



UNEB PLE 2025 PAPERS WITH ANSWERS

All subjects: Mathematics, Science, English, Social Studies & Religious Education



UGANDA NATIONAL EXAMINATIONS BOARD

PRIMARY LEAVING EXAMINATION

2025

MATHEMATICS

Total mark scored	100%
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Time Allowed: 2 hours 30 minutes

Random No.					Personal No.		

Candidate's Name:

Candidate's Signature.

District ID No:

Read the following instructions carefully:

1. Do not write your **school** or **district name** anywhere on this paper.
2. This paper has **two** sections: **A** and **B**. Section **A** has **20** questions and section **B** has **12** questions. The paper has **15 printed** pages.
3. Answer **all** the questions. **All** working for both sections **A** and **B** must be shown in the spaces provided.
4. **All** working **must** be done using a **blue** or **black** ball point pen or ink. Any work done in pencil other than graphs and diagrams will **not** be marked.
5. **No calculators** are allowed in the examination room.
6. Unnecessary **changes** in your work and handwriting that cannot be easily read may lead to **loss of marks**.
7. Do not fill anything in the table indicated **"FOR EXAMINERS USE ONLY"** and the boxes inside the question paper.

FOR EXAMINERS' USE ONLY		
QN. NO.	MARKS	EXR'S NO.
1 – 5	10	
6 – 10	10	
11 – 15	10	
16 – 20	10	
21 – 22	10	
23 – 24	08	
25 – 26	10	
27 – 28	11	
29 – 30	10	
31 – 32	11	
TOTAL	100	



SECTION A: 40 MARKS

Answer **all** the questions in this section.
Questions **1** to **20** carry **two** marks each.

1. Write 5,326 in words.

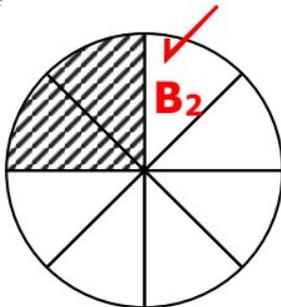
Thousands	Units
5	3 2 6

Five thousand, three hundred twenty-six. ✓ B₂

2. Use the symbol =, < or > to complete the statement:

$$-3 \dots\dots < \dots\dots +3 \quad \checkmark \text{ B}_2$$

3. Shade $\frac{1}{4}$ of the diagram below.



$$\frac{1}{4} \times \frac{2}{1} \text{ parts}$$

$$1 \times 2 \text{ parts}$$

2 parts ✓

Note:

Shading must be done using a pencil.

4. Convert 1,560 grammes to kilogrammes.

1,000 grammes = 1 kilogramme

1,560 grammes = $\left(\frac{1560}{1000}\right)$ kilogrammes ✓ B₁

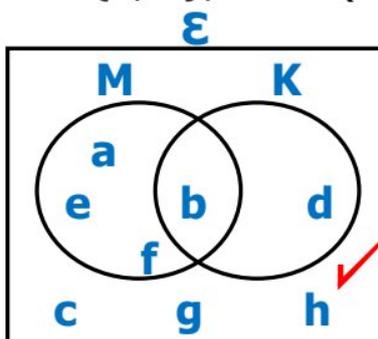
1,560 grammes = 1.56 kilograms ✓ B₁

Accept:

$$\frac{156 \div 4}{100 \div 4} \quad \checkmark$$

$$\frac{39}{25} = \underline{1 \frac{14}{25}} \text{ kg} \quad \checkmark$$

5. Given that $\mathcal{E} = \{a, b, c, d, e, f, g, h\}$, $M = \{a, b, e, f\}$ and $K = \{b, d\}$, find $n(M \cup K)'$.



$$(M \cup K)' = \{c, g, h\} \quad \checkmark \text{ B}_1$$

$$n(M \cup K)' = \underline{3} \quad \checkmark \text{ B}_1$$

Accept:

$$\mathcal{E} = \{a, b, c, d, e, f, g, h\} \quad \checkmark$$

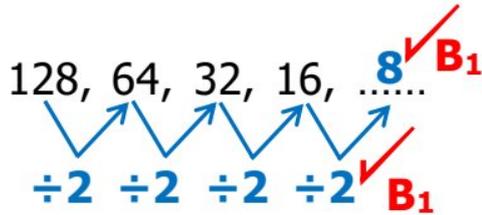
$$M \cup K = \{a, b, d, e, f\} \quad \checkmark$$

$$(M \cup K)' = \{c, g, h\} \quad \checkmark \text{ B}_1$$

$$n(M \cup K)' = \underline{3} \quad \checkmark \text{ B}_1$$

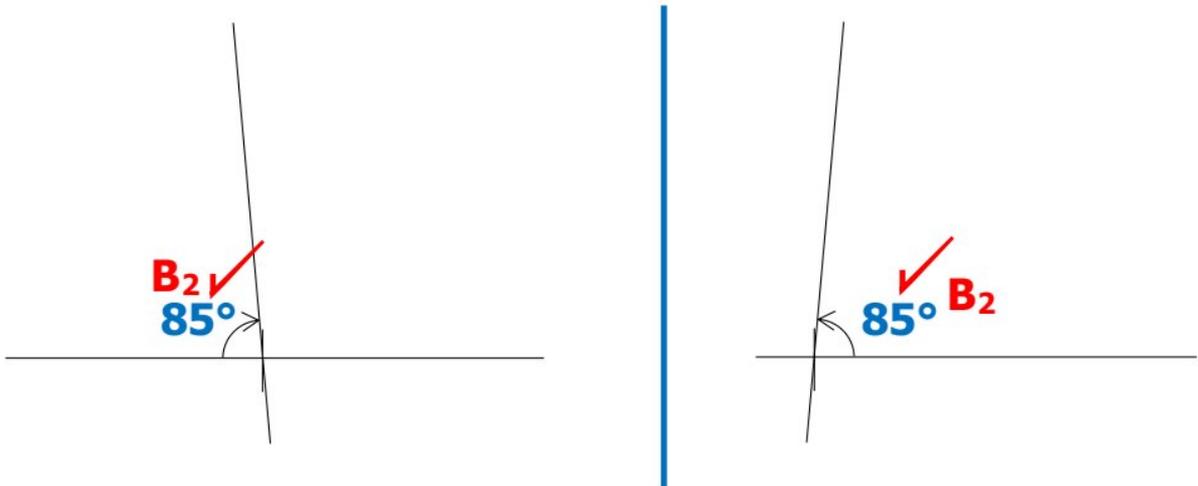
10

6. Find the next number in the sequence:



$16 \div 2 = \underline{8}$ ✓

7. Using a protractor, draw an angle of 85° in the space below.



8. Round off 37,594 to the nearest thousands.

T/Th	Th	H	T	O
3	7	5	9	4

$37000 + 594$

37000

$+ 1000$ B_2

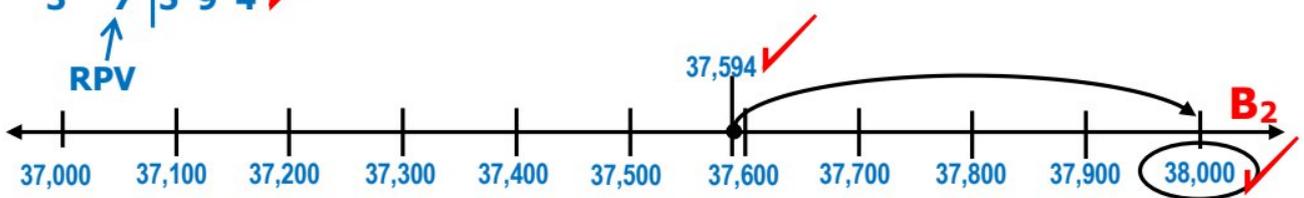
38000 ✓

$\therefore 37,594 \approx 38,000$ ✓

Accept

T/Th	Th	H	T	O
3	7	5	9	4

RPV



9. There were 6,625 people who attended a football match. Out of this number, 5,879 were adults and the rest children. Calculate the number of children who attended the football match.

