemical process cd-conversion to desired product ch- coherence	Raw materials 8+ key points on raw materials & process of production	Rm V Pr Cp Cd ch	03
Process of production	Nitrogen from fractional distillation of liquid air and hydrogen from biogas are obtained and mixed at low temperatures and high pressure in a chamber in presence of iron catalyst to form ammonia during Haber process Nitrogen+ hydrogen$\longrightarrow$ Ammonia	4-7 key points cited		02
	The ammonia is purified to remove dust an reacted with pure oxygen in the presence of platinum catalyst at 700^0C in a catalytic	1-3key points presented		01
	chamber to form nitogen monoxide which is cooled and mixed with more oxygen to form nitrogen dioxide. The nitrogen dioxide is added to hot water in presence of oxygen to form nitric acid The nitric acid and ammonia are mixed in a tank at $100^0C – 180^0C$ to form ammonium nitrate solution which is boiled to remove excess water and left to cool to form crystals ofammonium sulphate fertilizer	No key points seen/ wrong explanation		00
Side effects in the production process and use	Pollution of air leading to respiratory problems; wear gloves, face masks	Any one danger, explained and mitigated	D	03
	Pollution of water can lead death of aquatic life ; treat water having such fertilizer before disposal.	One danger with effect only or mitigation only	D	02
	Being acidic fertilizer, can burn hands; wear coats / gloves'	One danger seen without effect or mitigation	D	01
	NB; Only one danger with its effect/ explained and mitigated is considered	No danger/ wrong danger given	D	00

Social benefits	People get jobs in the plant raise income and improve their standard of living	Benefit, effect & impact	B	03
	When applied on soil, fertility increases and crops grow better increasing yields	Benefit with effect or impact only	B	02
	NB; Only one benefit with explanation & impact is considered	Benefit without effect and benefit	B	01
		No B/E/I	B	00

ITEM 4

Basis of assessment	Suggested responses	Assessment criteria	Code	Sco
(a)raw materials	Ore, copper pyrite/copper glance/ copper (I) oxide/ malachite Air silica	Rm,Pr,V,cp, cd,ch seen in both (a) & (b) 8+ key points presented	Rm V Cp Cd ch	03
Process of production	Ores which are sulphides like copper pyrites is concentrated by froth floatation The concentrated ore is dried and roasted with silica in air to form copper glance iron(ii) oxide and sulphur dioxide. The iron oxide reacts with silica to form a slug hence removed. The copper glance which is roasted in controlled amounts of air yield blister copper The blister/ impure copper is made the anode with pure copper cathode using copper (II) sulphate solution as the electrolyte in an electrolytic cell The impure copper is purified by electrolysis in an electrolytic cell	4-7key points cited		02
		1-3key points presented		01
		No key points seen/ wrong explanation		00

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	OR For malachite, the copper (II) carbonate is heated to form copper (II) oxide. The oxide is the reduced with carbon monoxide to form impure copper which is electrolyzed as in the previous way.			
Side effects in the production process and use	Pollution of air leading to respiratory problems ;wear gloves/ face masks/ plant tree	Any one danger, explained and mitigated	D	03
		One danger with effect only or mitigation only	D	02
	Pollution of water can lead death of aquatic life ; treat water having such fertilizer before disposal	One danger seen without effect or mitigation	D	01
	Falling blocks which may kill workers, use tracks t dig, wear helmets Destruction of vegetation for installing machines; leads to accumulation of carbon dioxide in atmosphere hence global warming. This is mitigated by planting trees that mature faster Clearing of vegetation due to set up of the plant leads to reduction in rains which affects agricultural activities, this can be mitigated by putting up water reservoirs for irrigation	No danger/ wrong danger given.	D	00
Social benefits	People get jobs in the plant raise income and improve their standard of living	Benefit, effect & impact	B	03
		Benefit with effect or impact only	B	02
	Copper is used to make cables/coils for electrification	Benefit without effect and benefit	B	01
	The slug from purifying can be used for road surfacing hence improving the transport system thus improved infrastructure	No benefit or wrong benefit	B	00

ITEM 5

Basis of assessment	Suggested responses	Assessment criteria	Code	Scor
Category, reason and example	Climate change is due to destruction of natural resources like water, vegetation cover, forests, minerals etc. Natural resources may be renewable if they can be replaced when they get used up eg forests, water, air wind solar etc Natural resources may be non renewable if they cannot be replaced when depleted eg minerals, rocks fossil fuels/ crude oil	(a) & (b) combined 4+ key points	C,R,E, Co	03
		2-3 key points		02
Composition of natural resources	-water consists of hydrogen and oxygen -wind/air contains oxygen carbon dioxide, nitrogen etc - forests contain trees with elements carbon, hydrogen and oxygen - Rocks have minerals like calcium carbonate, aluminium, iron, sodium etc	1 key point		01
Impact of activities on natural resources; how it occurs and mitigation.	Increase in population releases toxic wastes and other wastes like plastics which are thrown into landfills. These emit gases like carbon dioxide, methane mainly during burning and decomposition which are green house gases, accumulate in the atmosphere hence global temperature increases. This can be mitigated by setting up a waste disposal plant with catalytic converters./ planting faster growing trees. Swamp reclamation involves removal of water by adding rocks, clay soil which disrupts the water cycle hence reduced rainfall. It also leads to reduced water quality since the water is no longer filtered. This can be	Any one danger,explained and mitigated	D	03
		One danger with effect only or mitigation only	D	02
		One danger seen without effect or mitigation	D	01
		No danger/ wrong danger given	D	00

	mitigated by putting strict laws against swamp reclamation/ educating the population on the importance of swamp.			
	Destruction of vegetation for installing machines, roads, buildings; leads to accumulation of carbon dioxide in atmosphere hence global warming. This is mitigated by planting trees that mature faster			
	Clearing of vegetation due to set up of the plant leads to reduction in rains which affects agricultural activities, this can be mitigated by putting up water reservoirs for irrigation and other domestic work.			
	NB Only one danger explained with mitigation is needed			
Benefits/ importance of the natural resources to everyday life (mentioned benefit and explained)	Air is used for respiration, food is broken down to release energy for proper body functioning. Air facilitates photosynthesis; carbon dioxide from air combines with water in presence of sunlight trapped by chlorophyll to make glucose and oxygen. Water bodies help in rain formation; liquid water is converted into water vapour using energy from the sun which rises to the sky and later cooled into clouds which then returns as rainfall. Forests/ trees reduce greenhouse effect; since they use carbon dioxide during photosynthesis, oxygen is released and can be used during respiration. Trees from forests are used as fuel; since they burn to release heat energy which can be used for cooking.	Benefit & explanation	B	02
		Benefit & no explanation	B	01
		No benefit or wrong benefit		00

ITEM 6

BASIS OF ASSESSMENT	SUGGESTED RESPONSES	ASSESSMENT CRITRIA	CODE	SC
Category reason & example	Rocks are non renewable natural resource since they cannot be replaced when depleted	(a) & (b) was combined 4+ key points	C,R,E, Co	03
Composition of rocks	Rocks consists of elements like aluminium, copper, iron etc and substance s like calcium carbonate, rock salt, magnetite etc	2-3 key points	C	02
		1key point		01
Dangers/side effect+ mitigation	Stone quarrying causes dust which pollutes the environment. This can be mitigated by pouring water/spread water in space Quarrying creates craters/gulleys were water settles and breads mosquitoes causing malaria resulting into sickness and even death. Thi can be mitigated by draining the water/ refill the craters Quarrying involves breaking rocks with machines resulting into sound pollution which may cause headache/brain trouma. This can be mitigated by fencing off the area with heavy walls or wear ear protecting device/ avoid use of equipment that causes high sounds Falling debris destroys animal and plant species hence extinction. Can be mitigated by planting more tree in the area	Danger+explanation + mitigation	D	03
	Due to clearing the area to stsrt a quarrying plant, green house gases which cause global warming. This can be reduced by planting tree the grow faster	Danger + explanation / mitigation only	D	02
		Danger/ explanation/ mitigation only seen	D	01

		No danger/ wrong danger	D	00
Social benefits of rocks	Due stone quarrying jobs are created and people get money which raises their stanndards of living	Benefit with effect	B	02
	Stone are used for building houses/ roads since the are strong thus people live in more protected houses.	Benefit without effect	B	01
	Rocks provide decorating material due to their coloured properties hence increasing beuauty	No benefit/ wrong benefit/ wrong effect	B	00
	The strength of rocks determine the use in construction of bridges which facilitates transport services.			

END

WAKISSHA JOINT MOCK EXAMINATIONS
SCORING GUIDE
Uganda Certificate of Education
CHEMISTRY 545/2
July/August 2024

Item 1

S/N	BASIS OF ASSESSMENT	ASSESSMENT CRITERIA	SCORING
A	AIM OF THE EXPERIMENT	An experiment to determine the effect of increasing temperature on the rate of the reaction between sodium thiosulphate (BA1) and hydrochloric acid.(BA2)	- with all key words (- with few key words (01) - With no word i.e no aim stated or incorrectly stated (0 A=(02) A=DS
B	VARIABLES OF THE EXPERIMENT Note: Where the variable are not categorized / not specified as DV,IV,CV just circle / use wavy line / put a question mark and donot score.	(DV)- Dependent variable rate of reaction/ time taken for the cross to disappear. (IV)- Independent variable temperature of sodium thiosulphate. (CV) - Controlled variable: - Volume of hydrochloric acid(CV).BA$_2$ or Na$_2$SO$_3$ BA$_1$ - Concentration of HCL(BA$_2$) and $Na_2^{'}S_2O_3$	- The three variable stated correctly (03) - Only two variables correctly stated. (02 - Only one variable correctly stated (01) - No/wrong variables stated = (00) V = (03)
C	HYPOTHESIS Consider correct alternative phrases Rej.Decrease in temperature.	Increase in temperature increases the rate of reaction between sodium thiosulphate and hydrochloric acid. OR. Increase in temperature increases the rate of reaction between sodium thiosulphate and hydrochloric acid / production of sulphur.	- hypothesis related to experiment with both key words = (02) - Hypothesis related to experiment with only one keyword = (01) - Incorrect/No hypothesis stated= (0
D	P= procedure RM=relevant materials of apparatus. PROCEDURE OF EXPERIMENT WITH RELEVANT MATERIALS. Do not insist on	50cm^3 of sodium thiosulphate solution was measured using 100cm^3 measuring cylinder and was transferred into a glass beaker; A pencil/ink cross was made/ marked on a plain white paper and the glass beaker with sodium thiosulphate solution was placed on top of the marked paper; The initial temperature of the solution in the beaker was taken and recoded using a thermometer;	- Relevant procedure and relevant material used and coherence (03) - Relevant procedure and no coherence (02) - some relevant procedure and no coherence (01) - Wrong procedure/ no

		Using measuring cylinder 5.0cm³ of dilute hydrochloric acid solution was measured and the solution was added to.	procedure stated (00)
	volumes (50cm³/ 5.0cm³) Consider any stated volums provided they differ for each solution BA1 and BA2	Using measuring cylinder 5.0cm³ of dilute hydrochloric acid solution was measured and the solution was added to. -the sodium thiosulphate solution in the glass beaker and at the same time the stop clock/watch was started; By viewing the cross from above the beaker, the time t, taken for the cross to become invisible was recorded in seconds; the procedure above was repeated by varying the temperature of sodium thiosulphate at 10^0C interval to 40^0C, 50^0C, 60^0C and 70^0C	
E	RISKS AND MITIGATIONS Note: Every risk should match with the mitigation ∴ Award risks only if not matched.	Acid pouring on the skin or question paper; burning / tinting / spoiling it Mitigations - Wear gloves, closed shoes, put on lab coat.to protect your skin against contact with solutions. - Dry working table as soon as it is wetted by the chemicals (acid) to avoid wetting /spoiling paper and burning the skin. - Clean the thermometer before using it in another solution to ensure no reaction occurs before adding another solution. - Handle glass ware with care to avoid accidents and breakages. OR - Risk: Breakage of the thermometer making it defective hence unable to work. - Mitigation: Putting back the thermometer in its jacket/case/container immediately after use. - Risk: Spilling solutions on table which wet / dirten / burn body or paper. OR - Mitigations: Dry the table as soon as it is wetted.	Any risk and its mitigation (02) One risk and no mitigation = (01) No risk/mitigation identified= (00) - No risks stated don't score mitigation - Risk alone without mitigation score 01

F	Clear table = 02 scores Consider at least 3 readings for time and temperature SD= set of data 02scores for atleast 3 values of temperature and time; 01 score for atleast 2 values of temperature and time.	**PRESENTATION OF DATA** Results are recorded in the table below. Initial temperature of sodium thiosulphate solution= $25.0\,^0C$

Volume of $Na_2S_2O_3(cm^3)$	50.0	50.0	50.0	50.0	50.0
Volume of HCl (cm^3)	5.0	5.0	5.0	5.0	5.0
Temperature (^0C)	RT	40.0	50.0	60.0	70.0
Time, t,(S)	510.0	100.0	80.0	34.0	22.0
1/t/Rate (S^{-1})	0.002	0.010	0.013	0.029	0.045

AA = accurancy (1d.p) for both temperatures and time and a minimum 3 dps for $\left(\frac{1}{4}\right)$

Em = Error margin = 10 seconds which gives $1/t$ ranging from highest 520 to lowest12 seconds.

	Clear data (CD) With at least 3 readings for time and temperature	02
	* Accuracy of data (AA) - (table) At least 3 values out of 5 recorded Allow even if wrong / inaccurate or got without procedure even with only one valuable other temperature or time.	02
	* Sets of data - (4 sets and above)	02
	* Error margin $\pm$ 10 seconds gives $\left(\frac{1}{t}\right)$ ranging from (520 to 12.51)	02
	These cover presentation of data and recording of data *Note for S.D score given if only2values of temperature and time are recorded.*	08

G	(Da) DATA ANALYSIS AND INTERPRETA (DI)	A graph of 1/t(rate) S^{-1} Against temperature of sodium thiosulphate solution (^0C) - A graph with all features of a good graph score 01 - Analysis score 02 Total score for this part 03	GP = graph = 01 score A= analysis = 02 Where no graph analysi Da scores 02 score Interpretation DT = 01 score
H	CONCLUSION Note: The conclusion is based on data interpretation.	The higher the temperature of sodium thiosulphate solution, the higher the rate of reaction (faster the reaction) Therefore the printer should ensure that the temperature of the sodium thiosulphate should always be kept high to ensure faster production of photos.	01
	Clear table = 02		
	TOTAL SCORE		**24**

Candidate's Name ....

Signature ....

Subject Name .... Paper code ..../........

| Random No. | | | | |
| Personal Number | | | | |

A graph of 1/t against temperature

ITEM 1		
1(a)	Leaves, stems and flowers, buds, roots Rej: branch(es) $U_2 = 02$	Score 3 if 3 structures. Score 2 for 2 structures. Score 1 for 1 structure.
		$U_2 = 04$ scores
(b)	The storm-damaged leaves will have a reduced ability to photosynthesize effectively. This will impact the plant's ability to produce and store energy, which is vital for the growth and development of the tubers. The damaged stems may have difficulty in transporting essential mineral nutrients and water from the soil to the leaves for photosynthesis and affecting the overall health and turgor of the plant. Damaged leaves by hail stone reduces rate of transpiration which reduces absorption of water and cooling plant. The scattered and damaged flowers may result in reduced pollination and fertilization, leading to a decrease in tuber formation and yield. The leaves that were hit by hail stones are the organs for photosynthesis, so there was no making of food,…removal of leaves denied the plants of entry of carbon dioxide which is a raw material for photosynthesis. The breakage of stems prevented translocation of manufactured food from the leaves to the tubers for storage, since phloem in the stems were destroyed; Damaged plant buds retards (Primary) growth of the plants. The extreme coldness from the ice stones affects enzyme activities in the roots hence affecting root metabolism. $U_2 = 02$	• 2 scores for 2^+ functions of plant parts. • 1 scores for 1 ways how functioning is affected.
		$A_2 = 04$ scores
(c)	Remove the torn and damaged leaves and stems from the potato plants. This will encourage new growth and prevent the spread of diseases from the damaged parts to the healthy areas of the plants. Providing temporary cover to protect the plants from further harm. This could involve using hoops and row covers to shield the plants from adverse weather conditions. To avoid similar occurrences in the future, Jane can consider planting her potato garden in a location that is less prone to hailstorms or	4 scores for any 4 solutions. 3 scores for 3 1 score for 1 0 score for non / incorrect.

installing structures like hail nets to provide protection during extreme weather events.

- Use of rapid growth inorganic fertilizers to stimulate rapid growth of foliage leaves.
- Monitor weather forecast to prepare and take due action when hails forms are suspected.
- Growing a variety of food crops to ensure food security and mitigate the impact of poor potato harvest.
- Use organic mulch around the base of the plants to retain moisture, regulate soil temperature, and protect the roots from extreme coldness by the ice stones.
- Young buds should be allowed to mature / sprout into new leaves and stems.

ITEM 2

2(a)
- (Cardiovascular system): Peter's heart plays a vital role in coordinating his actions during the stressful situation. When he panics and runs, his heart rate increases to pump more oxygenated blood to his muscles, providing them with the energy needed for physical exertion.
- (Respiratory system): The respiratory system, including the lungs and diaphragm, helps Peter breathe rapidly and deeply to supply oxygen to his bloodstream and remove carbon dioxide produced during the physical activity of running. (Heavy breathing and coughing are efforts to meet the increased oxygen demand and expel irritants from the airways).
- (Musculoskeletal system): Peter's muscles, including those in his legs, arms, and core, are responsible for his movement while running. They contract and relax in a coordinated manner to propel him forward, maintain balance, and help him evade any perceived threat.
- Eyes from the teacher's image on the retina which is converted into impulse transmitted to the brain which interprets and stimulates the adrenal gland then
  Adrenaline is released, increasing alertness, heart rate, and breathing rate, while also diverting blood flow to the muscles to prepare for physical exertion.
- The intercostal muscles between Peter's ribs and the diaphragm contribute to the expansion and contraction of the chest cavity during breathing, facilitating the exchange of oxygen and carbon dioxide crucial for energy production and metabolic processes.
- Peter's ability to talk is compromised due to heavy breathing and coughing, affecting his vocal cords' function. The vocal cords help produce sounds by vibrating together when air passes through, but in

$U_4 = 02$
2 score
process
roles
01 sco
2proce
roles.

	this situation, they are strained by the heavy breathing and coughing efforts.	
		U_4 = 04 scores
(b)	Effects of smoking to Peter's life. - Increased risk of lung cancer/ throat cancer/ oesophagus/ bladder/ kidney and pancreatic cancer. - Smoking narrows and hardens blood/vessels) increasing risks of heart attack, stroke etc. - Mental disorder / anxiety and depression. - Reduces the functioning of lungs due to the coating effect of the alveoli. - Risk of infections like Pneumonia and Influenza. - Reduction in reproductive fertility. - It accelerates aging, wrinkles. - His exposure to non-smokers makes them vulnerable to healthy problems of respiratory diseases. - Generally smoking increases the risk of unhealthy conditions and reduces both the quality and length of life/impaired vision / gum disease. - Academic performance: Peter's engagement in risky behaviors, such as smoking and evading authority figures, can lead to distractions, decreased focus, disciplinary actions at school, and potential academic consequences, affecting his academic progress and future opportunities. - Social relationships: Peter's participation in smoking activities and running from authority figures may strain his relationships with peers, teachers, and family members, leading to conflicts, trust issues, and social isolation/ financial stress.	3^+ = 2 scores 1-2 = 1 score
		A_4 = 04 scores
(c)	How peter can change his life style for the better. - Go for counseling services for rehabilitation - Engage in money generating projects to avoid being idle. - Quit smoking: Peter should prioritize quitting smoking to protect his health, reduce the risk of developing smoking-related illnesses, and improve his overall well-being. Seeking support from counseling services, smoking cessation programs, and healthcare providers can help him break the habit. - Healthy coping mechanisms: Encourage Peter to find healthier ways; to cope with stress and peer pressure, such as engaging in physical activities, hobbies, mindfulness practices, or seeking guidance from trusted adults or mentors for guidance and support. - Positive influences: Surrounding himself with positive influences, supportive peers, and role models who prioritize healthy behaviors can help Peter make positive lifestyle changes, resist negative influences, and strive for personal growth and success in various aspects of his life.	Suggests Any 4 -5 = 04 scores. Suggests 3 = scores 03 Suggests 2 = scores 02 Suggest 1 = 01

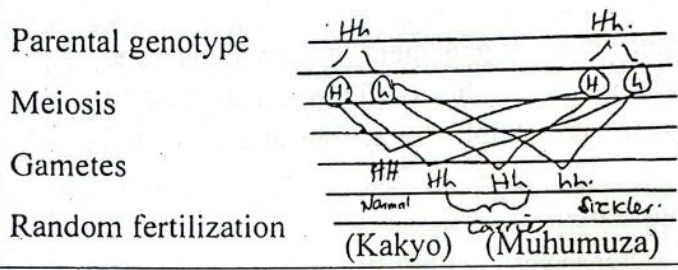|		
ITEM 3		
(a)	Sickle cell anemia is an autosomal recessive genetic disorder. Both Kato and Karungi are carriers of the sickle cell trait (heterozygous normal), meaning they each carry one normal allele and one sickle cell allele. When both parents pass down the sickle cell allele to their child, as in the case of Muhumuza, the child inherits two abnormal hemoglobin genes, leading to the manifestation of sickle cell disease;	Muhumu; 01 score Kakyo = score $U_5 = 02$
	Kakyo inherited two normal alleles from both parents.	
	To become normal;	
	OR	
	Let H represent the allele for Normal trait / condition.	
	Let h represent the allele for sickle cell	
	Parent phenotype Normal carrier male X Normal carrier woman	

Parental genotype   Hh   Hh.

Meiosis

Gametes

Random fertilization

(Kakyo)   (Muhumuza)

(b)	• Lack of prenatal care: Karungi's failure to visit the hospital for prenatal checkups during her pregnancy could have resulted in inadequate monitoring of the pregnancy, potentially missing crucial interventions or treatments that could have improved the health outcomes for both the mother and the baby.	2^+ score 1 scores
	• Low birth weight: Muhumuza's low birth weight may be attributed to factors such as poor maternal nutrition, inadequate prenatal care, maternal health conditions, or complications during pregnancy that could have affected the baby's growth and development in the womb.	$U_5 = 02$
	• Health issues: Karungi's recurrent pain and Muhumuza's frequent illnesses could be indicative of underlying health conditions, inadequate healthcare access, lack of immunizations, or environmental factors contributing to their compromised health states.	
	(All: correct env'tal factor)	
(c)		$U_5 = 04$
	• Regular prenatal checkups: Encourage Karungi to prioritize regular prenatal visits to healthcare providers for monitoring her health and the baby's development, obtaining necessary screenings, and addressing any potential issues early on to ensure a healthy pregnancy and delivery.	
	• Genetic counseling: Seek genetic counseling to understand the risk of passing genetic conditions, like sickle cell anemia, to their children,	4 – 5 sco

	and make informed decisions about family planning, genetic testing, and potential interventions/ Gene therapy Gene editing to reduce the risk of inherited disorders in future pregnancies. • Nutritious diet: Emphasize the importance of a balanced and nutritious diet for Karungi during pregnancy to support the baby's growth and development, reduce the risk of complications, and ensure optimal health outcomes for both the mother and the baby. • Immunizations and healthcare access: Ensure timely immunizations for Muhumuza and regular healthcare access for both the mother and the children to monitor their health, address any concerns promptly, and prevent illnesses or complications that may arise due to inadequate medical care / Bone marrow transplant. • Environmental factors: Create a safe and healthy environment for the family by addressing factors that could impact their health, such as proper ventilation, cleanliness, and minimizing exposure to potential hazards that could compromise their well-being.	3 = 03 scores 2 = 02 scores 1 = 01 scores
		A_5 = 04 scores

ITEM 4		
	• Deforestation: Mining activities often require clearing large areas of land for infrastructure development, access roads, and mining operations, leading to deforestation and loss of vital forest ecosystems. • Water pollution: Mining operations can result in the contamination of water sources through the discharge of toxic chemicals, heavy metals, and sedimentation into rivers and streams, posing risks to aquatic life and human health. • Soil degradation: Excavation and extraction processes in mining can disrupt the soil structure, leading to erosion, soil compaction, and loss of soil fertility, impacting agricultural productivity and land degradation. • Air pollution: Mining activities, particularly blasting, drilling, and transportation of minerals, can release particulate matter, dust, and greenhouse gases into the air, contributing to air pollution and respiratory health issues for communities living nearby. • Loss of biodiversity: Mining operations can degrade natural habitats, disrupt wildlife migration routes, and lead to the loss of biodiversity, threatening plant and animal species' survival and overall ecosystem health. Natural resources likely to be affected by mining activities include forests, water sources (rivers, streams, lakes), agricultural land, air quality, and biodiversity.	Scores for challenge / experiment and example of Natural resource 4 – 5 scores 04 3 scores 03 2 scores 02 1 scores 01 U_1 = 04 scores.

Advice on minimizing environmental impacts and maximizing benefits:

- Sustainable mining practices: Encourage foreign investors to adopt sustainable mining practices that prioritize environmental protection, biodiversity conservation, and responsible resource utilization to minimize negative impacts on ecosystems and communities.
- Environmental impact assessments: Mandate thorough environmental impact assessments (EIAs) for mining projects to assess potential environmental risks, identify mitigation measures, and ensure compliance with environmental regulations to safeguard natural resources and ecosystems.
- Community engagement: Promote meaningful stakeholder engagement with local communities, ensuring that their voices are heard, concerns addressed, and benefits shared equitably to foster transparency, trust, and sustainable development.
- Restoration and rehabilitation: Implement programs for land reclamation, habitat restoration, and ecosystem rehabilitation post-mining activities to restore degraded areas, promote biodiversity conservation, and enhance ecosystem services for long-term environmental sustainability.
- Monitoring and enforcement: Establish robust monitoring mechanisms, regulatory oversight, and enforcement of environmental standards to ensure compliance with regulations, prevent environmental violations, and hold mining companies accountable for their environmental stewardship responsibilities.
- Green technology and innovation: Encourage the adoption of green mining technologies, renewable energy sources, and eco-friendly practices in mining operations to reduce carbon footprint, energy consumption, and pollution levels, promoting environmental sustainability and resource efficiency.

ITEM 5

Justification of concerns raised by scientists regarding the negative impacts of Agro-chemicals on the environment:

- Soil degradation: Agro-chemicals, such as synthetic fertilizers and pesticides, can lead to soil degradation by altering soil fertility, PH, structure, and microbial diversity, reducing soil quality and productivity over time.
- Water pollution: Runoff from fields treated with Agro-chemicals can contaminate water sources with harmful chemicals, impacting water quality, aquatic ecosystems, and human health through bioaccumulation and ecosystem disruption.
- Biodiversity loss: Agro-chemicals can have adverse effects on beneficial insects, pollinators, birds, and other wildlife, leading to biodiversity loss, disruption of ecosystems, and imbalance in natural food chains.

• Human health risks: Prolonged exposure to Agro-chemical residues in food, water, and air can pose health risks to farmers, consumers, and communities, causing chronic illnesses, reproductive issues, and negative impacts on public health.	
Advice to farmers on sustainable practices to increase food security while minimizing environmental impacts:	
• Integrated Pest Management (IPM): Implement IPM strategies that combine biological control methods, crop rotation, natural predators, and resistant crop varieties to manage pests effectively without relying solely on chemical pesticides, reducing environmental harm and preserving ecosystem balance.	
• Organic farming: Embrace organic farming practices that prioritize natural inputs, composting, crop rotation, and cover cropping to enhance soil health, biodiversity, and resilience to pests and diseases, while reducing reliance on synthetic Agro-chemicals and promoting sustainable agriculture.	A1 = 04 scores Adice / benefits $4^+ = 04$ scores 3 = scores 2 = 02 scores 1 = 01 scores
• CFC^3 in agrochemicals destroy ozone layer leading to global warming.	
• Conservation agriculture: Adopt conservation agriculture techniques/ mixed farming such as minimal tillage, mulching, and agroforestry, to protect soil structure, enhance water retention, reduce erosion, and promote natural soil fertility, leading to improved crop yields and sustainability.	
• Crop diversification: Diversify cropping systems by growing a variety of crops, legumes, and vegetables in rotation to increase soil fertility, nutrient cycling, pest resistance, and resilience to climate change, enhancing food security and reducing reliance on Agro-chemical inputs.	
• Water management: Implement efficient irrigation practices, rainwater harvesting, and water-saving technologies to optimize water use, reduce wastage, and minimize water pollution from Agro-chemical runoff, ensuring sustainable water resources for agriculture and ecosystems.	
• Capacity building: Provide farmers with training, extension services, and access to information on sustainable agriculture practices, soil conservation, pest management, and ecological farming techniques to equip them with knowledge and skills for environmentally friendly farming methods.	

ITEM 6

• Prior to the competition, Sarah likely engaged in intense physical activity during training and preparation/ Sarah's hearing of the competition stimulated release of Andrenaline depleting her muscle glycogen stores and eventual body weakness.	scores for parts/processes involved scores for roles of the processes/parts involved. scores for products
• The meal of posho (a type of maize porridge, rich in carbohydrates) and beans provided Sarah with a replenishment of carbohydrates, which are stored in the muscles and liver as glycogen.	

- The rest period after eating allowed for digestion of carbohydrates in posho and absorption of nutrients/which was respired to form energy giving Sarah a chance to recover and feel stronger for the race.
- Deep breathing and muscle pain experienced by Sarah after the competition are due to the accumulation of lactic acid in her muscles.
- During intense physical activity, the body produces lactic acid as a byproduct of anaerobic metabolism when oxygen supply is insufficient to meet energy demands causing deep breathing to pay OH O2 debt and release the much carbondioxide;
- The buildup of lactic acid can lead to muscle fatigue, soreness, and stiffness, causing difficulty in walking as the body works to clear the accumulated lactic acid.

Recovery process:

- The deep breathing after the race enabled her to inhale enough O_2 to oxidize lactic acid to CO_2, water and energy.
- She should engaged in gentle post-race stretching exercises to alleviate muscle tightness and promote blood flow to aid in the removal of lactic acid.
- Adequate hydration and rest allowing her muscles to repair and rebuild after the strenuous physical exertion.
- Consumed a balanced post-exercise meal rich in protein and carbohydrates to replenish energy stores, support muscle recovery, and reduce muscle soreness.

ITEM 7

Role of Metabolic Processes/Body Parts:

Muscles: Muscles are crucial for physical activity, and during exercise, they require energy in the form of ATP (adenosine triphosphate) for contraction.

Respiratory System/Lungs: The respiratory system plays a vital role in supplying oxygen to the muscles for energy production and removing carbon dioxide, a byproduct of metabolism.

Cardiovascular System/Heart: The heart pumps oxygenated blood to the muscles, delivering nutrients and removing waste products to support exercise performance.

Kidneys: The kidneys regulate fluid balance and electrolyte levels in the body, influencing hydration status and urine output.

Metabolism/respiration: Metabolic processes involve the breakdown of nutrients (carbohydrates, proteins, fats) to produce ATP, the energy currency of the body.