$5 \ 15 \ 11 \ 15$ ✓

$6,625$ people

$-5,879$ adults ✓

746 children B_2

10. Work out: $(25 \times 26) + (24 \times 25)$.

$(26 + 24) \times 25 \checkmark B_1$ 50×25 $\begin{array}{r} 50 \\ \times 25 \\ \hline 250 \\ + 100 \\ \hline 1250 \checkmark B_1 \end{array}$	<p><u>Accept:</u></p> $(26 \times 25) + (24 \times 25)$ <table style="display: inline-table; border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;"> <tr><td style="text-align: center;">13</td><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">26</td><td style="text-align: center;">24</td></tr> <tr><td style="text-align: center;">$\times 25$</td><td style="text-align: center;">$\times 25$</td></tr> <tr><td style="text-align: center;">$\hline 130$</td><td style="text-align: center;">$\hline 120$</td></tr> <tr><td style="text-align: center;">$+ 52 \checkmark$</td><td style="text-align: center;">$+ 48 \checkmark B_1$</td></tr> <tr><td style="text-align: center;">$\hline 650$</td><td style="text-align: center;">$\hline 600 \checkmark$</td></tr> </table>	13	2	26	24	$\times 25$	$\times 25$	$\hline 130$	$\hline 120$	$+ 52 \checkmark$	$+ 48 \checkmark B_1$	$\hline 650$	$\hline 600 \checkmark$	$\begin{array}{r} 650 \\ + 600 \\ \hline 1250 \checkmark B_1 \end{array}$
13	2													
26	24													
$\times 25$	$\times 25$													
$\hline 130$	$\hline 120$													
$+ 52 \checkmark$	$+ 48 \checkmark B_1$													
$\hline 650$	$\hline 600 \checkmark$													

10

11. Given that $a = \frac{1}{2}$ and $b = 12$, find the value of $8a + ab$.

$$(8 \times a) + (a \times b)$$

$$\left(8 \times \frac{1}{2} \right) + \left(\frac{1}{2} \times 12 \right) \checkmark B_1$$

$$4 + 6$$

$$\underline{10} \checkmark B_1$$

12. Atim took 200 oranges to sell in a market. She sold every 4 oranges for sh 1,500. Find the amount of money she got from selling all the oranges.

$\frac{50}{4} \times \text{sh } 1,500 \checkmark B_1$ $\underline{\text{sh } 75,000} \checkmark B_1$	$\begin{array}{r} 2 \\ \text{sh } 1,500 \\ \times 50 \\ \hline 0000 \\ + 7500 \\ \hline \text{sh } 75000 \checkmark \end{array}$	<p><u>Accept</u></p> $\frac{375}{4} \times 200 \checkmark B_1$ $\underline{\text{sh } 75,000} \checkmark B_1$	$\begin{array}{r} 11 \\ \text{sh } 375 \\ \times 2 \\ \hline \text{sh } 750 \checkmark \end{array}$
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13. Find the median of the following numbers; 6, 13, 7, 11, 15, 9.

$6, 7, 9, 11, 13, 15 \checkmark B_1$ $\begin{array}{c} \text{---} \\ \quad \quad \\ \text{---} \\ 9 + 11 \\ \hline 20 \\ \hline 2 \\ \hline 10 \checkmark B_1 \end{array}$	<p><u>Accept</u></p> $15, 13, 11, 9, 7, 8 \checkmark B_1$ $\begin{array}{c} \text{---} \\ \quad \quad \\ \text{---} \\ (11 + 9) \div 2 \\ \hline 20 \div 2 \\ \hline 10 \checkmark B_1 \end{array}$
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14. Peter is twice as old as Abdul. The sum of their ages is 72 years. Find the age of Abdul.

Let Abdul's age be k.

Abdul	Peter	Sum
k	2k	72

$$k + 2k = 72 \quad \checkmark M_1$$

$$3k = 72$$

$$\begin{array}{r} 1 \quad 24 \\ 3k = 72 \\ 3 \quad 3 \\ 1 \quad 1 \end{array}$$

$$k = 24 \quad \checkmark A_1$$

∴ Abdul is 24 years old.

15. A man borrowed sh 2,000,000 from a bank. After 2 years, he paid an interest of sh 720,000. Calculate the interest rate per year.

$$P \times R \times T = SI$$

$$sh\ 2,000,000 \times \frac{R}{100} \times 2 = sh\ 720,000 \quad \checkmark M_1$$

$$sh\ 40,000 \times R = sh\ 720,000$$

$$\frac{sh\ 40,000 \times R}{sh\ 40,000} = \frac{sh\ 720,000}{sh\ 40,000}$$

$$R = 18\% \quad \checkmark A_1$$

Accept

$$R = \frac{SI \times 100}{P \times T}$$

$$R = \frac{sh\ 720,000 \times 100}{sh\ 2,000,000 \times 2} \quad \checkmark M_1$$

$$R = 18\% \quad \checkmark A_1$$

10

16. Annet visited her aunt in March, 2025. She will visit her again after 16 months. Find the month and the year Annet will visit her aunt.

Year	J	F	M	A	M	J	J	A	S	O	N	D
2025			V	1	2	3	4	5	6	7	8	9
2026	10	11	12	13	14	15	16					

Accept

$$3 + 16 = _ \pmod{12} \quad \checkmark M_1$$

$$19 \div 12 = 1 \text{ r } 7$$

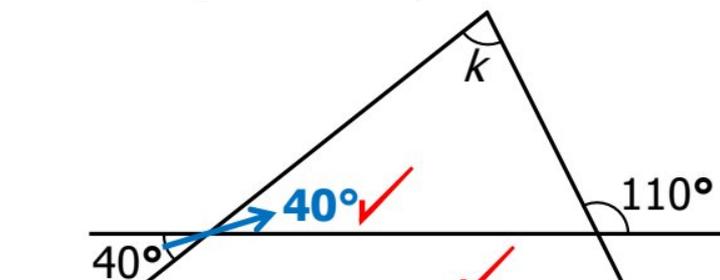
$$\pmod{12}$$

7 rep July

Annet will visit her aunt in July, 2026.

Accept

17. In the diagram below, find the value of k.



$$k + 40^\circ = 110^\circ \quad \checkmark B_1$$

$$k + 40^\circ - 40^\circ = 110^\circ - 40^\circ$$

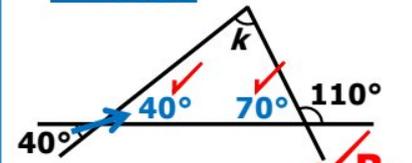
$$k = 70^\circ \quad \checkmark B_1$$

Accept:

$$k = 110^\circ - 40^\circ \quad \checkmark B_1$$

$$k = 70^\circ \quad \checkmark B_1$$

Accept:



$$k = 180^\circ - (40^\circ + 70^\circ) \quad \checkmark B_1$$

$$k = 180^\circ - 110^\circ$$

$$k = 70^\circ \quad \checkmark B_1$$

18. A teacher made a rectangular chart 85 cm long and 60 cm wide. The teacher fastened a tape along the edges of the chart. Find the length of the tape used.

Chart 60 cm
85 cm

$$\begin{array}{r} 85 \text{ cm} \\ \times 2 \\ \hline 170 \text{ cm} \end{array}$$

Perimeter = $2L + 2W$
 $(2 \times 85 \text{ cm}) + (2 \times 60 \text{ cm})$ M_1
 $170 \text{ cm} + 120 \text{ cm}$
 290 cm

The tape used was 290 cm long. A_1

19. The table below shows the uniform time intervals at which a nurse is to check on a patient in a hospital ward.

Interval	1 st	2 nd	3 rd	4 th	5 th
Time	7:30 a.m.	9:50 a.m.	12:10 p.m.	<u>2:30 p.m.</u>	4:50 p.m.

Find the time when the nurse will check on the patient in the 4th interval.

Duration from one interval to another.

Hours	Minutes
9	50
- 7	30
<u>2</u>	<u>20</u>

2 hours 20 minutes B_1

Time for the 4th interval.

Hours	Minutes
12	10
+ 2	20
<u>14</u>	<u>30</u>

14 30 hours \checkmark

Time for the 4th interval in 12-hour clock system.

14 30 hours
- 12 00
<u>2:30 p.m.</u>

B_1

\therefore The nurse will check on the patient in the 4th interval at 2:30 p.m. \checkmark

20. Fatuma rolled a die once and observed the outcome. State the probability that the face on top shows a factor of 3.

$S = \{1, 2, 3, 4, 5, 6\}$ \checkmark

$n(S) = 6$

$E = \{1, 3\}$ B_1

$n(E) = 2$ \checkmark

Probability = $\frac{n(E)}{n(S)}$

$\frac{2}{6}$ \checkmark B_1

Accept $\frac{1}{3}$ \checkmark

SECTION B: 60 MARKS

*Answer **all** the questions in this section.
Marks for each question are indicated in the brackets.*

21. (a) Find the value of n and m in the base five addition.