Biological Causes of Jake's Symptoms:

Fatigue and Shortness of Breath: Jake's fatigue and shortness of breath during intense practices may be due to inadequate oxygen delivery to the muscles, leading to the accumulation of lactic acid and fatigue. This could result from inefficient cardiovascular function or poor oxygen utilization by the muscles. Prolonged Recovery Time: The longer recovery time can be attributed to muscle damage, inflammation, and depletion of energy stores (glycogen) during intense workouts, requiring more time for repair and replenishment. Decreased Urine Output: The decreased urine output despite drinking water may indicate dehydration/excessive sweating exhalation where the body conserves water by reducing urine production to maintain fluid balance. Dehydration can impair used ADH production performance, increase fatigue, and hinder recovery. Overcoming the Issues: Optimizing Nutrition/balanced diet: Ensure that Jake's diet includes adequate carbohydrates for energy, proteins for muscle repair, and vitamins /minerals for overall health and performance. Hydration /plenty fluids: Encourage Jake to stay hydrated before, during, and after workouts to maintain fluid balance and prevent dehydration. Cardiovascular Conditioning: Incorporate cardiovascular exercises / regular physical exercise to improve heart and lung function, enhancing oxygen delivery to the muscles. Recovery Strategies: Implement post-workout recovery techniques such as stretching, foam rolling, adequate rest, and proper sleep to facilitate muscle repair and reduce fatigue.	$2 - 3 = 02$ scores $1 = 01$ score. $U_3 = 04$ scores $4 = 04$ scores $3 = 03$ scores $2 = 02$ scores $1 = 01$ scores. $A_3 = 04$ scores

END

ITEM 1		
Code	Possible learner's responses	score
P_1	Aim: An investigation to determine food nutrients present in food samples P and Q. To investigate the nutrients composition of food samples P and Q.	01
	Variables (*not applicable*)	N/A
P_2	Hypothesis: Food samples P and Q do not contain all the nutrients required for proper growth. Some vital nutrients are lacking in Joan's child diet (food samples P and Q). The diet only contains carbohydrates	01
P_3	List of apparatus, materials, reagents used. - solution P and Q 6 – 8 relevant materials – 02 - Iodine solution. - Benedict's solution. 6 relevant materials – 01 - DCPIP solution. Any one irrelevant mater 00 - Dilute sodium hydroxide solution. - Copper (II) sulphate solution. - Test tubes - Droppers - Heat source. - Test tube holder, test tube racker - ACC. Measuring cylinder, test tube rackers. - ACC. Materials for testing for lipids and non-reducing sugars.	
C_1 C_2 C_3	**Procedures:** • To $1cm^3$ of each food sample/solution P and Q in test tubes, 3 drops of Iodine solution were added.	01
	• To $1cm^3$ of each food sample P and Q in test tubes, $1cm^3$/ an equal volume of Benedict's solution were added and boiled.	01
	• To $1cm^3$ of each food sample P and Q in test tubes, $1cm^3$ / an equal volume of NaOH solution followed by 3 drops of $CuSO_4$ solution were added and shaked.	01
	• $1cm^3$ of DCPIP solution was each added to two test tubes followed by food sample P or Q drop wise / drop by drop until in excess.	ACC. drops.
D D_1 = 02	**Observations/results:** • Turbid Solutions P and Q turned to blue-black, solution with iodine. • Solutions P and turned to blue, sol green, sol yellow ppt then to orange precipitates on boiling with Benedict's solution.	3

|		
D₂	• Q: Turbid solution on turned to blue solution. • Solutions P and Q turned to blue, green, yellow then to orange precipitates on boiling with Benedict's solution. • Solutions P and Q turned to blue solution when NaOH and copper sulphate was added. • The deep blue colour of DCPIP solution turned to a pale blue solution/ persisted when solutions P and Q were added dropwise until in excess.	ACC. 02 02
g	**Interpretation/analysis:** Food solution P contain starch and reducing sugars (carbohydrates) Both food solutions lack proteins and vitamin C responsible for body building and immune boosting respectively.	3
h	**Conclusion:** The child is lacking proteins and Vitamins C which are essential for his normal growth suffering from kwashiorkor and scurvy hence stunted growth Joan should incorporate foods like Meat, milk, eggs, beans, etc which are sources of proteins and fruits which are sources of vitamin C into her child's diet. AR; = 02 score AR2 – 01 AR3 – 01 RECOMMENDATION AR	2 AR = 04

ITEM 2		
(a) U₂	Specimen K destroys farmer's crops. 　　It has hard sharp mandibles used for cutting the crops. 　　Has three pairs of jointed legs for walking/ locomotion and find the crops. 　　Has a pair of antennae for sensing the crops. 　　Relevant feature linked to explain.	06
(b) 1₁	1 (a) With wings ………………………………… Go to 2 　(b) Without wings……………………………… K 2 (a) With a hairy body…………………,……… Go to 3 　(b) Body not hairy………………………….J 3 (a) With both mandibles and proboscis…………. M 　(b) With a proboscis only…………………….. L 　　All correct features 02 scores 　　1 – 2 correct features 01 　　If all features wrong = 00 score.	02

©

Drawing

D = 03
T
M
N
A
O

4 – 5 = 03 scores
2 – 3 = 02 scores
1 = 01 scores
0 = 00 scores

Labelling
4 – 5 = 3 scores
2 – 3 = 2 scores
1 – 01 scor
Above 5 labelled correct parts = 04 scores.
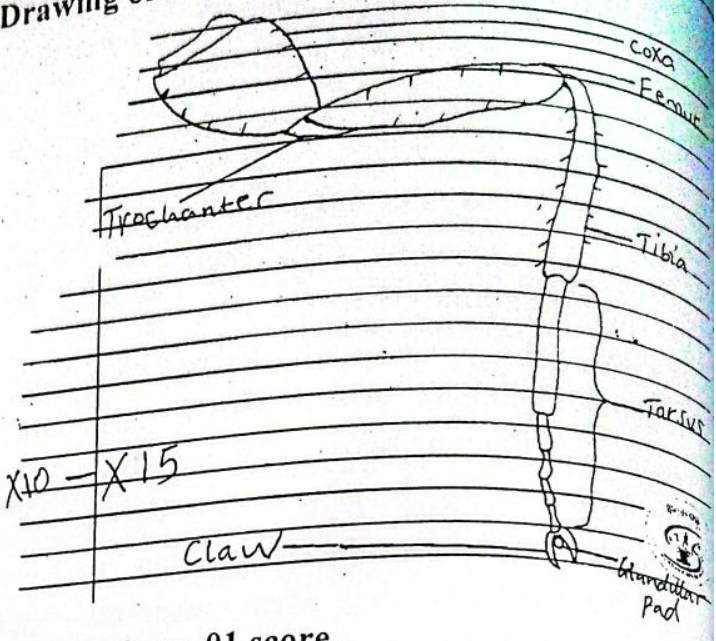
Identification of the right drawing = 01 score

Drawing – 01 score

I_2 = 01 score

For accurancy (A) the drawing should have all it's parts.

Labels on drawing: Coxa, Femur, Trochanter, Tibia, Tarsus, Claw, Glandular Pad, X10 – X15

BASIS OF ASSESSMENT AND SCORE GRID FOR ITEM No. 1

Skill/basis	criteria
Aim of the experiment (A)	– Correct aim – No/wrong aim
Variables in the experiment (B)	– States controlled variables – States dependent variables
Hypothesis (C)	– States correct hypothesis – No/states wrong hypothesis
List of materials, reagents, apparatus and solutions used. (D)	– Only relevant apparatus, reagent, materials and solutions. – One irrelevant included among relevant – More than one irrelevant – Only irrelevant
Procedure used in conducting the Experiment (E_1, E_2, E_3)	– Procedure completely relevant – Procedure partially relevant – Procedure completely irrelevant
	– Completely coherent procedure – Partially coherent procedure – Incoherent procedure/no response
	– Manages all the controlled variables – Does not manage all the controlled variables

Presentation of data/observations/results (F1, F2)	– Data appropriately presented	3
	– Data partially presented appropriately	2
	– Data inappropriately presented	1
	– No data presented	0
	– Accurate/ correct pattern of data presented.	2
	– Incorrect/without pattern	1
	– No data presented	0
Analysis and interpretation/explanation (G)	– Processes data and makes compete meaning.	3
	– Processes data and makes partial meaning	2
	– Processes data and does not make meaning	1
	– Neither process data nor makes meaning	0
Conclusion/recommendation (H)	– Makes recommendation/ conclusions based on interpreted data.	2
	– Makes partial conclusions /recommendations.	1

BASIS OF ASSESSMENT AND SCORE GRID FOR ITEM No. 2

SKILL	BASIS	SCORE
a) Suitability for function	• Identifies relevant structures and describes its suitability for function.	02
	• Identifies only but does not describe suitability for function.	01
	• Identifies wrong structure/none	00
b) Identification using observable features/dichotomous key	• Uses more than 4 and more features for identification of the specimens, at least 2 features for each.	03
	• Uses 2-3 relevant feature for identification	02
	• Uses 1 relevant feature	01
	• Uses irrelevant/no feature	00
c) Drawing skill	Identifies the correct drawing to make	01
	- Drawing reflects more than half of biological skill.	03
	- Drawing reflects half of the biological skills	02
	- Drawing reflects less than half of biological skills.	01
	- Drawing does not reflect any biological skills/no drawing provided.	00
	- Labels more than half of parts	02
	- Labels less than half of parts	01

END

Item 1
Expected responses
Challenges
(i)   Farmers keep their money at home.
(ii)   Rent rooms which are very expensive.
(iii)   Transport milk in jerrycans
(iv)   They carry their milk in jerrycan on their heads.
(v)   Milk goes bad on boiling.
(vi)   Milk has bad flavor.
(vii)   Opamba (one farmer) doesn't have enough money to buy the machines.
(viii) Milk has some hairs in it / un clean.
(ix)   Electricity bills are high.
(x)   Rooms are very hot.   No score for challenges.

Solutions and justification
(i)   Farmers should keep their money in saving groups or open bank accounts for safety reasons.
(ii)   They should work in groups and share the bills of electricity and rentals to save money.
(iii)   They should transport their milk using metal cans coated with aluminum. They are easily cleaned and safe for the milk.
(iv)   Should get good means of transport since they are dealing with perishable products to reach faster to the selling points before going bad.
(v)   Hot rooms, keep the milk in cool areas not their hot rentals/ freezing/ refrigeration/ processing to avoid milk going bad.
(vi)   Milk has bad odour because of the poor hygiene in the transporting cans. They should maintain good hygiene before, during and after milking / to avoid tainting of milk / developing bad ordour.
(vii)   They should start self-help groups and save so as to access credit to help them during the scarcity of money.
(viii) Should sieve the milk before transportation to ensure quality milk. / Grooming the animal before milking to avoid loose hair.

Item 2
Expected responses
- Continuous cultivation – practice bush fallowing to allow land to regain it's fertility.
- Monocropping – practice crop rotation / intercropping while including legumes to maintain soil fertility
- Burn of vegetation – Allow them to decompose in the garden to release back the nutrients.
- Different colours on the leaves – Fertilizer application and manuring to avoid nutrient deficiency.
- Dry field – practice controlled irrigation/ mulching/ cover cropping to conserve soil moisture.
- Soil washed away from gently slope – contour ploughing (other methods) to avoid soil erosion
- Small cobs- addition of fertilizers/ manuring to increase the size of cobs.
- Stunted growth – liming/ fertilizer application / manuring to encourage faster growth.

Item 3
Expected responses

- The structure is muddy; she should construct a good foundation structure / floor with all the characteristics to promote hygiene.
- Animals have standing hairs indicates parasites. She should spray with recommended acaricides and drench using the right dewormers to control parasites.
- She should give her animals a balanced ration to maintain the good health of her animals not giving them only forages.
- Should carry out castration of her young male animals since they can be easy to handle and take care of /boost growth.
- Proportions she would mix the maize bran and cotton seed cake.

Are;

No scores for steps only
Score for calculations.
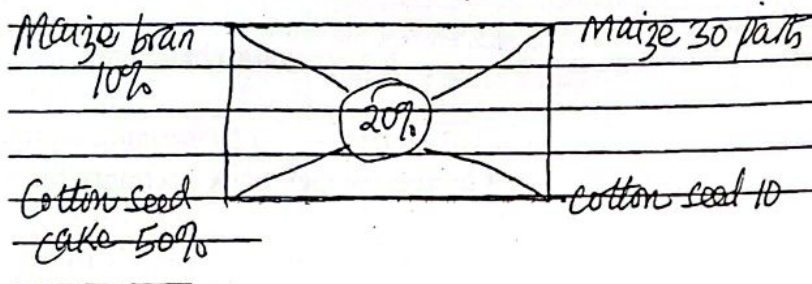
Total parts = 40 Parts

Proportion of maize = $\frac{30}{40}$ x 100 = 75%

Proportion of cotton seed cake = $\frac{10}{40}$ x 100 = 25%

Quantity of each ingredient needed

Maize bran = $\frac{Proportion\ of\ maize\ bran}{Quantity\ of\ the\ total\ ratio\ needed.}$ X quantity needed

Maize bran = $\frac{75}{100}$ x 500 kgs =375kgs

Cotton seed cake = $\frac{25}{100}$ x 500kg = 125kgs

So a Diolga will need 375 kgs of maize bran and 125kgs of cotton seed cake to formulate this ration for her animal.

Item 4
Expected responses

- Subsistence farming – Adopt modern methods of commercial agriculture to increase returns.
- Local breeds- introduce exotic proven breeds which have high yielding capacity.
- Poor grazing systems- Adopt grazing management practices like using optimum stocking rate and concealing / modern grazing to boost production.
- Poor pasture management- manage the grazing pasture well by paddocking to facilitate rotational grazing.
- Inbreeding among animals – practice cross breeding.
- Long distance for water and pasture construction of valley dams/ boreholes to supply adequate water.

- Low GDP- Adopt diversification in agriculture other than relying on animal production alone to reduce risks.

Item 5
Challenge
(i) He planted late his beans.
(ii) He just slashed his garden area.
(iii) He used a blunt hoe to dig out holes
(iv) Seed were of poor quality.
(v) The bean seeds were mixed with weed seeds.
(vi) A few bean seeds germinated
(vii) Bought more seeds for planting
(viii) Used wrong chemical for weed control

Solutions and justifications
(i) Should plan early to plant his crops as the season starts to get high yields.
(ii) He should carry out cultivation to open up the land for aeration, good germination conditions after clearing.
(iii) Should carry out good maintenance of tools like she was supposed to sharpen the blade of the hoes to easy the cultivation activity.
(iv) He should buy seeds for planting from a reliable source to have good germination ability.
(v) He should carry out sorting of planting materials before planting to have clean planting materials for high yields.
(vi) He would have carried out/ should carry out seed dormancy test/ germinability test before he plants his seeds to improve germinality.
(vii) He should have used a selective herbicide or one should first read the instructions and the use of a chemical before applying to avoid losses.

Item 6
- Planting seeds directly into the soil, use a nursery bed to ease management.
- Sterilizing the soil as a waste of time; They should sterilize to control soil borne pests and diseases.
- Using seeds from ripe tomatoes, buy seeds from a reliable source to ensure / encourage germinability / good germinability.
- Use of herbicides to clear land, use appropriate methods of land clearing to prevent killing of seeds.
- Few seeds germinated carry out germinability test before planting to improve germinability.
- Slender and weak stems Apply manure / fertilizer to supply nutrients.
- Mottled leaves, use clean planting materials to prevent disease spread.