$\begin{array}{r} \overset{1}{} \checkmark \\ 1m2_{\text{five}} \\ + 224_{\text{five}} \\ \hline 40n_{\text{five}} \end{array}$	$\begin{aligned} n &= 2 + 4 \\ n &= 6 \div 5 \\ n &= 1 \text{ rem } 1 \\ n &= \underline{1} \checkmark B_1 \\ m+1+2 &= 0 \\ m+3 &= 0 \end{aligned}$	$\begin{aligned} & \quad \quad \quad (02 \text{ marks}) \\ m+3-3 &= 0-3 \\ m &= (0+5)-3 \\ m &= 5-3 \\ m &= \underline{2} \checkmark B_1 \end{aligned}$
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- (b) Write the number which has been expanded below.

$(6 \times 10^4) + (3 \times 10^2) + (5 \times 10^1) + (9 \times 10^0)$ (02 marks)

$(6 \times 10 \times 10 \times 10 \times 10) + (3 \times 10 \times 10) + (5 \times 10) + (9 \times 1)$

$(6 \times 10,000) + (3 \times 100) + (5 \times 10) + (9 \times 1)$

$60,000 + 300 + 50 + 9 \checkmark B_1$

$60,359 \checkmark B_1$

22. In a shop, a mathematical set costs sh 5,000, a dozen of exercise books costs sh 24,000 and a pen costs half the price of a book. A teacher bought 8 mathematical sets, 3 exercise books and 5 pens from the shop. Calculate the total amount of money the teacher spent on all the items. (06 marks)

Total cost of 8 mathematical sets.

$sh\ 5,000 \times 8$
 $sh\ 40,000 \checkmark B_1$

Unit cost of an exercise book.

1 dozen = 12 books
 $sh\ 24,000 \div 12$
 $sh\ 2,000 \checkmark B_1$

An exercise book costs sh 2,000. \checkmark

Total cost of 3 exercise books.

$sh\ 2,000 \times 3$
 $sh\ 6,000 \checkmark B_1$

Unit cost of a pen.

$sh\ 2,000 \div 2$
 $sh\ 1,000 \checkmark B_1$

Total cost of 5 pens.

$sh\ 1,000 \times 5$
 $sh\ 5,000 \checkmark B_1$

Amount of money the teacher spent on all the items.

$$\begin{array}{r} \overset{1}{} \\ sh\ 40,000 \\ sh\ 6,000 \\ + sh\ 5,000 \checkmark B_1 \\ \hline sh\ 51,000 \checkmark B_1 \end{array}$$

10

23. (a) Solve the inequality: $8 - 3t \geq 23$

(03 marks)

$$\begin{aligned}
 8 - 3t &\geq 23 \\
 8 - 8 - 3t &\geq 23 - 8 \quad \checkmark B_1 \\
 -3t &\geq 15 \\
 \frac{-3t}{-3} &\leq \frac{15}{-3} \quad \checkmark B_1 \\
 t &\leq -5 \quad \checkmark B_1
 \end{aligned}$$

(b) Write the solution set for the inequality: $-2 < x < 2$ (01 mark)

$$x = \{-1, 0, +1\} \quad \checkmark B_1$$

Accept:

$$x = \{-1, 0, 1\} \quad \checkmark B_1$$

24. On a school sports day, there were 800 guests. All the guests washed hands from a 20-litre water tank before they entered the school. On average, every guest used 400 millilitres of water. Calculate the total number of full 20-litre tanks of water the guests used. (04 marks)

Water used by 800 guests in millilitres.

$$(800 \times 400) \text{ millilitres} \\ \underline{320,000 \text{ millilitres}} \quad \checkmark B_1$$

Capacity of each 20-litre tank in millilitres.

$$\begin{aligned}
 1 \text{ litre} &= 1,000 \text{ millilitres} \\
 20 \text{ litres} &= (1,000 \times 20) \\
 &\quad \text{millilitres} \quad \checkmark B_1 \\
 20 \text{ litres} &= \underline{20,000 \text{ millilitres}}
 \end{aligned}$$

Number of tanks used.

$$\begin{array}{r}
 16 \\
 \underline{320,000} \\
 20,000 \\
 1
 \end{array}
 \quad \checkmark B_1 = \underline{16 \text{ tanks}} \quad \checkmark B_1$$

Accept:

Water used by 800 guests in litres.

$$\left(\frac{800 \times 400}{1000} \right) \text{ litres} \quad \checkmark B_1$$

320 litres $\checkmark B_1$

Number of tanks used.

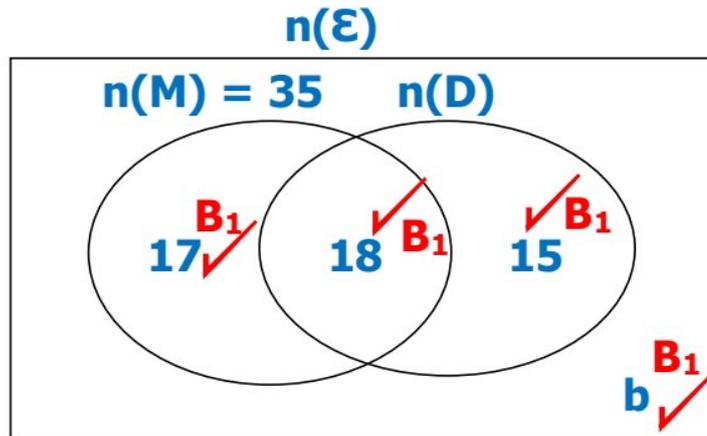
$$\begin{array}{r}
 16 \\
 \underline{320} \\
 20 \\
 1
 \end{array}
 \quad \checkmark B_1$$

16 tanks of 20 litres were used by the guests. $\checkmark B_1$

08

25. In a class, some pupils like either music (M) or debating (D). 35 pupils like music and 15 pupils like debating only. 17 pupils like music but do not like debating. b pupils neither like music nor debating. The total number of pupils who do not like music is 28.

(a) Represent the given information on a Venn diagram. (04 marks)



$$n(M \cap D) = 35 - 17$$

$$n(M \cap D) = \underline{18} \checkmark$$

(b) Calculate the total number of pupils in the class. (02 marks)

$$b + 15 = 28$$

$$b + 15 - 15 = 28 - 15$$

$$b = \underline{13} \checkmark$$

$$n(\mathcal{E}) = (17 + 18) + (15 + 13) \checkmark B_1$$

$$n(\mathcal{E}) = 35 + 28$$

$$n(\mathcal{E}) = \underline{63} \checkmark B_1$$

Accept:

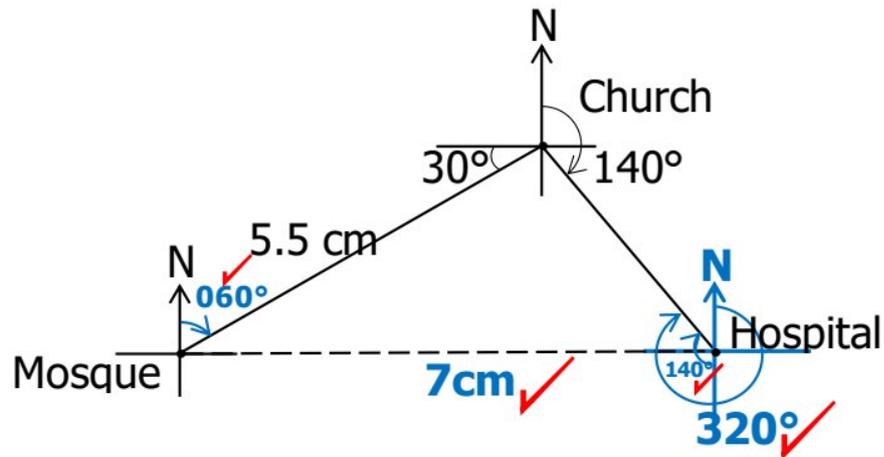
$$n(\mathcal{E}) = n(M) + n(M)'$$

$$(35 + 28) \text{ pupils} \checkmark B_1$$

$$\underline{63} \text{ Pupils} \checkmark B_1$$

26. The figure below is an accurate drawing of the positions of the three buildings in a trading centre. A scale of 1 cm to represent 50 metres was used.

Study and use the figure to answer the questions that follow.



- (a) State the bearing of;
- (i) the church from the mosque. (01 mark)

The bearing of the church from the mosque is 060°. B₁ ✓

- (ii) the church from the hospital. (01 mark)

180° + 140° ✓
320°

The bearing of the church from the hospital is 320°. B₁ ✓

- (b) Find in metres, the shortest distance from the hospital to the mosque. (02 marks)

1 cm represents 50 metres
7 cm represents (50 × 7) metres B₁ ✓
7 cm represents 350 metres

The shortest distance from the hospital to the mosque is 350 metres. B₁ ✓

10

27. A businesswoman paid sh 800,000 for ten goats. She sold six of the goats at sh 110,000 each. Calculate the price at which she should sell each of the remaining goats in order to make a profit of 25%.

Buying price of ten goats.

sh 800,000 ✓

Profit

$$\frac{25}{100} \times \text{sh } 800,000$$

sh 200,000 ✓ B₁

4

25

× 8

200 ✓

Selling price of 10 goats.

$$\text{SP} = \text{BP} + \text{Profit}$$

sh 800,000

+ sh 200,000

sh 1,000,000 ✓ B₁

Selling price of 6 goats. (06 marks)

sh 110,000 × 6

sh 660,000 ✓ B₁

Selling price of the four remaining goats.

sh 1,000,000 – sh 660,000

sh 340,000 ✓ B₁

Selling price of each of the remaining four goats.

sh 340,000 ÷ 4 ✓ B₁

sh 85,000

She should sell each of the remaining goats at sh 85,000. ✓ B₁

28. A motorist travelled from town M to town K at a speed of 75km/h for 2 hours. The motorist stopped to have lunch at town K for one hour and then continued to town L for another 3 hours. The average speed of the motorist for the whole journey was 55km/h. Calculate the distance from town K to town L. (05 marks)

Town M



Distance from;

(I) town M to town K.

$$D = S \times T$$

$$\frac{75\text{km}}{1\text{h}} \times 2\text{h}$$

$$D = \underline{150\text{km}}$$

1

75

× 2

150 ✓

(III) town K to town L.

2 13

3 3 0km

– 1 5 0km

1 8 0km ✓ B₁

(II) town M to town L.

$$D = \text{Av Speed} \times \text{T.T.T}$$

$$\frac{55\text{km}}{1\text{h}} \times (2+1+3)\text{h}$$

$$\frac{55\text{km}}{1\text{h}} \times 6\text{h}$$

$$D = \underline{330\text{km}}$$

3

55

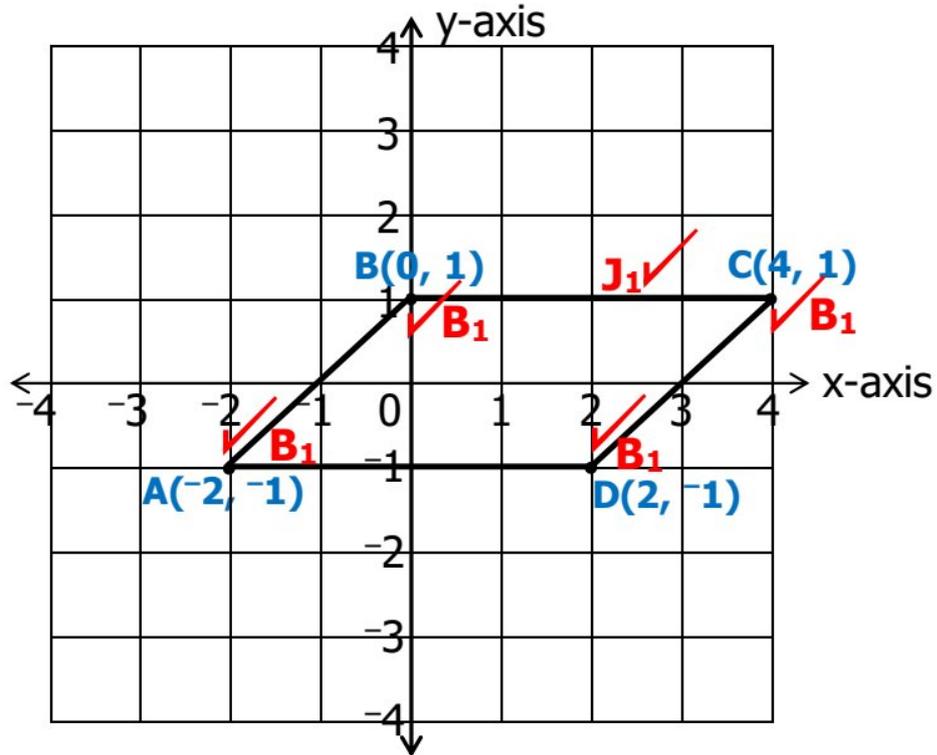
× 6

330 ✓

11

29. The points A (-2, -1), B (0, 1) and C (4, 1) are three vertices of a parallelogram ABCD.

(a) Plot the points A, B and C on the grid below. (03 marks)



(b) Locate and state the coordinates of vertex D of the parallelogram. (01 mark)

Done on the grid.

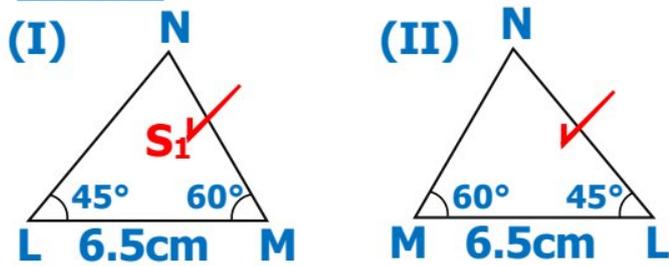
(c) Join the points A, B, C and D to form the parallelogram. (01 mark)

Done on the grid.

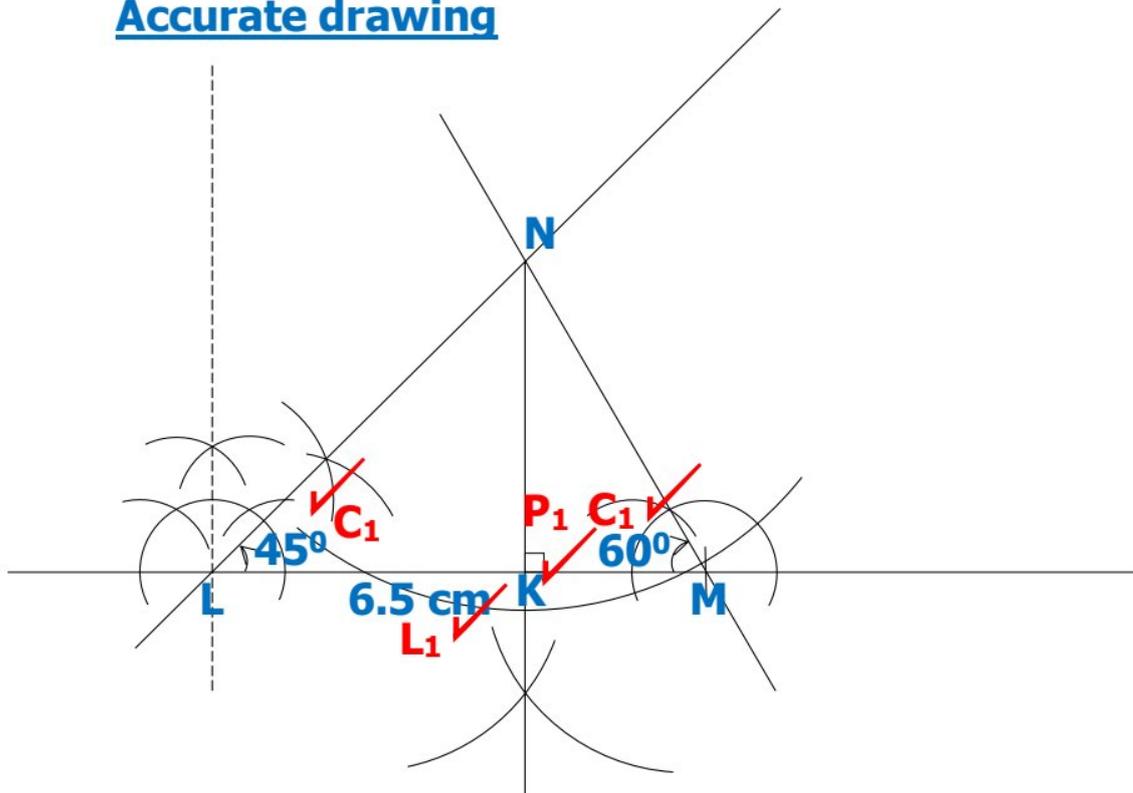
30. Using a ruler and a pair of compasses only;

- (a) Construct triangle LMN in which line LM = 6.5 cm, angle NLM = 45° and angle LMN = 60° . (04 marks)