ITEM 1
CODES FO CHALLENGES
VAK
VAR
VAT
VAC
VAG
VAB
VAN
VAH
VAE
VAV

SOLUTIONS
VASK
VASR
VAST
VASC
VASG
VASB
VASN
VASH
VASE
VASV

JUSTIFICATION
VAJK
VAJR
VAJT
VAJC
VAJG
VAJB
VAJN
VAJH
VAJE
VAJV

BAND	4	3	2	1
Solutions	5 and above	3 – 4	1 - 2	0
Justifications.	2	2	0	0

TOTAL SCO

ITEM 2
CODE FOR CHALLENGES
SSC
SSM
SSB
SSD
SSF
SSW
SSS
SSG

SOLUTIONS
SSSC
SSSM
SSSB
SSSD
SSSF
SSSW
SSSS
SSSG

JUSTIFICA
SSJC
SSJM
SSJB
SSJD
SSJF
SSJW
SSJS
SSJG

BAND	4	3	2	1
Solutions	5 and above	3 – 4	1 - 2	0
Justifications.	2	2	0	0

TOTAL SCO

ITEM 3
CODE FOR CHALLENGES
AMS
AMA
AMF
AMM
AMD

SOLUTIONS
AMSS
AMSA
AMSF
AMSM
AMSD

JUSTIFICATION
AMJS
AMJA
AMJF
AMJM
AMJD

Animal Establishm
Animal man

BAND	4	3	2	1
Solutions	3and right calculation	1 – 2 and right calculation	1 – 2 and calculation	0
Justifications.	2	1	0	0

Animal Harves

CODE	AE	AM	AH
SCORE	2	4	2

TOTAL SCORE = 08

ITEM 4

CODE FOR CHALLENGES	SOLUTIONS	JUSTIFICATION
AES	AESS	AEJS
AEL	AESL	AEJL
AMG	AMSG	AMJG
AMP	AMSP	AMJP
AMI	AMSI	AMJI
AML	AMSL	AMJL
AHL	AHSL	AHJL

Establishment

BAND	2	1
Solutions	1 – 2	0
Justification	1	0

Management

BAND	4	3	2	1
Solutions	3 – 2above	1 – 2	1 – 2	0
Justification	2	1	1	0

Harvesting

BAND	2	1
Solutions	1	0
Justification	1	0

TOTAL =

CODE	AE	AM	AH
SCORE	2	4	2

TOTAL SCORE = 8

ITEM 5

CODE FOR CHALLENGES	SOLUTIONS	JUSTIFICATION
CEP	CESP	CEJP
CEJ	CESJ	CEJJ
CEU	CESU	CEJU
CMS	CMSS	CMJS
CMT	CMST	CMJT
CMA	CMSA	CMJA
CMB	CMSB	CMJA
CMU	CMSU	CMJU

Establishment.

BAND	3	2	1
Solutions	2 and above	1 – 2	0
Justification	1	1	0

Management

BAND	4	3	2	1
Solutions	4 and above	2 – 3	1 – 2	0
Justification	2	1	0	0

CODE	CE	CM	CH
SCORE	3	4	1

TOTAL SCORE =

ITEM 6

CODE FOR CHALLENGES	SOLUTIONS	JUSTIFICATION
CEP	CESP	CEJP
CES	CESS	CEJS
CEU	CESU	CEJU
CMU	CMSU	CMJU
CMA	CMSA	CMJA
CMS	CMSS	CMJS
CMM	CMSM	CMJM

Establishment

BAND	3	2	1
Solutions	2 and above	1 – 2	0
Justification	1	0	0

Management

BAND	4	3	2	1
Solutions	3 and above	2	1 – 2	0
Justification	2	1	0	0

Harvesting = 1

CODE	CE	CM	CH
SCORE	3	4	1

= 0

TOTAL SCORE = 0

END

Item 1

Aim of the experiment

To find out the PH of the soil samples **G & for tea growing** (A3)

Hypothesis

Soil sample G has acidic PH while soil sample H has alkaline PH. (H3)

Variables

Dependent: PH colour change /universal indicator / litmus paper.

Independent: Soil samples G and H

- Volume of water used

Controlled/ Constant: - Time taken
- Amount of soil samples used.
- Amount of indicator.

Apparatus used
- PH indicators
- Droppers
- Water
- Soil sample
- Test tubes / measuring cylinder
- Test tube rock
- Stop clock
- PH scale chart / PH colour chart / litmus paper

(Ap4 scores)

Procedure
- A known amount of soil sample G were put in the test tube / measuring cylinder
- Less water was added to mix the sample and shaken.
- The test tube was inserted in the test tube rack
- 2-3 drops of PH indicator were put in the soil sample solution
- A few minutes were waited for to observe the colour change of the soil solution.
- Colour observed corresponded with that on the PH scale.
- The procedure was followed for soil sample H.

(P4 scores)

Results / Data representation

Soil sample	Colour change	PH value
G	Red, pink, orange, yellow	1 – 6
H	Blue, purple, violet, Indigo.	8 – 14

Explanation/Data analysis
After testing G- appears red indicating acidity while H- appear blue indicating alkali

(E

Apparatus for Litmus Paper Experiment
- Soil Sample
- Water
- Litmus paper (red and blue)
- Test tube
- Test tube rack
- Barium sulphate

(A

Apparatus for Litmus Paper Experiment
- A known amount of sample G where put in a test tube.
- Barium sulphate was added to mix the soil sample and shaken.
- The test tube was inserted in the test tube rack.
- Both blue and red litmus papers were dipped in the solution.
- Blue litmus paper turned red while red litmus remained red.
- The procedure was repeated using soil sample H.

(sc

Conclusion
The farmer should plant his tea in position where sample G was obtained because tea grows best in acidic soils.

(02

Recommendations for sample H
- Addition of acidic fertilizers e.g sulphate of Ammonia.
- Addition of organic manures eg pine needle to make the soil acidic / to lower the PH.
- Acidity agents e.g application of vinegar solution

(R

Total (31 SC

Item 2

Observation
L   Maize stalk borer   I4

- Dull colour for camouflage.

- Has mandible for bitting and chewing.   ST4

- Has legs for movement.

- Has eyes for sight.

M - (APHID)

- Has proboscis for piercing sucking sap.   I4

- Has legs for locomotion.

- Has wings for flight / escape.

- Has eyes for sight.   ST4

- Has catena for sensing.

N - (Bean seeds affected by brunchid)
   - Bean seeds with holes caused by brunchid.
   - Powdery substances due to chewing. ST4
   - Offensive smell due to rotting.

Control of L and M

- Use of crop rotation.

- Spraying with recommended pesticides.

- Use of dead seasons.

- Application of ash/ bio pesticides.

- Burning of crop residues.

- Timely planting.

(06 scores)

Control of N

- Proper drying of seeds before storage.

- Separate the old stock with the new stock

- Clean the store properly

- Keep in air tight bags.

- Dusting chemicals during storage/seed dressing/ use of organic pesticide.

- Seal off all the crevices in the store.

(CR₃ scores)
Total scores 33

END

Item 1

a)   **Physical features**

- Thicket on the shores of Lake Victoria
- Lake Victoria in grid square 8488 / 8588; the lake on the map.
- Papyrus swamp (Nabionzi); seasonal swamp in grid square - 8188
- Woodland in grid square 83 88
- Scrub in grid square 82 88, 8188
- Lake Basin occupied by Lake Victoria
- River in Nabionzi swamp/ Nabionzi river in Nabionzi swamp.
- Forest in grid square 8092.

Human features

Air photo principal point at grid 816883.

- Foot paths at grid reference 815880
- Motorable truck at grid reference 819880
- Bound surface road at grid reference 822880
- Code the thicks as:

$$PF\ R_1 - physical\ feature$$
$$HF\ R_2 - human\ feature$$
$$E - evidence$$

Any 3 physical and 3 human features with evidence =
2 physical and 2 human features with evidence =
1 physical and 1human feature with evidence =
No response –
3 physical + o human =
3 human + 0 physical =
3 physical + 2 human =
3 physical + 1 human =

b)   **Cost of the lease**

How much to pay for the lease – 01

Problem Identification

Limited knowledge of the size of the area and how much the pay
any 1 X 1 = 01

Code as (p)

$$Area = No\ of\ full\ squares + \frac{No\ of\ half\ square}{2}$$

$02 + \frac{29}{2}$

$02 + 14.5 = 16.5$ squares

Area $= 16.5 \times 1km^2 = 16.5km^2$

$16.5km^2 \times 2,000,000/=$

$= 33,000,000/=\ B_2$

Code the thick as: 01
B_{1v}- area – 01
B_2 – cost – 01
Note: calculation for area and for cost
should be scored for learner to score the 2.
where this is missing the learner but cost is
ok scores 1

Correct area + cost – 02
Correct area with no cost – 01
No response / wrong answer- 00

c) **Activities that can be carried out**
- Fishing using better fishing methods in Nabionzi
- Fish farming
- Tourism
- Trade in swamps items sparingly.
- Activities should have an element of conservation.

Problems identified:
- Limited knowledge about activities that can be carried out in the swamps without code the ticks as C_1

Note: for a learner to score there must be elements of swamp conservation.
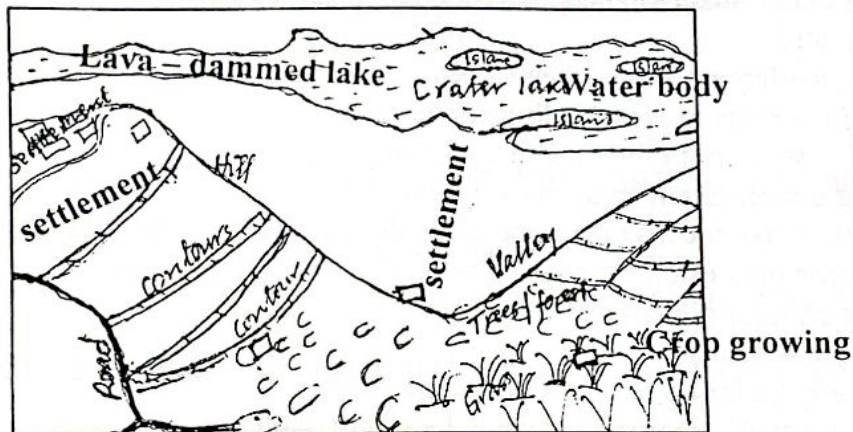Opinion – 01
Note: where a learner just identifies a correct activity without an element of conservation scores - 01

<div align="right">

Identify 4⁺ – 03
Identify 2-3 – 02
Identify 1 – 01
No response - 00
Total – 13 marks

</div>

Item 2
Landscape sketch of the photograph - 01

A LANDSCAPE SKETCH OF THE PHOTOGRAPHY SHOWING PHYSICAL AND HUMAN FEATURES

Marginal information – MI
Photograph Skills:
Possible Responses

(a) Identified physical features
- Lake / water body / lava- dammed lake.
- Islands
- Hills; steep slope
- Valleys
- Natural vegetation cover/trees/ shrubs/ forest

PF – physical feature – 02

HF – human feature – 02

Human features
- Terraces
- Settlement/Houses/ building
- Road
- Crop growing / farm land.
       No sketch – 00

<div align="right">

Any 5⁺ -03
3- 4 – 02
1 -2 – 01
No sketch – 00

</div>

Sketch with any 03 marginal information score 01

(b) Likely hazards
- Floods – Back ground due to water body
- Pests and diseases – Back ground due to vegetation and water body.
- Attacks from animals and criminals – middle ground due to vegetation and water
- Soil erosion steep slopes in the forest area and middle ground.
- Landslides / mass movements / wasting – steep slopes in the fore and middle groun
- Remoteness due to difficulty in construction of transport and communication lines
- Temperature inversion due to valleys in the middle ground.
- Being a volcanic area due to the crater lake, there could be volcanic eruptions.

  Any 5⁺ hazards and evidence – 03
  Any 3 -4 hazards and evidence – 02
  Any 1 -2 hazards with evidence – 01
  No response – 00

Any 5⁺ - 03
3-4 - 02
1- 2 — 01
No response — 00
Code like this; H — hazard
E - evidence

(c) Advice
- Terracing the land
- Planting of trees / afforestation / re- afforestation
- Re-settle the locals away from the highland areas.
- Sleeping under mosquito nets.
- Agro-forestry
- Avoiding settlement along steep slopes
- Spraying the pests to prevent diseases out break
- Tightening security to fight against criminals.
- Gazetting conservation areas to overcome attacks.
- Using alternative means of transport like donkeys to overcome remoteness.
- Sensitize the masses on the risks of selling on such a landscape.
- Carry out contour ploughing.
- Planting grass bands.
- Constructing gabbions to control flooding.
- Explaining any 4⁺ measures to live in harmony. – 03
- Explaining any 3 – 4 measures to live in harmony - 02
- Explaining any 1 – 2 measures to live in harmony – 01
- No response or wrong – 00

Any 4⁺ - 03
3 -4 — 02
1-2 — 01
No response — 00
Total- 13 marks

SECTION B

SECTION B (Part 1)

Item 3
Possible Response
EITHER:
It could be a block mountain.

- The upland is <u>Mt. Rwenzori</u>
- It is a block mountain that was formed as a result of <u>faulting.</u>
- Faulting is an <u>earth movement process</u> that originates from the interior of the crust.
- It was a result of geo- chemical reactions and radioactivity leaching to convective currents.
- The currents led to <u>stress within</u> the crust due to <u>tensional</u> and <u>compressional</u> forces.
- Tensional forces occurred when currents <u>moved to opposite directions</u> from one central point leading to creation of <u>normal faults.</u>
- As a result of continued tension, there was relative sinking of the blocks on either sides leaving the central block in a <u>relative position.</u>
- The central block that reminded in its position led to <u>emergence of an upland</u> called <u>Block Mountain / Horst known</u> as Mt. Rwenzori.

Illustrations
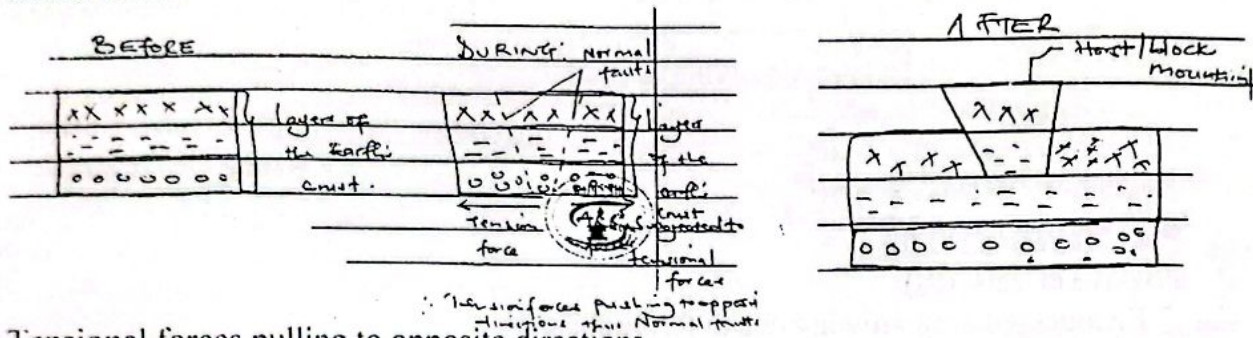
Tensional forces pulling to opposite directions

The upland/raised land blocks was later modified by denudational forces giving its current shape.