Sketch



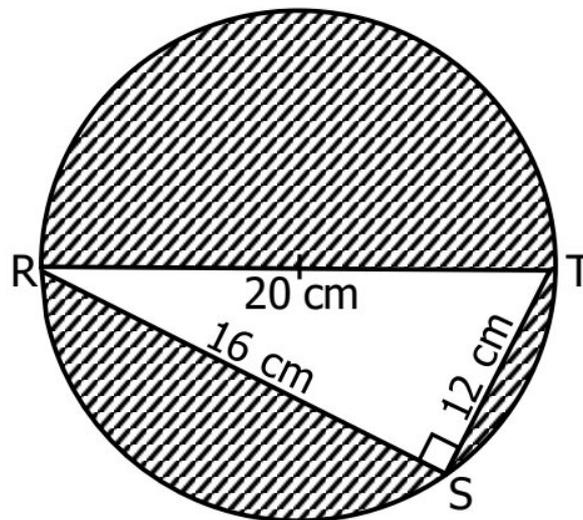
Accurate drawing



- (b) construct a perpendicular line from N to meet line LM at K. (01 mark)

10

- 31.** A right-angled triangle RST was cut out of a circular paper. The side of the triangle RS = 16 cm, ST = 12 cm and RT = 20 cm. The side RT of the triangle was cut through the centre of the circular paper. Study and use the diagram to answer the question.



Find the area of the paper that remained after cutting out the rectangle. (Use $\pi = 3.14$) (06 marks)

Area of the;

(I) circular paper.

$$A = \pi r^2 \quad \frac{1}{100} \times \frac{20cm}{2} \times \frac{1}{2} \quad \checkmark M_1$$

$$A = \underline{314cm^2} \quad \checkmark A_1$$

(II) triangle

$$A = \frac{b \times h}{2} \quad \left| \begin{array}{r} 3 \\ 16 \\ \times 6 \\ \hline 96 \end{array} \right. \quad \checkmark M_1$$

$$D = \underline{96cm^2} \quad \checkmark A_1$$

(III) of the paper that remained after cutting out the triangle.

$$\begin{array}{r} 21014 \\ 314cm^2 \\ - 96cm^2 \\ \hline \underline{218cm^2} \quad \checkmark B_1 \end{array}$$

- 32.** A man gave part of his land to his three children; Janat, Adam and Moses. Janat got $\frac{3}{8}$, Adam got $\frac{2}{5}$ and Moses got $\frac{1}{3}$ of the land. Determine which one of the children got the largest share of the land. (05 marks)

2	8	5	3
2	4	5	3
2	2	5	3
3	1	5	3
5	1	5	1
	1	1	1

$$\text{LCM} = (2 \times 2) \times (2 \times 3) \times 5$$

$$\text{LCM} = 4 \times (6 \times 5)$$

$$\text{LCM} = 4 \times 30$$

$$\text{LCM} = \underline{120} \checkmark \mathbf{B_1}$$

Janat's share.

$$\frac{3}{8} \times \overset{15}{\cancel{120}} = \underline{45} \checkmark \mathbf{B_1}$$

Adam's share.

$$\frac{2}{5} \times \overset{24}{\cancel{120}} = \underline{48} \checkmark \mathbf{B_1}$$

Moses' share.

$$\frac{1}{3} \times \overset{40}{\cancel{120}} = \underline{40} \checkmark \mathbf{B_1}$$

Adam got the largest share of the land. $\checkmark \mathbf{B_1}$

11



LEARN & TEACH SST

UNEB PLE Social Studies with Religious Education

Marking Guide 2025



UGANDA NATIONAL EXAMINATIONS BOARD

PRIMARY LEAVING EXAMINATION

2025

SOCIAL STUDIES WITH RELIGIOUS EDUCATION

Time Allowed: 2 hours 15 minutes

Total mark scored	100%
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Random No.					Personal No.			

Candidate's Name: *Teachers of Learn & Teach SST Group*

Candidate's Signature: *Teach&Learn*

DISTRICT ID NO.

Read the following instructions carefully:

- Do not write your **school** or **district name** anywhere on this paper.
- This paper has two sections: A and B. Section **A** has **40** questions and section **B** has **15** questions. The marking guide has **30 printed pages**.
- Answer **all** questions. **All** answers to both sections **A** and **B** were written in the spaces provided.
- All answers **were** typed using a **blue** or **black** font colour. Any work written in pencil other than drawings will **not** be marked.
- Unnecessary **changes** in your work and handwriting that cannot be easily read may lead to **loss of marks**.
- Do not fill anything in the table indicated "**FOR EXAMINERS' USE ONLY**" and in the boxes inside the question paper.

FOR EXAMINERS' USE ONLY		
QN. NO.	MARKS	EXR'S NO.
1 - 10	10	
11 - 20	10	
21 - 30	10	
31 - 40	10	
41 - 43	12	
44 - 46	12	
47 - 49	12	
50 - 52	12	
53 - 55	12	
TOTAL	100	

Foreword

This marking Guide for **Social Studies (SST)** with **Religious Education (RE)** of the UNEB Primary Leaving Examinations (**PLE**) 2025 was developed the Teachers of the **Learn and Teach SST Group**. The group collects experts from top performing schools countrywide.

The Marking Guide is dedicated to all lovers of Social Studies and Religious Education. Our aim is to make SST the game-changing subject.

Acknowledgement.

Though this document is a joint effort by **all group members**, we express our sincere gratitude to key experts who rendered **extra ordinally efforts** towards this piece of work.

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SECTION A: 40 MARKS

1. Name the election material on which voters identify candidates of their choice during voting.

Level: K (R) Class: P.5 Topic: Uganda as an Independent Nation

- ✓ Ballot paper

2. State one reason for taking care of social service centres in a community.

Level: C (U) Class: P.4 Topic: How people meet their needs in our District

- ✓ To provide better health/ medical services
- ✓ To provide better transport services
- ✓ To promote better security services
- ✓ To promote/ provide better education services
- ✓ To keep social service centres in good condition
- ✓ To improve people's standard/ way of living
- ✓ To create more jobs opportunities for people in the social service centres
- ✓ To avoid wasting of government revenue
- ✓ For future use
- ✓ To promote development in the community

3. Write any one factor that promotes security in a home.

Level: C (U) Class: P1 Topic: Peace and Security in our Homes

- ✓ Presence of a fence
- ✓ Presence of dogs for security
- ✓ Presence of security /CCTV cameras
- ✓ Locking of doors at night
- ✓ Family unity / love between parents
- ✓ Presence of security lights
- ✓ Respect each other in the family
- ✓ Reporting bad behavior to elders
- ✓ Reporting strangers to parents
- ✓ Having family rules and regulations
- ✓ Restricting visitors
- ✓ Having many family members
- ✓ Presence of a watchman /askari
- ✓ Installing motion detectors (sensors)
- ✓ Presence a fire extinguisher
- ✓ Installing emergency alarm systems
- ✓ Presence of a water reservoir for fire outbreak
- ✓ Burglar proofing
- ✓ Having good relationships with neighbours
- ✓ Entering the house early
- ✓ Having secure padlocks

4. Mention any one activity that is carried out during a Traditional African naming ceremony.

Level: K (R) Class: P3 Topic: Gender and Culture in our sub county

- ✓ Drinking local beer (local brew)
- ✓ Traditional checking of the child if he/she belongs to the family
- ✓ Libations
- ✓ Breaking of kola nuts
- ✓ Praying
- ✓ Symbolic washing
- ✓ Singing cultural songs
- ✓ Traditional dance
- ✓ Announcing the name
- ✓ Shaving the hair
- ✓ Giving gifts to the new family member
- ✓ Giving thanks to the god of birth
- ✓ Updating clan register
- ✓ Selecting a name of an ancestor with good conduct
- ✓ Eating a feast together
- ✓ Putting symbolic marks
- ✓ Blessing and commitments

5. State one way in which the work of a traffic police officer is different from that of a lollipop person.

Level: C (U) Class: P.4 Topic: How people meet their needs in our district

- ✓ A traffic police officer ensures road safety rules while a lollipop person helps school children to cross the road
- ✓ Traffic officer is on the road all the time while lollipop person is on the road at a given time.
- ✓ Traffic officer has a special uniform for work unlike a lollipop person.
- ✓ A traffic police officer controls movement of vehicles while a lollipop helps children to cross the road safely
- ✓ Traffic officer can charge fines unlike lollipop men.