04

OR

Compressional force theory:
- Compressional forces (block mountain) occurred when <u>current, were pushing</u> from either <u>directions towards</u> the central block.
- This led to emergence of <u>Reverse / Abnormal</u> faults
- Continued compression led to the <u>up thrusting/ rising of the central block</u> in relation to the blocks on either sides.
- The <u>central block formed</u> a block <u>mountain / horst mountain</u> called <u>Mt. Rwenzori</u>
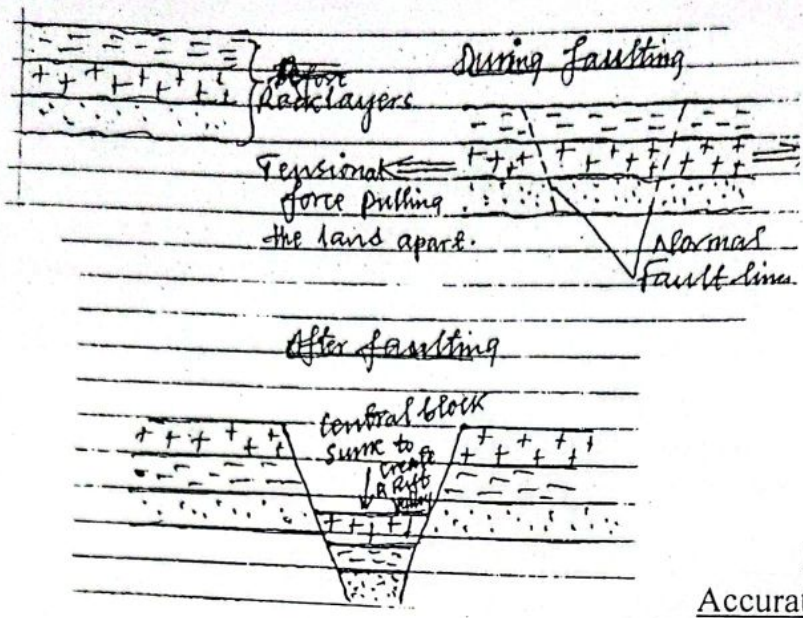
Illustrations
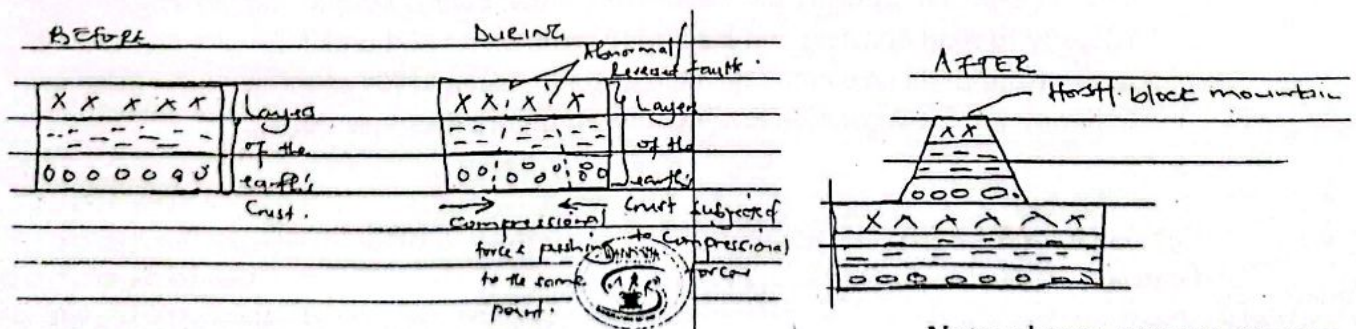
Note: choose any one process.

OR
RIFT VALLEY

This resulted from <u>either tensional or compressional forces.</u> When tensional forces occurred, the land was forced to develop normal fault lines. This created <u>different land blocks.</u> As tensional forces continued to operate, the side blocks <u>detached from the central block.</u> The central block could not remain suspended and it sunk. This created a depression that is called a <u>rift valley.</u> This is as seen in the illustrations below.

The diagram shows geological faulting with handwritten labels:

During Faulting

Before Rocklayers

Tensional force pulling the land apart.

Normal fault line.

After faulting

Central block sunk to create a Rift valley

Identification of the upland scape –
Accurate description with an <u>illustration</u> –
Accurate description without <u>an illustration</u> –
<u>Illustration with little</u> / less description –
Wrong / no response –

3 (ii)   Possible responses for
Positive effects. (P_o)
- Encouraged crop growing due to fertile soils.
- Encouraged lumbering due to presence of forests along the slopes.
- Uplands encouraged tourism due to their scenic view.
- Encouraged wildlife conservation duet various flora along the slopes.
- Encouraged mining activities due to existence of mineral res in the rock that were exposed.
- Generation of HEP due to presence of rivers like Nyamwamba radiating from the mountain.
- Encouraged livestock rearing along the slopes due to the rich pasture along the slopes etc the landscape is a tourist attraction leading earning of foreign exchange.

Negative effects (N)
- Occurrences of landslides which claim people's lives and destruction of property.
- Soil erosion leading to low agricultural productivity.
- Flooding especially during the wet season which claims people and destroy property.
- Difficulty in road construction leading to remoteness and under development.
- Attacks from pests like monkeys which attack man and his economic activities.
- Acidity on the lee ward side leading to crop failure thus low output.

Scoring item for 3 (ii)
Positive

Any 5+ explained positive effects - 03
3- 4   explained positive effects – 02
1 – 2 explained positive effects – 01
No positive responses – 00   03
Note: code as P_o – Positive effects
N – negative effects.

Any 5+explained negative effects - 03
3 -4 explained negative effects - 02
1-2 explained negative effects - 01
No negative responses - 00
Total score – 10marks

Item 4

Factors leading to normadic pastoralism
- Limited population due to hot & unrealiable r/f hence a large land.
- Scarcity of pastures due to limited rainfall.
- Scarcity of water sources due to limited rainfall.
- Presence of local breeds that can withstand the dry conditions.
- Limited rainfall that discourage crop growing
- People's culture due to hot temperatures and unreliable rainfall.

Any 5+ factors explained – 03
Any 3 – 4 factors explained – 02
Any 1 – 2 factors explained – 01
Wrong or no response - 00

5^+ - 03 **03**
3 -4 – 02
1-2 – 01
No response – 00

Challenges faced
- Shortage of water// overcrowding on water points
- Shortage of pastures
- Pests
- Diseases
- Cattle rustling
- Poor quality animals
- Undeveloped transport routes.

5^+ - 03
3 -4 - 02 **03**
1 – 2 - 01
– 00

Any 5+ challenges explained – 03
Any 3 – 4 challenges explained – 02
Any 1 – 2 challenges explained – 01
Wrong or no response – 00

Solutions
- providing boreholes, valley dams
- Spraying / dipping
- Cross breeding
- Introduce ranches
- Sensitizing / educate them to reduce …
- Construct wells
- Providing security against wrestler.
- Carrying out migration to diversify on the activities.

5^+ - 03
3 – 4 - 02
1 – 2 - 01 **03**
No resp - 00

Explaining 5+ solutions – 03
Explaining 3 – 4 solutions – 02
Explaining 1 – 2 solutions – 01
Wrong or no response – 00

Opinion: Reduce animal numbers to have what is just enough (optimum number) 01
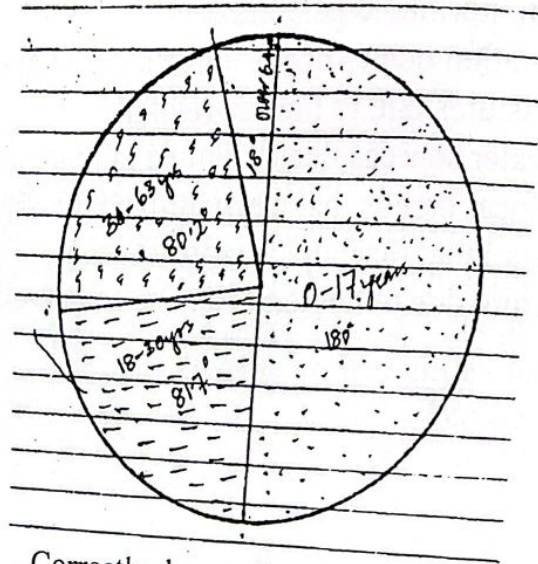
Total score -10

Item 5

(a) A pie chart showing percentage population in each age group.

$$0 - 14 - \frac{50}{100} \times 360^0 = 180^0$$

$$18 - 30 - \frac{22.7}{100} \times 360^0 = 81.72^0$$

$$31 - 63 - \frac{22.3}{100} \times 360^0 = 80.28^0$$

$$64^+ - \frac{5}{100} \times 360^0 = 18^0$$

Correctly drawn diagram with all qualities / details –(
Correctly drawn diagram with some qualities –(
Correctly drawn diagram with no details –(
No or wrong diagram –0

Note: It could be a pie chart or a bar graph *(at the back page)*.
Causes of a rapidly increasing population
- School drop outs
- High fertility rates
- Ignorance about family planning methods.
- Early marriages
- Improved medical facilities
- Improved diet / food values; cultural beliefs

  3^+ - 02

  1-2 – 01

  No response – 00

Effects
- Unemployment
- Land shortages/ fragmentation / wrangles
- High crime rates
- Limited education facilities
- Limited health facilities
- Loss of vegetation
- Over utilization of resources
- Market for different product.
- It leads to full utilisation of resources.
- Source of family labour.
- Ultration of suual sources etc.

NB: Effects could be both positive or negative.
  Any 2 explained positives – 02
  Any 2 explained negative – 02

Solutions
- Increasing marriage age
- Encourage girl education
- Improve health facilities
- Provide better accommodation facilities
- Attract investors to create jobs
- Use land to arrest criminals
- Educate on use of family planning.

Any 3+ explained ways of controlling population increases – 02
Any 1 – 2 explained ways of controlling population increases – 01
Wrong or no response – 00
Total = 10

Learner's opinion: this should be related to the problem and strategy population control (population policy)

Item 6

- **Problem identified – challenges facing trade – 01**
- **Identification of the trade – 01**

(a) Challenges faced by traders in E. Africa.
- Un developed transport network routes in some countries
- Misunderstanding between countries leading to boarder closure.
- Political instabilities
- Trade barriers.
- Bureaucratic tendencies that leads to delays.
- High taxes that may reduce on the profit margins
- Fluctuating prices which could lead to losses.
- Competition for market with home-made products.
- Low levels of technology.
- Cultural differences which limit market.
- Land lockedness that result into high costs of transportation
- Long distances to the market centres.
- High way robbery.

Scoring guide
Correctly explained 6+ challenges – 04
Correctly explained 4 – 5 challenges – 03
Correctly explained 2 – 3 challenges – 02
Wrong or no response given – 00

(b) Solutions;
- Carry out market research.
- Production of high-quality products
- Engaging in talks with respective countries to reduce on custom duty
- Institute ant- dumping measures.
- Trade facilitation by governments to help traders get sufficient capital and documents to facilitate trade.
- Creating a condusive environment for cross boarder.
- Produce high quality products;

- Promote regional co-operation.
- Strengthen security.
- Diversify trade items.
- Upgrading the transport routes.
- Establishing import substitution industries.
- Using different modes of transport.

Correctly explained 6 and more solutions

Correctly explained 4 -5 solutions

Correctly explained 2 -3 solutions

Response 1 explained.

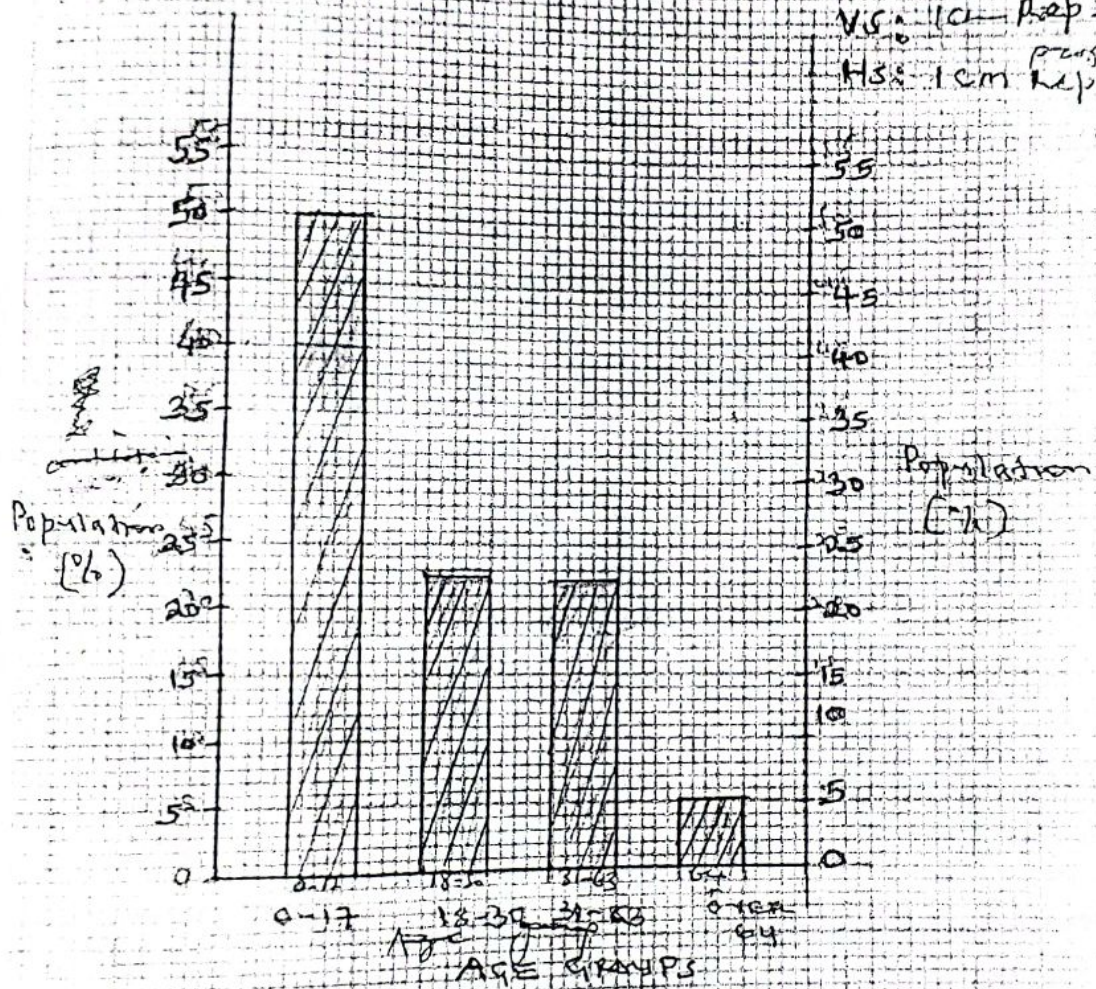**Total – 10 mar**

Learners opinion –

A bar graph showing the composition of uganda's population in each age group in percentage

Key = age group

VS: 1 cm Rep 50% of people
HS: 1 cm Rep 1 age group

Population (%)

Age Groups

0.8 MAY 2024

END

SECTION A

Task 1

As a History and Political Education learner, how can you help Mr. Opio understand man' origin?

Basis of Evaluation (Responses)

Introduction (1 score)

By identifying theories about man's origin (1mark)

- Scientific view where man originated from a multi cellular organism that turned into a ape chimpanzees and monkeys. (1mark)
- Through natural selection of small inherited variations that increase individual's ability
- Religious view where God made human beings out of soil according to the Bible.
- According to the Quran man was made from blood clot that developed into a human being
- Traditional view e.g about Kintu and his wife
- Mundu and Seera. Asande tradition
- Out of Africa view.
- Multi-Regional theory (regional continuity)
- Conclusion – not explained by only one theory

Any point stated, explained and related to the question (3 score
Any 6 points and abo
Conclusion (1 scor

Item 2

Introduction. Define key words to the scenario.

Land conflict

Evictions – Permanent / temporary removal vs the will of individuals/ families / communities from the homes / all land which they occupy.

Task

How can land evictions be minimised in uganda today?

a) Law amendment should be enforced.
b) The Bibanja holders should be given land titles/ proper land / land ease.
c) There should be equal ownership of land.
d) Imprisonment of those who evict Bibanja holders.
e) Strict rules and regulations should be put forward and enforced.
f) Every land must be made productive; if no eviction should be done.
g) There should be compromise between the bibanja holders and the land owners.
h) Police posts should be stationed at least in every parish to settle cases.
i) Village meetings should be held to create awareness of land.
j) There should be freedom of settlement.
k) Awareness should be created about equal rights.
l) Fair compensation and settlement.
m) The government should have a clear policy over forests, wet lamb.
n) The government should protect vulnable people like homes, orphans, widows.

o) Establishing land tribunal.
p) Transparency and accountability.

SECTION B

Task 3

How best can you advise the government to reduce the state of affairs?

Introduction   (1 score)

Explaining key terms in the scenario eg
- A constitution
- Human rights.

Body

a) To advise the government to respect people's rights eg justice to all, rule of law, fair trial etc.
b) Advise the minister of internal affairs to enlighten police to stop arbitrary arrest and imprisonment.
c) To do away with safe houses.
d) To maintain an independent judiciary without influence from the executive.
e) All the individuals involved in violation of people's rights and freedom to be charged accordingly.
f) Democracy be allowed to prevail by allowing political parties to operate freely.
g) Use the parliament to strongly condemn the violation of people's rights and freedoms.
h) By asking the international community (UNO) to intervene in defence of human rights.
i) To impose economic and diplomatic sanctions on the members involved

Any other relevant advice
- Setting up security cameras
- Provision of training workshops
- Develop transparency in reporting cases of human rights abuse.
- Encourage masses to report cases of human rights abuses / protect whestle browers.
- Effective monitoring of impartial.
- Ammend laws used to target of the minority groups eg the poor widow

(18 marks)

Conclusion (1 score)

(Total 20 scores)

Item 4

Definition of important words
- Independence
- Dependence (1mark each)
- Neo colonialism

Response
- Identification of economic dependence
- Promote leisure industry e.g games and sports
- Export promotion and import substitution.
- Creating incentives to local investors.
- Identifying ways or being dependent on self by Uganda.
- Development of Agricultural sector.
- Promoting of local industries/ supporting small scale industries
- Increasing of tax base to Uganda.
- Africanization of the economy / nation.

- Development of African ideologies.
- Encouraging self-employment among the Uganda population.
- Reducing expenditure on non-productive items eg parliament movements.
- Increasing levels of saving and investment
- Promoting regional co-operation among African states.
- Promoting skill-based education and creativity.
- Proper use of natural resources for the development of the economy.
- Avoiding corruption especially in putting up infrastructures like roads.
- Promoting political stability to avoid military assistance from out.
- Language
- Poverty eradication programme.
- Encouraging cultural revival.
- Condemned Neo – colonialism using mass media eg organizing…
- Letting politicians invest in their own country.
- Ugandans being more patriotic enough
- Any other relevant facts
- Conclusion I score

END

ITEM 1

(a) As a Christian, why did Joel come up with such a programme at his church?
Responses:-

(i) To create more time with God, at night believers have more time to pray hence communicating to / with God.

(ii) To show the omnipresent, Joel wanted to show the believers that God is everywhere even at night hence helps to pray at any time at any place.

(iii) To get more concentration with God, during night God over listens to the prayer of a believer hence getting total blessing from God.

(iv) Biblical mandate to fulfill, the bible encourages praying unceasingly e.g. 1thessalonia 5:17 hence Christians ought to pray unceasingly without considering seasons and time.

(v) For evangelism to attract members and spread the gospel through dynamics and engaging in more service. Hence helping believers to know God more.

(vi) Believers get more time to know the gospel. To learn how to pray. Some people do not know how to pray but learn from others as they pray. Hence strengthening people's faith and also improve on their prayer life.

(vii) Helps people to seek God's intervention as people commit their next day activity hence God blessing them.

(viii) Joel wanted his members to seek healing at night since they go through many challenges during day hence being relieved through night prayer (12 scores)

(b) In your opinion, explain the possible ways of preventing such situations.

(i) By lowering the volume of where by the operators of the machine can tune down the volume hence creating a safe environment free from laud voices.

(ii) By shutting the doors of the church since while inside, the noise is minimized hence not allowing too much noise out.

(iii) Having a dialogue with the neighbors about the church programmes. By alerting them about what happens in overnight prayers hence creating peace with the neighbors'.

(iv) By installing sound proofing as this helps to keep the noise only inside the church hence creating a noise free environment.

(v) By sensiting the community about the importance of night prayers for example chasing away demons at night and hence living at peace with the community members.

(vi) By praying to God for guidance on to do away with noise and hence God will answer him through.

(vii) Encouraging silent prayers for example meditation which is carried out in quietness and hence reducing on the noise.

(viii) Time management should be done for example during the day hence living in harmony with the neighbors' in the community.

(ix) Carrying out community engagement which involves the community to be part of the church as he explains to them the purpose as he intension of night prayers hence making the community also part of the church.

(x) Creating home cell programmes which is having small prayer groups in different homes which will encourage praying and hence the community will be blessed.

(xi) By resorting to drums instead of speakers. This is because drums make a lower noise and it reaches a little bit nearer as compared to the speakers which throw their sounds at a far distance hence limiting noise from reaching far. (12 scores)

Item 2

(a) **As a CRE student, explain the lessons you learn from Jesus' conversion with the Samaritan woman.**

(i) I learn to help those in need. Jesus was willing to give the woman the life giving water so as not to be thirsty again. Therefore, one should help those in need to get blessings.

(ii) I learn to believe in Jesus, for example, it is stated in the Biblical text that, those who drink the water will never get thirsty again". One should therefore, believe in Jesus so as to get eternal life.

(iii) I learn to be humble. For example, Jesus humbled himself while requesting for water. "Give me a drink of water." One should therefore be humble while requesting for something as being humble will help one get what he/she requests for.

(iv) I learn to respect women. For example, it is stated in the Biblical text that, "you are a Jew and I am a Samaritan". People should therefore be honest while dealing with others. This will lead to co-existence.

(v) I learn to work for eternal life / everlasting life. Jesus said that, "the water I give them will become in them a spring which will provide them with life giving water and give them eternal life.' People should therefore, work for eternal life and peace as this will take them to eternity.

(vi) I learn to treat each other equally.. Jesus requested for water from a Samaritan woman yet the two races were not coordinating since the Samaritans were discriminated. People should therefore, treat other equally and this will help to promote unity in the community. (12 scores)

(b) **How should modern people in your community treat each other as derived from the text above?**

(ii) Modern people should humble themselves while requesting for something. Jesus humble himself while requesting for water from a Samaritan woman. This will earn them blessings or earn them trust.

(iii) Modern people in the community should be honest while dealing with others. For example, the Samaritan woman was honest when Jesus said you are a Jew. People should therefore, put trust in others.

(iv) Modern people in the community should believe in Jesus Christ. It is stated in the text, "those who drink this water will never get thirsty again but will provide them life giving water and eternal life." This will help people to get eternal life when they believe in Jesus Christ.

(v) Modern people should share with one another. In the text, Jesus shared the life giving water with the Samaritan woman. Therefore, sharing with one another creates a sense of belonging and unity in the community hence peace.

(vi) Modern people in the community should treat each other equally. Jesus requested for water from a Samaritan woman yet they were of different sexes and races. Therefore, treating each other equally will help to promote peace and unity in the community. (12 score)

Item 3

(a) Traditional African spent their leisure time while engaging in wrestling. This involved two men who wrestled each other and the one

down by the back could be rewarded as a winner. This therefore, created unity and happiness among the people.

(b) Traditional Africans spent their leisure time having beer parties hence men come together and shared local brew. This promoted sharing amongst individuals and reconciliation.

(c) Traditional Africans spent their leisure time involving story telling. Hence elders sat down at fire places with the young ones telling them stories about their cultures and hence this promoted morals, sex education and listening habits.

(d) Traditional Africans spent their leisure time in traditional ceremonies like manage ceremonies. In his a boy's family would visit the home of the girl and carry on the marriage ceremonies which promoted culture.

(e) Traditional Africans spent their leisure time making crafts. Women among the Baganda could make mats, weave baskets among others. This created team work and creativity.

(f) Traditional Africans spent their leisure time in mock hunting. Older men could train the boys the hunting skills during the leisure time. This promoted team work and hunting skills.

(g) Traditional Africans spent their leisure time playing games such as (OMWESO). These were logical games played on a board and this improved on thinking capacity and problem solving.   (12 scores)

(b)   Christianity call for
        Teaching that,
        Advocates for,
        Calls up,
        One should.

(i)   Christianity teaches that one should spend their leisure time preaching the word of God. John the Baptist in the Bible preached about the coming of the Messiah. Therefore, people should spend their leisure time preaching in order to grow their spiritual life.

(ii)   Christianity advocates for visiting friends during leisure time. Jesus visited Mary and Martha and their brother Lazarus. People in my community should visit friends during their leisure time which promotes friendship.

(iii)   Christianity calls for prayer during leisure time. Moses prayed to God to forgive the people after making the golden calf. Therefore Christians should pray for forgiveness during their leisure time to renew their relationship with God.

(iv)   Christianity advocates for charity. Dorcus gave to the poor and the needy. Christians therefore, should use their leisure time in making charity runs which will grant them blessings.

(v)   Christianity teaches about repentance during leisure time. Zacheus repented and promised to pay back all those he had cheated. Therefore Christians should repent during leisure to renew their spirits.

(vi)   Christianity advocates for attending social parties which are accepted in Christianity for example Jesus attended a weeding at Canaan and there He performed His first miracle of changing water into wine. Therefore, this creates togetherness among people.

(vii)   Christianity advocates for having constructive conversations with individuals for example Jesus had a conversation with a Samaritan woman during his leisure time. Christians should therefore hold constructive conversation which promotes togetherness. (12 scores)

Item 4

Mr. Kaima a committed worker at Kyeya secondary School – Bulogo, comes early and leaves late in the night from school. Due to her little salary, he resorted to getting some students to coach in order to earn more income to settle his financial challenges. He also resorted to taking alcohol during his free time so as to forget his challenges.

Task:

(a) **Using your Christian knowledge, how can you help people in such situation.**

    (i) Christianity calls upon people to pray in case of problems for example it is stated in the book of Luke that "if you ask you will be given ….. Luke 18:1 hence people in Kaima's situation should pray to God in order to over some such difficult situation.

    (ii) Christians should be involved in fasting in face of challenges for example Queen Esther prayed and fasted for the safety of the Israelites, Jesus too fasted for 40 days therefore people in Kaima's situations should fast as fasting will help them overcome such situations as God will intervene their salary will improve.

    (iii) Christianity calls for endurance e.g.

    (iv) Job endured the illness, loss of property and children, people in Kaima's situation should endure the difficulties they are going through as endures once will make them persevere difficult times and succeed.

    (v) Christianity calls upon people to be patient e.g. Job suffered from diseases, loss of property and children but remained patient hence people in Kaima's situation shoul work patiently believing that their salary will be raised one day by God.

    (vi) Christianity teaches people to be hopeful for example Abraham and Sarah stayed fo long without a child but remained hopeful that God will one day bless them with a child therefore, people in Kaima's situation should work and remain hopeful that God will bless them with more earnings. (24 scores)

Item 5

Task

(a) **As a Christian, how should such a situation be solved?**

Responses

    (i) Christianity calls for endurance e.g. Job endured all the difficulties e.g. the illness (dreaded skin), loss of property and children. The girl should therefore endure and this will help her stand firm and gain self-confidence.

    (ii) Christianity call upon people to pray in face of problems e.g. Hager prayed to God when she was chased from Abraham's home. The girl should therefore pray. Praying to God will help her to overcome the challenges.

    (iii) Christianity calls for forgiveness e.g. the prodigal son who returned home after spending all his wealth was forgiven by the father. The parents should therefore forgive the girl. Forgiving of the girl will lead to restoration of peace and the situation will be solved.

    (iv) Christianity calls for reconciliation e.g. the father reconciled with the prodigal son when he returned home after wasting all the wealth he had received from his father. The parents should therefore reconcile with their daughter. This will restore the broken relationship.

    (v) Christianity calls for respect of human body e.g. it is stated in the book of 1st Corinthians that "your body is God's temple" people should therefore respect other people bodies. This will help to solve the problem of rape.

    (vi) Christianity calls for active listening e.g. king Solomon listened to the two ladies who were claiming for ownership of the child. The parties / people in the scenario should therefore listen to the girl. Listening to the girl …… acquisition and also help h…

(vii) Christianity calls for compassion and empathy e.g. Jesus rescued the adulterous woman who was going to be stoned to death. The parties in the scenario should therefore be empathetic to one another. This will help the girl to be set free.

(viii) Christianity advocates for guidance and counseling in face of problems e.g. proverbs 1:5-7 encourages seeking for wisdom and guidance from God. The girl in the scenario should therefore seek for guidance from God and this will help the girl to be forgiven by the public. (24 scores)

ITEM 6

(i) The bible calls for reconciliation e.g. the father reconciled with a prodigal son who returned home after spending all the wealth that he had got from the father Nandi should therefore reconcile with the daughter so as to live in peace or this will help them to live in peace.

(ii) The bible calls for forgiveness e.g. Jesus forgave those who crucified him "father forgive them because they do not know what they are doing. Nandi should therefore forgive her daughter Apu. They will restore the last relationship which help the parties to live peacefully.

(iii) The bible teaches that there is time for everything e.g. it is stated in the book of ecclesiastes that there is time for making love ....' Apu should therefore wait for the right time of making love. This will help Nandi and her daughter to live peacefully.

(iv) The bible call for proper bringing up of children for example it is stated in the bible that parents bring up your children with Christian discipline / virtues. Nandi should help her daughter to grow up / live in accordance to the Christian discipline/ virtues and this will help them live in peace.

(v) The bible calls for self-control e.g. Paul in 1 Corinthians 10:1FF calls upon people to have self-control. Mr. Kazimingi should therefore have self-control and this will help them Nandi and the daughter to live in peace.

(vi) The bible calls upon parents to love their children e.g. it is stated in the bible text that God loves us and we should follow his examples by loving our children (John 3:1FF) Nandi should therefore love her daughter Apu. Loving Apu will result into peaceful living.

(vii) The bible calls upon people to pray in face of challenges e.g. Jesus prayed at most of Olives before he was arrested to be encouraged. Nandi and her daughter Apu should therefore pray to God. Praying to God will help them live peacefully.

(viii) The bible calls upon to fast in face of challenges e.g. Jesus fasted for 40 days and this helped him to overcome temptations. The parties in the scenario should therefore fast which will help them forgive one another and live peacefully.

(ix) The bible calls upon people to repent e.g. David repented after committing adultery with Bathsheba, Uriah's wife. The parties in the scenario should therefore repent. Repenting will help to restore peace / will help Nandi and her daughter to live peacefully. (24 scores)

END

PREPARED ASSESSMENT GUIDE

Item 1

Element of construct	Basis of Assessment	Expected response Challenge: Need to formalize a business	Scores	Total
Appreciate business start up	Legalization of a business	**Steps of Business registration.** 1) Searching for the business name by URSB 2) Reserving for the business name. 3) Filling business registration form 4) Paying business registration fees. 5) Filing with registration of business 6) Presenting a proof of registration fee payment. 7) Applying for TIN from URA. 8) Inspecting business premises. 9) Applying for PAYE 10) Applying and obtaining a trading license. 11) Registering with NSSF.	Challenge 01 Steps 05 Logical flow 01 Any first 4 steps	07
		<u>Requirements for registering a supermarket.</u> - Passport photos - Introduction letter from the LC1 - National identity card. - Registration fees/ charge. - Reserved business name. - Name of business director. - Approved license from NEMA - List of employees.	Any 4 x 1	04 scores
		<u>Benefits of formalizing a business.</u> - Enables the business to be legally recognized. - Enables the business to get public tenders. - Enables the business to attract more customers. - Enable the business to enjoy tax benefit eg tax holidays.	Any 4 and above benefits	

		- It enables the acquire it's own brand and trade mark.
		- Enables the business easily comply with social security regulation eg payment NSSF.
		- Enable the business to get financial assistance from banks, government, NGO'S etc.
		
		Item 1 (B)
		Challenge: Need for the document to enable her remain focused.
		    - Business name.
		    - Address and contacts
		    - Title action plan.
			4 scores	04 scores.

ACTION PLAN

Business name
Address and contacts.

Time frame	Activities	Resources needed	Person in charge	indicators of success	Remarks
	- Prelimary market servey. - Acquisition of land premises. - Installation of tool and equipment. - Recruiting of workers. - Registering the business. - Purchasing of stock. - Carrying out publicity. - Official opening and launching of business.	i.e money, labour, stationery	Name of a person title		Don't fill in.