6. Write any one benefit of a fenced school to learners.

- ✓ Trespassing is controlled
- ✓ It controls conflicts between the school and neighbours
- ✓ It keeps learners safe from strangers
- ✓ It protects learners against dangerous wild animals
- ✓ It improves school beauty
- ✓ It provides a shade for learners
- ✓ It reduces escaping from school
- ✓ It protects school property from thieves
- ✓ Improves on the school's standard in community
- ✓ It reduces entry of dust from roads to the school

7. State any one advantage of educating people about the natural changes in their environment.

- ✓ It promotes environmental protection
- ✓ It promotes disaster preparedness
- ✓ It discourages swamp drainage
- ✓ It helps them to know weather changes and plan their activities
- ✓ It helps people to plant trees in areas with strong winds
- ✓ It helps people to make flood banks in areas disturbed by floods
- ✓ It helps people to put on heavy clothes in rainy weather
- ✓ It guides people to put on light clothes on hot weather
- ✓ It helps people to put lightning conductors on houses to reduce lightning effect

✍ Accept all solutions to weather, climatic, floods challenges

8. In which one way did wild animals make pre-colonial migrations difficult?

- ✓ Wild animals attacked and killed travellers (migrants).
- ✓ Migrants changed their routes due to fear of wild animals.
- ✓ Wild animals spread diseases to migrants (eg monkey pox)
- ✓ Their noise scared migrants which delayed their movements
- ✓ Wild animals like lions ate the domestic animals of pastoral migrants.
- ✓ Wild animals displaced the migrants from places where they had settled.
- ✓ The fear of wild animals made migrants to settle in undesired places far from thick forests

9. Give one disadvantage of using shadows in telling the direction of places.

- ✓ Shadows are not easy to see during cloudy days
- ✓ Shadows are not available at night
- ✓ Shadows are disrupted by rainy weather
- ✓ Shadows change position with time (Shadows depend on position of the sun which is not constant)
- ✓ They can't be used when the sun is directly above (When the sun is overhead)

10. Write any one characteristic of kingdoms in pre-colonial Uganda.

- ✓ They were ruled by kings (They had one supreme leader)
- ✓ They had royal clans
- ✓ They had royal regalia
- ✓ Leaders were chosen by succession (inheritance)
- ✓ They had a main palace (headquarters)
- ✓ They had a royal army / fighters

11. State one way in which school rules and regulations promote discipline at school.

- ✓ They protect the young and weak children against bullying
- ✓ They promote respect for authority
- ✓ They promote unity among pupils
- ✓ They reduce bad behaviours in school (Accept specific behaviours)
- ✓ They set expected ways of conduct at school
- ✓ They set punishments to misconduct
- ✓ They guide on proper dressing code

12. Name any one example of personal value that should be observed in a society.

- ✓ Honesty
- ✓ Respect
- ✓ Responsibility
- ✓ Kindness
- ✓ Self-discipline
- ✓ Hard work
- ✓ Tolerance
- ✓ Integrity
- ✓ Love
- ✓ Care
- ✓ Fear of God
- ✓ Patience
- ✓ Cleanliness
- ✓ Trust
- ✓ Obedience

~~✗~~ Accept only **Personal values** but not family or community values

13. State any one action that Local Council Committees can take to reduce child abuse in your area.

- ✓ Reporting cases of child abuse to higher authorities
- ✓ Sensitizing parents and community members about children's rights
- ✓ Arresting and handing over the offenders to police
- ✓ Holding community meetings to discuss child protection
- ✓ Encouraging parents to take children to school instead of sending them for work.
- ✓ Monitoring the family where the abuse is suspected.
- ✓ Discouraging domestic violence
- ✓ Discouraging drug abuse which results into child abuse
- ✓ Enforcing laws against child abuse
- ✓ Discouraging harmful cultural practices that affect children
- ✓ Supporting the police during investigation by giving local information.
- ✓ Ensuring children get basic needs.
- ✓ Identifying and supporting vulnerable children
- ✓ Inviting NGOs which advocate for children's rights to extend services to the community
- ✓ Discouraging early marriages
- ✓ They chase child abusers out of the village

14. Write any one way in which the nature of soil influences vegetation distribution in an area.

- ✓ Areas with fertile soils have thicker vegetation than areas with infertile soils
- ✓ Areas with deep soils have tall trees and thick vegetation
- ✓ Areas with shallow soils have grassy and thin vegetation
- ✓ Areas with well drained soils have more vegetation than areas with poorly drained soils
- ✓ Soil salinity limits vegetation in an area.
- ✓ Rocky soil supports little vegetation with tiny leaves
- ✓ Areas with clay soil have crops which survive in water logged areas like yams
- ✓ Sandy soils support little vegetation

✍ Accept responses with **comparison** and those with **one side**

15. Name any one product that can be made from used plastic bottles.

- | | | |
|-----------------------|-------------------|----------------------|
| ✓ Water floaters | ✓ Bulb protectors | ✓ Storage containers |
| ✓ Dolls | ✓ Water funnels | ✓ Brooms/Brushes |
| ✓ Toy cars | ✓ Irrigation tins | ✓ Jewellery |
| ✓ Toy aeroplanes | ✓ Scarecrows | ✓ Furniture, |
| ✓ Flower pots | ✓ Eco bricks | ✓ Lamp Toys |
| ✓ Seedling tins/ pots | ✓ Recycled fibres | |

16. Give one reason for the slow establishment of British rule in some communities of Uganda.

- ✓ Some communities never collaborated with the British
- ✓ Difficult terrain
- ✓ Lack of centralised political authority
- ✓ Cultural and social differences among communities in Uganda
- ✓ Limited military resources of the British
- ✓ Opposition from local rulers
- ✓ Natural barriers to some areas like in Islands
- ✓ Presence of strong Islamic culture which took British rule as against Islam
- ✓ Hostile tribes in Uganda
- ✓ Some communities never collaborated with the British
- ✓ Few resources in some communities

17. Identify any one way in which the government of Uganda is solving the problem of land-related conflicts.

- ✓ Through establishment of land tribunals.
- ✓ By enforcing land laws.
- ✓ Through promoting land registration
- ✓ Through land conflict mediation and reconciliation
- ✓ Through demarcation of land boundaries
- ✓ By organising awareness campaigns on land rights
- ✓ By compensating displaced people.
- ✓ By starting a resettlement program to reduce disputes over land
- ✓ Through strengthening local councils to solve land disputes
- ✓ By encouraging adults to make wills to avoid land conflicts during sharing of estate.
- ✓ By strengthening land tenure systems

- ✓ Giving loans to people to develop their lands
- ✓ By offering security in land conflict zones
- ✓ Through encouraging people to carryout land consolidation

18. Write one way in which the formation of Lake Kyoga is similar to that of Lake Victoria.

- ✓ Both were formed by down warping
- ✓ Both are irregular in shape
- ✓ Both are shallow
- ✓ Both have outlet and inlet rivers
- ✓ Both are swampy

✗ Accept specific characteristics which identify both lakes as down warped lakes

19. Give one reason for the faster development of politically stable African countries compared to those experiencing civil wars.

- ✓ Politically stable countries favour road construction unlike in unstable countries
- ✓ Peaceful countries favour industrialization unlike unstable countries
- ✓ Politically stable countries favour mining unlike unstable countries
- ✓ Politically stable countries favour tourism unlike unstable countries
- ✓ Politically stable countries attract more investors than countries with civil wars.
- ✓ There is efficient use of resources in politically stable countries as compared to countries with civil wars.
- ✓ There is peaceful environment which encourages carrying out economic activities unlike countries with civil wars.
- ✓ Politically stable countries have good governance and policy implementation which promotes development unlike those with civil wars

✗ Accept only responses with comparison.

20. State one effect of HIV/AIDS on the social life of the people of Uganda.

- ✓ Breakdown of families
- ✓ It leads to stigmatisation and discrimination
- ✓ Loss of productive members
- ✓ Increased poverty and dependency
- ✓ Increased number of orphans
- ✓ Increased school drop out
- ✓ Increased prostitution rates
- ✓ It has reduced population of Uganda
- ✓ Increase in single mothers
- ✓ Increase in rape by some AIDS victims
- ✓ Increased defilement by some AIDS victims

✗ Reject economic effects like Spending of money for treatment

21. In which one way can the people of Uganda contribute to good governance?

- ✓ By participating in elections
- ✓ By respecting human rights
- ✓ By helping the police in investigation
- ✓ Keeping (maintaining) law and order
- ✓ By reporting criminals
- ✓ By enforcing laws against corruption
- ✓ By teaching patriotism in schools
- ✓ Fighting against corruption
- ✓ Paying taxes promptly
- ✓ Demanding for accountable leadership
- ✓ By protecting social service centres
- ✓ By promoting democracy
- ✓ By giving evidence in courts of law about bad leaders
- ✓ By giving prizes (gifts) to good leaders
- ✓ By increasing salary of good leaders

22. Why are lowland areas in Uganda warmer than highland areas?

- ✓ Lowland areas have more air pressure (atmospheric pressure) than highland areas.
- ✓ Temperatures increase with decrease in altitude and decrease with increase in altitude.