Prepared by
Signature _____
Name _____
Title _____

Approved by
Signature _____
Name _____
Title _____

Item 2

Element of construct	Basis of Assessment	Expected response	Scores	Total
Item 2 (a)	Benefits of Diversification in production	– Minimizes risks / losses. – Increases sales and profits. – Increase proper utilization of resources. – Meet various customers needs provision of a variety. – Creates more employment opportunities. – Increased government revenue. – Enables the business to compete favourably. – Promotes innovation and creativity. – Promotes good business image and reputation. – Promotes dependence reduction.	Any 5 benefits	05
Item 2 b		Challenge: Need to purchase a new vechicle.	01	
		Factors considered when purchasing a new vechicle. - The cost price of a new vehicle. - The ease to repair. - The ease to use vechicle. - Availability spare part for the vechicle. - The durability of the vehicle. - The quality of the vehicle.\the consumption capacity of the vehicle in term of fuel. - The loading capacity of the vehicle. - The terms of payment for the vehicle. - The source of the vehicle / origin. - The guarantee on the vehicle by the supplier. - The flexibility of the vehicle. - The reliability of the vehicle.	Stating 01 Explaining 01 3 x 2 = 06	07

(a)	Factors to consider while selecting raw-materials.	Challenge: need to select purchase more raw materials - Cost of raw- materials - Quality of raw- materials - Tax charged on raw – material. - Amount of water from the raw materials. - Risks of demage of raw materials. - Reliability of the supplier. - Quantity need per production cycle. - The terms and conditions of payment for the raw material - Head time of the supplier.	01 Any 3 mentioned	04	
(b)	Other examples of advertising media.	Challenge: Need to practice other methods of advertising. - Using televisions. - Radios. - Banners. - Fliers. - Business cards. - Posters. - Newspaper. - Bill boards. - Internet. - Neon signs.	01 Any 3	= 04 Total = 20 scores.	

Item 3

Element of construct	Basis of Assessment	Expected responses	Score	Total
	Implication of tax compliance issues.	Disadvantages of non – tax compliance. - Leads to bad business and corporate image. - Leads to increase in business operation costs. - May not easily get government contracts.		

CamScanner

		- Time wasting as a business may not be traced for tax easily. - It results into court cases and un necessary penalities and fine. - It leads to high cost creates un necessary pressure on the tax payer. - Leads to loss of confiscated property as a result of un paid taxes. - Permanent closure of business.	Any 6 x 1 Scores	06 scores.

How to manage the tax compliance issues?
- Paying taxes in time.
- Keeping accurate business records.
- Ensuring proper and accurate tax files on returns.
- Declaring correct information about the items to be taxed.
- Registering the business for taxation.

04 x 1

04 scores.

b)

Un ethical behaviors.
- To customer.
- Should be honest.
- Should be courteous.
- Should be genuine
- Should be responsible.

To employees.
- Should give fair pay.
- Should respect for others.
- Should ensure job security.
- Should be polite.
- Should provide clear and fair terms of employment.

Any 5
5 x 1

5 scores

To the government.
- Should observe and settle taxes.
- Should meet the products standards.
- Should a bide to laws.
- Should comply with occupational and hygienic environment.

Risks in the business solution to risks.		
- Employing security guards.		
- Ensuring good quality production.		
- Installing CCTV cameras.		
- Taking insurance policies.	Any 5	
- Selling fire extinguishers.	x 1	
- Frequent machinery repair.		
- Ensuring proper record keeping.		05
- Employing skilled workers.		scores
		Total
		= 20
		scores.

Item 4

Error identified recording balances on the wrong sides of the trial balance.   01

KISAKYE POULTRY FARMS
TRIAL BALANCE
AS AT 31ST DECEMBER – 2023

Details	Debit Shs	Credit Shs.
Debtors	2,000,000	
Creditors		6,500,000
Land	5,000,000	
Machinery	4,000,000	
Fixtures and fittings	3,000,000	
Equipment	1,500,000	
Purchases	2,500,000	
Returns from customers	5,000,000	
Returns to supplies		600,000
Discount allowed	2,000,000	
Discount Received		1,000,000
Stock at start	1,500,000	
Cash at hand	600,000	
Cash at Bank	3,400,000	
Rent income		400,000
Sales		9,000,000
General expenses	3,000,000	
Capital		16,000,000
	33,500,000	33,500,000
Closing stock	= Shs. 3,000,000	

4. (b)

NB: 50% penalty without units.
Any 16 x ½ = 08 scores
Total scores = 10 scores.

KISAKYE POULTRY FARM
INCOME STATEMENT
FOR YEAR ENDED

	SHS	SHS	SHS
Sales			9,000,000
Less sales returns			500,000
Net sales			4,000,000
Less cost of sales			
Opening stock		1,500,000	
Add **Net purchases**			
Purchase	2,500,000		
Less purchases	600,000		
Net purchase		1,900,000	
Cost of goods available for sale		3,400,000	
Less closing stock		3,000,000	
Cost of sales			400,000
Gross profit			3,600,000
Add other incomes			100,000
Discount allowed			400,000
Rent income			
Gross income			5000,000
Less operating expenses			
Discount allowed		2,000,000	
General expense		3,000,000	
Net profit.			5,000,000

T- format

KISAKYE POULTRY FARM
TRADING, LOSS AND PROFIT ACCOUNT.
FOR THE YEAR ENDED AT 31ST DECEMBER 2023.

Dr Particular	Shs	Shs	Particular	Shs	Cr Shs
Opening stock		1,500,000	sales	9,000,000	
Purchases	2,500,000		Less return returns	5,000,000	
Less returns to suppliers	600,000		Net sales		4,000,000
Net purchase		1,900,000			
Goods available for sale		3,400,000			
Less closing stock		3,000,000			
Cost of sales		400,000			
Gross profit c/d		4000,000			
			Gross profit b/d	4,000,000	
				3,600,000	
Operating expenses			Add incomes		
Discount allowed	2,000,000		Discount received	1,000,000	
General expenses	3,000,000		Rent received	400,000	
Total operating expense		5,000,000	Gross income	5,000,000	
		Ø		Ø	

Tittle = 01
Any 18 x ½ = 09
Total score = 10 scores

Item 5
N.B= title 01 score
Any 18 x ½ = 9 scores
Total scores = 10

NNALONGO RESTAURANT
TRIAL BALANCE
AS AT BALANCE

Details	Debit (shs)	Credit (shs)
Stock 01/01 2023	1,250,000	
Purchases	700,000	
Returns in wards	750,000	
Returns outwards		45000
Sales		13,000,000
Transport	95000	
Premises	6,000,000	
Tools and Equipment	3500,000	
Creditors		1,075,000
Debtors	1,500,000	
Drawings	150,000	
Table	625,000	
Salaries and wages	875,000	
Discount allowed	187,500	
Commission received		
Electricity Bill		112,500
Bank at hand	140,000	
Bank overdraft	60,000	
Airtime expenses		465,000
Interest received	180,000	
Capital		582,500
Interest on loan		7,875,000
	7,142,500	
	23,155,000	23,155,000

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5. (b)

NALONGO RESTAURANT
INCOME STATEMENT
FOR THE YEAR ENDED 31ST DECEMBER 2023

Details	shs	shs	shs
Sales			13,000,000
Less sales returns			750,000
Net sales			12,250,000
Less COST OF SALES			
Opening stock		1,250,000	
Add net purchases			
purchases	700,000		
Less purchase returns	45000		
Net sales		655,000	
Cost of goods available for sale		1,905,000	
Less closing stock		1,500,000	
Cost of sales			405,000
Gross profit			11,845,000
Add other incomes			
Commission received		112,500	
Interest received		582,500	
Gross income			695,000
Less Operating expenses			
Transport		95,000	
Sales and wages		875,000	
Discount allowed		187,500	
Electricity bill		140,000	
Airtime		180,000	
Interest on loan		7,142,500	
Total operating expense			862,0000
Net profit.			3920,000

Title = 01 score
Any 18 x ½ =9 scores
Total 10 scores.

Dr				Cr	
Particular	Shs	Shs	Particular	Shs	Shs
Opening stock		1,250,000	sales		13,000,000
Purchases	700,000		Less return from customers		750,000
Less return to suppliers	45,000				12,250,000
Net purchase		655,000			
Goods available for sale		1905,000			
Less closing stock		15,00,000			
Cost of sales		405,000			
Gross profit c/d		12,250,000			12,250,000
					11,845,000
Operating expenses			Add incomes		
Transport	95,000		Commission received	112,500	
Salaries and wages	875,000				
Discount allowed	1887500		Interest received	582,500	
Electricity bills	140,000				695,000
Airtime expense	180,000		Gross income		12,540,000
Interest loan	7,142,500				
Total expenses.		8,620,000			
		3,920,000			
		12540,000			12,540,000
			Net profit b/d		3,920,000

Title = 01 score
Any 18 x ½ = 9 scores
Total = 10 scores

20 scores

END

WAKISSHA JOINT MOCK EXAMINATIONS
SCORING GUIDE
Uganda Certificate of Education
Kiswahill 336/1
Insha Na Ufupisho
July/August 2024

SEHEMU A   Utuzaji wa Insha (Uzito ni alama =30)

Swali	Kipeng ele cha umilisi	Misingi ya ukadiriaji	Vigezo vya mafanikio		
			ufafanuzi	**Vigezo vya tathmini & Utuzaji:**	
Swali .1	Kutunga mawazo yanayotiri rika kimantiki katika Kiswahili sanifu	**Mtahiniwa aandike insha ya kiuamilifu ;** · Hotuba · Ripoti · Tahariri · Tangazo · Onyo **Anaweza kuandika insha ya kiubunifu ya;** · Maelezo -	*UJUMBE Kuhusiana na utatuzi wa changamoto ya uharibifu wa mazingira;* - Usuli wa changamoto hii - Njia za kutatua / kuokoa mazingira; - Kufuata sheria za nchi kuhusu mazingira. - Kuadhibu watu wanaoharibu mazingira - Kupanda miti. - Kuunda vyama vinavyotetea mazingira. - Kujenga kwa mpango. - Kulinda viumbe hai - Kuhifadhi / kulinda maliasili iliyopo kama vile; milima, misitu, vinamasi, mito, maziwa, chemichemi, mabwawa, visima, bahari n.k.. - Hitimisho (jina & Cheo)	1. **Umbo: 4.3.2.1.0** - Kichwa / anwani - Utangulizi - Kiini /mwili - Hitimisho 2. **Ujumbe: 3.2.1.0** - Hoja 5 na zaidi - Hoja 3-4 - Hoja 1-2 - Bila hoja/ujumbe usiofaa 3. **Sarufi:** · **Tahajia** - Makosa zaidi ya 10 - Makosa kati ya 7-9 - Makosa kati ya 4-6 - Makosa chini ya 3 · **Msamiati** - Msamiati ufaao zaidi ya 10 - Msamiati kati ya 7-9 - Msamiati kati ya 4-6 - Msamiati chini ya 3 · **Nyakati/ njeo** - Makosa zaidi ya 10 - Makosa kati ya 7 - 9 - Makosa kati ya 4 -6 - Makosa chini ya 3	01 01 01 01 03 02 01 00 00 01 02 03 03 02 01 00 00 01 02 03
Swali .2	Kutunga mawazo yanayotiri rika kimantiki katika Kiswahili sanifu	- **Mtahiniwa aandike insha ya kiuamilifu kuwasilisha yaliyotokea;** · Barua ya kirafiki · Barua rasmi · Barua pepe · Mazungumzo	*UJUMBE Kuhusiana na kumwaarifu mzazi kuhusu Mkutano maalum wa wazazi wa watahiniwa wa kidato cha nne;* - Salamu mwafaka - Tarehe ya siku ya mkutano.	· **Sintaksia** - Makosa zaidi ya 10 - Makosa kati ya 7 -9 - Makosa kati ya 4 -6 - Makosa chini ya 3	00 01 02 03 00 01 02 03

		·Taharri	- Saa za mkutano	· Uakifishaji	
		·Tangazo Mazungumzo ya upigaji simu N.k...	- Mahali pa mkutano huo kufanyika	-Makosa zaidi mara 10	00
			- Dhima ya mkutano	- Makosa chini ya 9	01
			- Wito kwa mzazi.		
wali	Kufaha mu na kufasili matini kwa Kiswah ili.	- **Ufupisho** wa ujumbe mwafaka.	**Azingatie Ujumbe** unaohusiana na **'Utunzaji bora wa mwili';** - Kunawa mikono kwa kutumia maji na sabuni - Kupiga mswaki meno - Kuoga mwili kila siku - Kujipangusa uchafu chooni kwa kutumia shashi wala si vidole.	Ujumbe kamili ukiwa na hoja 4 na Zaidi.	03
				Ujumbe kamili ukiwa na hoja 2-3	02
				Ujumbe **ulioorodheshwa** tu au kamili ukiwa na hoja 1.	01
				Ujumbe ulio tofauti kabisa au usiokuweko	00

Insha   (Uzito =30)

Ufupisho (Uzito =10)

Jumla ni alama =40

END

WAKISSHA JOINT MOCK EXAMINATIONS
SCORING GUIDE
Uganda Certificate of Education
Kiswahili 336/2
Ufahamu & Fasihi
July/August 2024

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

Swali	Kipengele cha umilisi jumlishi	Misingi ya ukadiriaji	Vigezo vya mafanikio	
			Ufafanuzi juu ya maitikio	Ukadiriaji na Utuzaji;
Swali .1	Kusoma, kufahamu na kufasili matini ya kiswahili	Ufahamu Uwezo wa Kusoma, kufahamu na kutoa maitikio sahihi.	Aelezee maitikio yake; a) **Kiswahili kimepata maendeleo kama vile;** - Kuteuliwa kwa siku ya kswahili duniani na UNESCO - Kuwa miongoni mwa lugha rasmi za kiutendaji -AU - Kufanywa lugha rasmi ya jumuiya ya Afrika mashariki - SADAC pia kukifanya Kiswahili kuwa miongoni mwa lugha rasmi - Kuwa na wazungumzaji zaidi ya milioni 500. - N.k…	· Utambuzi: Hoja tatu sahihi 03 Hoja mbili sahihi 02 Hoja moja sahihi 01 Jibu lisilo sahihi 00
			b) **Apendekeze njia za kusaidia kiswahili kukua na kuendelea nchini Uganda;** ·Kufundishwa na kutahiniwa ·Kufumiwa mitaani ·Kuhamasisha wananchi juu ya umuhimu wa Kiswahili ·Serikali kwaajiri walimu wa Kiswahili. ·Kuwapatia walimu motisha ya mshahara wa kutosha ·Kuunda baraza la Kiswahili ·Kutekeleza mipango na mapendekezo juu ya Kiswahili nchini. Kutumiwa kwenye Radio na T.V ·N.k. ….	· **Matumizi:** Hoja tatu sahihi 03 Hoja mbili sahihi 02 Hoja moja sahihi 01 Hoja isiyo sahihi / bila hoja 00

katika shule za msingi

			c) Mtahiniwa atoe ushauri kwa wanafunzi wenzake wanaodharau Kiswahili kwa kuwaambia faida na hadhi ya Kiswahili duniani. Kama vile; ·Kiswahili ni lugha ya kimataifa. ·Kiswahili ni lugha ya kibiashara barani ·Ni kazi / ajira kwa walimu ·Kina wazungumzaji wengi - zaidi ya milioni 500 duniani ·Kiswahili ni lugha rasmi ya jumuiya ya Afrika mashariki n.k…	· Ushauri: Hoja tatu sahihi na zaidi Hoja mbili sahihi Hoja moja sahihi Hoja isiyo sahihi / bila hoja	03 02 01 00
			d) Mtahiniwa atoe mafunzo kama vile; - Kiswahili ni ajira kwa watu -Kiswahili ni lugha muhimu katika kuunganisha watu -Kiswahili ni chombo muhimu cha mawasiliano - Kiswahili ni kinaleta sherehe katika jamii. - Kiswahili kiwapa watu sifa. - Kiswahili kinaleta Maendeleo - Kiswahili ni kazi N.k……..	· Mafunzo: Hoja tatu sahihi na zaidi Hoja mbili sahihi Hoja moja sahihi Hoja isiyo sahihi / bila hoja --/12X20=….	03 02 01 00
Swali 2	Kuchambua na kuhakiki kazi za kifasihi	- Achambue kazi za kifasihi -Afanye uhakiki wa kazi za kifasi	ATOE MAITIKIO SAHIHI. a) Atambue athari za maneno katika dondoo kwa wahusika; - Maneno yanaleta mgogoro baina ya wahusika; - Yanasababisha cheche za kikabila / ukabira - Maneno yanaleta uchungu. Akida apata uchungu. - Maneno yanamlete hasira mjombake Tim - n.k….-	UCHAMBUZI & UHAKIKI; Hapa, Mtahiniwa angalu hoja mbili akizingatia; - Kutambua 01 - Mifano 01	02 02

				b) **Wasifu Mjombake Tim**;- - Ni mwenye ukabila - Ni mwenye dharau - Ni mpenda msomi - Ni mchokozi. - Ni mjombake Tim - Ni mwenye utani - Mwenye kiburi - Ni mwazi – hafichi siri - Ni muhusika	**Atoe hoja Tatu;** Kutambua /kutaja 01 Mfano 01	02 02 02
				c) **Maudhui katika dondoo:** - Maudhui ya migogoro -Maudhui ya uchungu - Maudhui ya upendo/urafiki -Maudhui ya ukabila -Maudhui ya chuki / uadui -Maudhui ya utamaduni -Maudhui ya uvumilivu nasubira	**Atoe hoja Tatu;** Kutambua 01 Mifano 01	02 02 02

				d) **Mbinu za lugha** dondooni;
				 - Nidaa
				 - Chuku
				 - Mdokezo .....
				 - Mbalagha....
				 - kuchanganya ndimi n.k.
					Atoe hoja tatu
					      Kutambua 01
					      Kueleza 01
					      Mifano 01
						03
						