23. Give one reason for enforcing laws against poor fishing methods in Uganda.

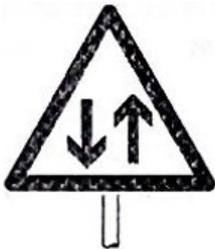
- ✓ To preserve fish for the future
- ✓ To prevent fish extinction
- ✓ To protect life of organisms in water bodies which depend on fish.
- ✓ To avoid catching young fish.
- ✓ To prevent over fishing
- ✓ To protect breeding areas for fish
- ✓ To avoid water pollution from poor fishing methods like use of poison
- ✓ Poor fishing methods are less profitable.

24. Mention one way in which the government of Uganda can improve the living conditions of slum dwellers.

- ✓ By providing clean water in slum areas
- ✓ By building better houses for people in slums
- ✓ By improving roads and drainage
- ✓ By building better toilets and sanitation facilities
- ✓ By collecting garbage regularly
- ✓ By offering health services.
- ✓ By offering vocational training
- ✓ By ensuring access to education

✍ Accept any kind of **social services** the government can provide to **highly populated and under-developed areas.**

25. What is the meaning of the road sign below?



- ✓ Two way traffic / Two way traffic ahead / Traffic moves in both direction

26. Write one benefit of windy weather to human activities.

- ✓ Helps in pollination of crops
- ✓ Helps in drying clothes and crops
- ✓ Helps windmills to produce energy
- ✓ Helps boats to sail
- ✓ Helps to cool the environment
- ✓ Helps to fly kites
- ✓ It helps in winnowing
- ✓ Windy weather reduces bad smell.

27. Mention one way in which economic co-operation promotes better standards of living among the people of Africa.

- ✓ By promoting trade among member countries
- ✓ By creating job opportunities for people
- ✓ Economic co-operation promotes development of infrastructure.
- ✓ It allows sharing of resources and skills which develops businesses
- ✓ It promotes peace which brings stability in the community.
- ✓ It creates larger market for goods

28. Give one role of the Akidas during the German rule in Tanganyika.

- ✓ They collected taxes
- ✓ They maintained law and order in Tanganyika
- ✓ They enforced German policies in Tanganyika.
- ✓ They mobilised labour for the Germans
- ✓ They settled disputes in local areas.
- ✓ To protect them from poisonous gases

29. Name any one activity that children can carry out in a community to promote their rights.

- ✓ Going to school
- ✓ Participating in games and sports
- ✓ Participating in school clubs
- ✓ Sharing information about children's rights
- ✓ Respecting others' rights
- ✓ Reporting those who do child abuse to authorities.

30. State any one advantage of using tarmac roads over murram roads.

- ✓ Tarmac roads are less dusty than murram roads
- ✓ Tarmac roads are less slippery than murram roads
- ✓ Tarmac roads not easily damaged by rainy weather unlike murram roads.
- ✓ Tarmac roads are less muddy in rainy weather than murram roads.
- ✓ Tarmac roads last longer than murram roads
- ✓ Tarmac roads are cheaper to repair (maintain) than murram roads
- ✓ Tarmac roads give a smoother drive than murram roads
- ✓ It is easier to put road markings on tarmac roads than murram roads
- ✓ Vehicles move faster on tarmac roads than murram roads

✗ Reject responses without comparison between tarmac and murram roads

31. Draw one product that is made of papyrus reeds.

✚ Candidate should **use a pencil to draw** a product made from **papyrus reeds** such as Papyrus mat, Basket, Papyrus hat, Chair, table, Papyrus tray, Papyrus bag, Papyrus paper, doll

✚ Naming the drawn product is optional. **It is important for the candidate to name if the product may not be easily identified on sight.**

✚ Accept naming with and **without the word 'papyrus'** names: mat / papyrus mat

✚ Whereas, for a drawing that is easily identified, they may not name.

✗ Reject drawing of a rope

32. Identify one challenge faced by traders as a result of selling similar goods.

- ✓ Stiff competition from traders
- ✓ Low profits
- ✓ Loss of customers
- ✓ Price reduction due to reduced demand
- ✓ High costs of marketing

33. Give any one reason for providing personal protective equipment to people working in a factory.

- ✓ To protect workers from injuries (Accept specific examples of injuries / accidents: To protect workers from cuts, burns etc.)
- ✓ To prevent body contacts with harmful chemicals
- ✓ To promote hygiene and cleanliness of products
- ✓ To protect workers from harsh weather changes (Accept specific examples like rainfall or sunshine)

34. State any one way through which the Uganda Prisons Service helps criminals to become useful citizens.

- ✓ By giving them vocational training
- ✓ By educating them
- ✓ By counselling and guiding them to reform
- ✓ By involving them in productive work life carpentry and farming (Accept specific examples of productive work. Example: By engaging prisoners in agriculture)
- ✓ By teaching them life skills and values
- ✓ By preventing them from drug abuse
- ✓ By sending them to rehabilitation centres
- ✓ By engaging them in games and sports
- ✓ By using them in community work
- ✓ Providing medical care to those with sickness
- ✓ Encouraging prisoners to devote to God (religion)
- ✓ Encouraging prisoners to reconcile with those they wronged
- ✓ Encouraging prisoners on remand to go for plea bargain.

35. Write any one step the government of Uganda has taken to fight corruption in public offices.

- ✓ By empowering the IGG to investigate corruption
- ✓ By setting up the COSASE to monitor government funds
- ✓ By regular auditing of finances of public offices
- ✓ By arresting corrupt officers
- ✓ By setting up declaration of assets of public officials
- ✓ By capturing property of corrupt officials
- ✓ By asking public offices to display their budgets to public
- ✓ By putting toll free number to report corrupt officers
- ✓ By rewarding whistle blowers of corruption
- ✓ By establishing the Inspectorate of Government (IGG office).
- ✓ By setting up the Anti-Corruption Court
- ✓ By introducing strict laws against Corruption.
- ✓ By dismissing corrupt officials from work.
- ✓ By promoting transparency and accountability in public offices.
- ✓ By encouraging citizens to report cases of Corruption
- ✓ Employing honest government workers
- ✓ Increasing salaries of workers in public offices
- ✓ By publicly rewarding non corrupt officials

For each of the questions 36 to 40, answer EITHER the Christian OR Islamic questions but not both. No marks will be awarded to a candidate who attempts both alternatives in a particular number.

36. EITHER: Name the term that refers to the day when Jesus Christ went to heaven after resurrection.

✓ Ascension // Ascension Day.

OR: Name the term that refers to the day when Prophet Muhammad (PBUH) went to heaven from Jerusalem.

✓ Miraj // Miraji

✗ **Reject: Isra (Isra was from Mecca to Jerusalem, Miraj was from Jerusalem to Heaven)**

37. EITHER: Give one practice which showed that Africans had religion before the introduction of foreign religions.

- ✓ They had places of worship (Accept specific examples e.g. shrines, temples, altars)
- ✓ Africans respected places of worship (Accept specific examples e.g. shrines, mountains, lakes)
- ✓ They had names to refer to God (Ruhanga, Were, Katonda, Mungu)
- ✓ They gave sacrifices to God and spirits
- ✓ They thanked god for their achievements
- ✓ They believed in life after death
- ✓ They asked blessings from the god
- ✓ They named children after ancestors / They named their children names that relate to god
- ✓ They had religious leaders
- ✓ They had proverbs that relate to god
- ✓ They had songs of god (worship)
- ✓ They believed in a supreme being (God)
- ✓ They offered sacrifices to their gods and spirits.
- ✓ They performed rituals and ceremonies
- ✓ They practiced traditional dances during religious festivals.
- ✓ They gave offerings of food, animals to their gods
- ✓ They observed taboos and customs connected to their beliefs.
- ✓ They performed cleansing and purification ceremonies
- ✓ They taught moral values based on their beliefs
- ✓ They held initiations ceremonies to welcome people into adulthood
- ✓ They consulted ancestral spirits for guidance
- ✓ They observed days of worship and rest
- ✓ They sang religious songs
- ✓ They had stories (legends) about creation.