						 03
						
						 03

				e) **Hisia katika dondoo;** - Hisia za hasira - Hisia za majuto. - Hisia za huruma - Hisia za chuki	**Atoe hoja Mbili;** - Kutambua 01 - Mfano 01 --/29X20=......	 02 02

Ufahamu (Uzito =20)
Fasihi   (Uzito =20)
Jumla ni alama =40

ITEM 1

Competences	Basis of assessment	Expected responses
T1 T2 T15 T16 T9 T10 T`1	Identifies the appropriate ICT tools. and Describes how the tool is used.	- Needs a computer / laptop with at least 500GB hard disk, 4 GB of RAM and score processor. This will be capable of handling the kind of work Yona does at a fast rate. - Digital camera with high resolution rate to increase the clearness hence the quality of photos of the clients. - Photo scanner – a better photo scanner that can give better output of clients photos. - Speedlight / strobe light / flashlights to provide the appropriate amount of the light required for the photos. - High quality printers; these devices convert soft copy into hardcopy. Digital coloured printers of high speed and correct color collaborations. - Tripods stands which should be strong enough to enable Yons take focused photos. - Storage devices – these are components used to hold or keep data for future reference. Yona take focused photos. - Camera lens. Yona will need quality lenses to help him have clear and focused images to be taken. - Photo editing software e.g. Adobe photoshop to improve on the output of the photos of clients. - Modem / Mifi Router / wireless router. This will enable Yona to improve on his services e.g. delivert of photos could be online. - Soft boxes - Customer feedback tools.
Maintenance and management		- Covering devices after use to avoid dust. - Regular cleanings to prevent accumulation of dust. - Hardware maintenance ie turning off devices after use and routine hardware checks. - Power management by use of e.g. UPS, stabilizers etc. - Software upgrade and routine hardware checks. - Power management by use of UPS, stabilizers. - Software upgrade and updates - User training - Data backup - Trouble shooting - Data security.

		- Use of ati virus software.
		- Use of firewall
		- Use of intrusion detection / s/w
		- Proper storage of ICT tools used in the studio.

ITEM 1: Competency (Basis of assessment) BOA

BOA 1	04	03	02	01	00
Identify (i) describe(d)	Identifies 5 or more. Describes 5 or more.	3 – 4 i 3 – 4 d	1 – 2 i 1 – 2 d	Identifies only	No response
BOA 2 Measures suggested. Measures described.	Suggests 5 or more measures (m). Describes 5 or more measures (md).	3 – 4 m 3 – 4 md	1 – 2 m 3 – 4 md	Suggests measures only	No response
BOA 3 - Introduction (int) - Conclusion (cn) - Format (F)		If a learner has all the three.	Has any of the two.	Has only one	None.

Note:
i – A learner identifies
d – A learner describes
m – Suggested measure
md – measure described
int – Introduction
Cn – conclusion
F – Format

ITEM 2

Competences	Basis of assessment BOA	Expected responses
T1 T12 T15	Challenges and Solutions	- Use of strong password to avoid unauthorized access to the computer devices. - Data backup and recovery. Data backup is storing of data on different storage media. This will help the school not to lose all work in case of total failure of the machine. - Anti-virus software; installation of the anti-virus, update it and scan the device regularly to remove viruses from the computer system. - Firewalls; could be hardware or software. This will solve the issue of intrusion into the system. - Stable power supply; use of uninterruptible power supply (UPS), stabilizers. The UPS regulates the voltage reaching the devices and this provides a reliable source.

		- Data encryption; Data can be lost in various ways like hacking etc. hence encrypting data is a security measure from theft.
		- Training of users on how to use the systems to minimize errors in data entry.
		- Use of intrusion detection system
		- Hardware upgrade.
		- Regular software updates and upgrades.
		- Network optimization
		- Data validation.
	Approaches that can be taken to ensure proper e-waste management and how they can be applied.	- Sensitization of the school community / students on the right means of handling e – waste since e- waste can cause health issues like skin disorders etc. - Repair; the lab attendant may first try to repair or take the component for repair to extract off component for repair to extract off the information. - Donation; the out of use computers and other components to ICT repair shops. - The school administration may sell off the hardware components that are no longer in use. - Reuse; the school administration or components or teachers can reuse some of these components e.g. by crafting them onto display boards for demonstration. - Refurbish; the school administration can take the computers to technicians for refurbishing. - Monitoring the life span of hardware. - Secure storage * Relevant conclusion * Format

ITEM 2: Competency (Basis of Assessment) BOA

	05	04	03	02	001	00
BOA 1		6 or more management measures. 6 or more management measure description.	4 – 5mm 4 – 5mmd	2 – 3 mm 2 – 3md	Only gives management measures.	No response
BOA 2	6 or more measures. 6 or more management measure description.	4 – 5mm 4 – 5mmd	3mm 3mmd	2mm 2mmd	Only one measure.	None

	05	04	03	02	01	00
BOA 3			If a learner has all the three i.e. (int, Cn and F)	Has any of the two.	Has only one.	None

TOTAL = 12

ITEM 3: Competency (Basis of Assessment) BOA.

	05	04	03	02	01	00
BOA 1		6 or more management measures. 6 or more measures described.	4 – 5m 4 – 5md	2 – 3m 2 – 3md	Only identifies measures	No response
BOA 2	6 or more measures. 6 or more management measure described.	4 – 5mm 4 – 5mmd	3mm 3mmd	2mm 2mmd	Only measures identified	None
BOA 3			If a learner has all the three i.e. (Int, Cn and F)	Has any of the two.	Has only one.	None

Note: Item 2 and 3 codes.
mm – management measure
mmd – management measure described
int – Introduction
Cn – Conclusion
F – Format

ITEM 3

Competences	Basis of assessment	Expected responses

T1
T14
T15
T16
	Identifies challenges while using a variety of security techniques and measures involved.	- Aging of hardware; This leads to malnutrition of the computer.
		  Mitigation: Replacing components after a specific period of time.
		- Unstable Power Supply Mitigation: Implementing power management plans like connecting a stabilizer, UPS etc.
		- Poor aeration that leads to overheating.
		  Mitigation: Installation of cooling systems like fans, ACs etc.
		- Malware attacks like computer viruses which copy themselves and corrupt the system.
		  Mitigation: Install an anti-virus, regularly update of and scan to detect and delete viruses.
		- Exposure to dust.
		  Mitigation: Covering computers after use and also blowing dust out using dust blowers. Dust can also be removed using dust purging / vacuum cleaners.
		- Power surges / Power fluctuations.
		- Destruction from vectors.
		- Poor operation / user error: sensitize users or train them.
		- Electromagnetic interference.
		- Manufacturing defects.
		- Corrosion (exposure to moisture and chemicals.)

	Managing hardware that is no longer in use.	- Improper e-waste disposal leads to data breaches. The lab attendant may repair or take the computer for repair to extract off information.
		- Health risks; improper handling of e-waste can cause health issues such as skin disorders etc. to people who pick. Therefore sensitize the school community on right means of handling e-waste.
		- Donate the out of use computer and other components to ICT repair shops.
		- School administration may sell off or donate the hardware components that are in use.
		- Re-use; the school administration or teachers can reuse some of these onto display boards.
		- Refurbishing
		- Monitoring the life span of hardware.
		- Secure storage
		   * Relevant conclusion
		   * Format

ITEM 4

Competences	Basis of assessment	Expected responses
T3(a) T7(a, b) T11 (a)	Procedures followed to apply online.	**Procedure 1: Converting academic documents from hard copy to soft copy.** Tools: Scanner, Scanning applications like Cam scanner (cs), smartphone, digital camera, personal computer with scanning software. Description: - Place the document into the scanner. - Open the scanning software on the computer. - Locate and click on the scan button to scan. Option 2 (Using a camera) - Open the Cam scanner app on a smartphone. - Locate and tap on the camera icon to scan the document. Note: Allow the use of a plain phone camera and converting document into a soft copy. **Procedure 2: Creating a CV and application letter.** Tools: Computer with appropriate software like / Word processing soft wares and DTP. Description: Open the appropriate software. Type set the document Save on known storage Location like desktop, external storage with a clear file name. **Procedure 3: Converting all documents into a single pdf file.** Tools: Computer with appropriate software, smartphone with appropriate software like Cam scanner (cs). Description: Locate the saved files with appropriate software. Combine the files into one single file and save on a storage medium. **Procedure 4: Establishing Internet connection;** Tools: Computer / smartphone, Sim card with data bundle, Mifi., Router, modem. Description: 1. With a computer. - Power on the internet serving device such as MiFi or router. - Locate the internet access icon on the desktop.

		- Click on it to access and activate the internet connection. 2. With a smartphone. - Locate the setting icon. - Tap into connections. - Activate Wi-Fi or data connection. Procedure 5: Creating an email account. Tools: Computer / smartphone, web browsing software like Microsoft edge, Firefox Description: - Locate the web browsing software on a PC. - In the address bar, type "gmail sign in". - Follow the prompts to feed in all the required data. Procedure 6: Compose an email Tools: emailing software, website. Description: Log into your email account. Locate and click on the compose icon. Enter the recipient's address. Enter the subject. Procedure 7: Attaching documents. Tools: emailing software. Description: Click on the attach icon. Locate the file from the storage. Open to attach the files to the email. Procedure 8: Send / submit Tool: Emailing software Description: Locate and click on the send / submit button.

ITEM 5

Competences	Basis of Assessment	Expected responses
T3 (a) T7 (a, b)	Steps/ Processes / procedures followed to apply online.	Step 1: Establishing an internet connection. Tools: Smart phone / Pc / laptop. Application: - Go to settings – Wi-Fi (or mobile data). - Toggle WiFi (or mobile data) ON. - Select a nearby wifi network and enter the password. - Wait for the connection to establish. - Once connected, open a web browser or app to access the internet.

		Step 2: Accessing the e-mail account. Tools: - Smart phone with an email application e.g. gmail, yahoo mail etc. - Email account created by the friend. - Web browser. Application: - Open the email application on the smart phone. - Tap on add account or log in and enter the email address and password created by the friend. - OR, on the desktop computer or Pc, open the web browser and enter the domain name of the email service provider e.g. gmail. com and enter the user name and password. Step 3: Composing the email. Tools: - Smartphone with an email application. - Email account - Web browser Application: - Tap on compose or new e-mail button. - Enter the email address provided by James in the "To" field. - Write a clear and concise subject line e.g. JOB APPLICATION FOR [Position]. - In the email body, write a brief introduction, , mentioning Jame's referral and your interest in the job. Step 4: Attaching documents. Tools: Documents stored on the smart phone. Application: - Tap the attach file "or paper clip" icon. - Select the documents stored on the smartphone. (Academic documents and application letter). - Attach all the required documents. Step 5: Sending the email. Tools: Smartphone with email application. Application: - Review the email for accuracy and completeness. - Tap the send button.

		Step 6: Confirm email sent. Application: - After sending, you should see a confirmation message saying that your e-mail has been sent. - You can also check your "sent" folder to ensure the email was successfully sent.

Score guide.

BOA 1	Description of procedure with tools (Pt.)	04	03	02	01	00
		6 or more with relevant tools.	4 – 5 With relevant tools.	2 – 3 With relevant tools.	1 With relevant tools.	No response
BOA 2	Logical flow (Lf.)			Complete logical flow. (Cf.)	Partial logical flow (Pt.)	No flow
BOA 3	Introduction (int) Conclusion (Cn)			Intro and Conc	Any of the two	None

A1	04	
A2	02	
A3	02	
A3	08	

END

BASIS OF ASSESSMENT FOR THE ITEM:

BASES	INDICATIONS	BANDS AND SCORES BASED ON ANALYTICAL RUBRIC			
		0	1	2	3
Planning preliminary (steps/ sketches)	Brief supporting notes and or sketches about the concept(s) in the scenario	Does not provide sketches/plans, and supporting notes.	Learner provides only plans/ sketches with no supporting notes.	Learner provides plans/ sketches with supporting brief notes	Demonstrates personal styles/ technique, with
Execution/ Manipulation	- personal style technique - Demonstrates correct use of technology. - Effective use of materials and tools.	Does not show correct use of techniques	Demonstrates personal style/ technique with minimal the of materials and tools	Demonstrates personal style/ technique with moderate use of materials and tools.	Demonstrates personal styles/ technique, excellent use of technology, material and tools.
Elements	Space line, shape, form, colour, texture, tone	No effective use of materials/tools	Shows no proper use of elements	Demonstrates minimal use of elements i.e. 1-2 elements.	Demonstrates moderate use of elements. i.e. 3-4 elements	Demonstrates effective use of elements i.e 5 and more elements.
Principles	Balance, rhythm, unity, variety, proportion, contrast, pattern, movement harmony.	Shows no proper use of principles.	Demonstrate minimal use of principles i.e 1-2 principles	Demonstrates moderate use of principles i.e 3-4 principles.	Demonstrates effective use of principles i.e 5 and more principles.
Product/ out put	- Finishing - Precision/accuracy - Neatness Appropriateness of the fishing technique.	No finishing seen	Demonstrates minimal finishing by way of neatness/ precision/ accuracy.	Demonstrates moderate finishing by way of neatness/ precision accuracy.	Demonstrates excellent finishing by way of neatness/ precision accuracy and personal style of working.

CamScanner

SCORING CRITERIA AND SCORES

	Notes and Sketches (3scs)	Sketches only (2scs)	Does one of the two (1scs)	No sketch no plan (0sc)
Planning (Preliminary sketches/notes				
Execution/manipulation	Excellent in Styles, techni, techno (3scs)	Moderate, style & techno (2scs)	Mini of mat & tools (1scs)	Fails (0 scs)
Elements of Art	Effective use of 5 elements (3scs)	Moderate use at least 4 el'nt (2scs)	Mini use of el'nt like 2 (1scs)	Fails to use (0scs)
Principle of Art	Effective use of 5 princ. (3scs)	Mod. Use of 4 princ.	Mini use of 1-2 princ. (1sc)	No princ (0 scs)
Products/output	Exc fin, neat precision, (3scs)	Good finish (2scs)	Fair finishing (1sc)	Poor finish (0 sc)

END

1	0.1	19	1.2	38	2.4
2	0.1	20	1.3	39	2.4
3	0.2	21	1.3	40	2.5
4	0.3	22	1.4	41	2.6
5	0.3	23	1.4	42	2.6
6	0.4	24	1.5	43	2.7
7	0.4	25	1.6	44	2.8
8	0.5	26	1.6	45	2.8
9	0.6	27	1.7	46	2.9
10	0.6	28	1.8	47	2.9
11	0.7	29	1.8	48	3
12	0.8	30	1.9		
13	0.8	31	1.9		
14	0.9	32	2		
15	0.9	33	2.1		
16	1	34	2.1		
17	1.1	35	2.2		
18	1.1	36	2.3		
		37	2.3		