OR: Give one practice which showed that Africans had religion before the introduction of foreign religions.

- ✓ They had places of worship (Accept specific examples e.g. shrines, temples, altars)
- ✓ Africans respected places of worship (Accept specific examples e.g. shrines, mountains)
- ✓ They had names to refer to God (Ruhanga, Were, Katonda, Mungu)
- ✓ They gave sacrifices to God and spirits
- ✓ They thanked god for their achievements
- ✓ They believed in life after death
- ✓ They asked blessings from the god
- ✓ They named children after ancestors
- ✓ They had religious leaders
- ✓ They had proverbs that relate to god
- ✓ They had songs of god (worship)
- ✓ They believed in a supreme being (God)
- ✓ They offered sacrifices to their gods and spirits.
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- ✓ They taught moral values based on their beliefs
- ✓ They held initiations ceremonies to welcome people into adulthood
- ✓ They consulted ancestral spirits for guidance
- ✓ They observed days of worship and rest
- ✓ They sang religious songs
- ✓ They had stories (legends) about creation.

38. EITHER: State any one way in which reading the Holy Bible regularly helps a Christian to overcome temptations.

- ✓ Reading the Bible keeps the mind busy to avoid being idle which welcomes temptations
- ✓ It helps to cast the demons
- ✓ It strengthens faith of a Christian
- ✓ The Bible is a source of wisdom to fight against evil
- ✓ Reading the Bible reminds one about the 10 commandments
- ✓ Reading the bible provides divine power over Satan
- ✓ It helps one to know what is right and wrong
- ✓ It helps one to know the effects of sinning
- ✓ It helps one to meditate about his/her relationship with God
- ✓ It guides them to make right decisions
- ✓ It helps them to remember the examples of Jesus and other righteous people
- ✓ It gives them hope and comfort during hard times
- ✓ It helps them to live a holy life
- ✓ It helps them to pray and trust God more
- ✓ It helps them to stay close to God
- ✓ It provides words of encouragement when tempted
- ✓ It reminds them of God's promises of help and protection
- ✓ It helps Christians to confess and repent when they sin.

OR State any one way in which reading the Holy Qur'an regularly helps a Muslim to overcome temptations.

- ✓ Quran reading keeps the devil away
- ✓ Quran words guide one to do good
- ✓ Quran increases one's faith (iman) which reduces desire to sin.
- ✓ It helps one to meditate about his/her relationship with Allah
- ✓ It helps one to know what is right and wrong
- ✓ It guides Muslims on what is Halal (allowed) and Haram (forbidden)

39. EITHER: Give one reason why some Christians name their children after Saints.

- ✓ To glorify righteousness
- ✓ To get blessings from God through the saints
- ✓ To set good role models to Christians
- ✓ To remember those that did good to the church
- ✓ To strengthen faith of believers
- ✓ To promote belief in life after death
- ✓ To honour the saints for their good example
- ✓ To show respect and love for their saints
- ✓ To seek protection and blessings from the saints
- ✓ To remind the child to live a holy and faithful life
- ✓ To show their children faith and identity
- ✓ To thank God for the life and work of the saints
- ✓ To keep memory of the saints alive.
- ✓ To encourage the children to serve God like the saints
- ✓ To ask the saints to intercede for the child before God
- ✓ To follow the church traditions of naming after saints
- ✓ To mark a special feast day of the saints
- ✓ To express their devotion to particular saint.

OR: Give one reason why Prophet Muhammad (PBUH) encouraged Muslims to give good names to their children.

- ✓ To encourage good behaviour
- ✓ To guide children do what the good people did.
- ✓ It was Sunnah (a practice of prophet Muhammad (PBUH)).
- ✓ A good name is part of the child's right upon their parents.

40. EITHER: Give one reason why Baby Jesus was taken to Egypt when he was born.

- ✓ To protect Jesus from King Herod who wanted to kill him // King Herod had ordered all baby boys in Bethlehem to be killed
- ✓ An angel warned Joseph in a dream to take the child for safety // It was a command (message) from God
- ✓ To fulfil the prophecy
- ✓ Egypt was a safe place for them at the time
- ✓ To allow God's plan for Jesus to be fulfilled

- ✓ To show that God protects those who obey him
- ✓ To show that God's power is greater than the earthly rulers

OR: Give one reason why Prophet Muhammad (PBUH) migrated from Mecca to Medina.

- ✓ It was Allah's command/ order
- ✓ To protect himself from pagans of Mecca // To flee persecution from the Quraish tribe in Mecca
- ✓ To spread Islam
- ✓ He wanted to make an alliance with the people of Medina

Section B: 60 MARKS

41. (a) Name any one method of crop cultivation used in your community.

- ✓ Irrigation farming
- ✓ Crop rotation
- ✓ Mono cropping
- ✓ Shifting cultivation
- ✓ Agroforestry
- ✓ Row planting
- ✓ Strip cropping
- ✓ Terracing
- ✓ Contour ploughing

(b) State any two ways in which the use of modern machines improves crop growing in Uganda.

- ✓ It makes farming easy
- ✓ It saves time // Machines speed up farm work
- ✓ Use of machines increases crop yields
- ✓ Modern machines reduce labour costs.
- ✓ Modern machines improve the quality of farm work.
- ✓ Modern machines clear land quickly which encourages early planting
- ✓ Machines plough deeply which helps plant roots to move deeper
- ✓ Machines are used in irrigation which supports growing crops during dry season
- ✓ Machines are used to process harvested crops which adds value
- ✓ Machines are used to add fertilizers which boost crop growth

(c) State one reason why some East African governments reduce taxes on some farm produce.

- ✓ To encourage farmers to produce more products.
- ✓ To reduce costs of production which makes farm produce cheaper for consumers.
- ✓ To increase agricultural exports which bring revenue.
- ✓ To improve farmers' income.
- ✓ To attract investors into agriculture.
- ✓ To reduce poverty among farming communities
- ✓ To promote food security in the country
- ✓ To support commercial farming
- ✓ To boost the agricultural sector which supports the economy of the country
- ✓ To control famine
- ✓ To reduce mono cropping
- ✓ To increase on employment in agriculture // create more jobs
- ✓ To promote modern farming

42. Mr. Opi started a tree planting project on his land. After some years, his land was thickly covered with trees.

(a) Name the type of forest that has grown on Mr. Opi's land.

- ✓ Planted forest (Accept human-made forest or manmade forest)
- ✗ Reject: **Artificial forest**

(b) Mention any one way in which Mr. Opi can continuously care for the trees.

- ✓ By watering the trees
- ✓ By gap filling
- ✓ By applying fertilizers

- ✓ By fencing the forest to protect trees from animals
- ✓ By weeding the forest
- ✓ By pruning trees
- ✓ By thinning the trees
- ✓ By mulching to conserve moisture
- ✓ By controlling wild fires
- ✓ By spraying to control pests

(c) Write any two benefits Mr. Opi will get from the forest.

- ✓ Trees in the forest will provide firewood
- ✓ Provision of timber
- ✓ Conservation of water in the soil.
- ✓ Creation of habitats for wildlife
- ✓ He will get fresh air
- ✓ The forest will help in rainfall formation
- ✓ Trees in the forest will provide fruits
- ✓ He will get herbs (herbal medicine) from trees
- ✓ He will get a shade (resting place)
- ✓ The forest can be used for grazing animals
- ✓ The forest will attract wild animals which will favour hunting
- ✓ The forest will attract tourists who bring income
- ✓ Trees will reduce speed of wind near his place
- ✓ Trees will drop leaves which will make his soil fertile
- ✓ Trees will control soil erosion
- ✓ He will reduce global warming

✍ Accept responses **with and without qualifiers**

43. (a) State any two reasons why colonialists stopped political rallies organised by Africans during the struggle for independence.

- ✓ They never wanted resistance
- ✓ They feared rebellions
- ✓ They never wanted Africans to know their rights/ freedoms
- ✓ Colonialists wanted to protect their influence in Africa.
- ✓ They wanted to easily control Africans
- ✓ They wanted to destroy the unity of Africans
- ✓ They wanted to show their powers over Africans
- ✓ They wanted to restrict Africans movement
- ✓ They wanted to instil fear among Africans
- ✓ They wanted to weaken African support
- ✓ They wanted to destroy mobilization network of Africans
- ✓ They never wanted Africans to be popular
- ✓ They never wanted Africans to weaken European culture
- ✓ They feared the Europeans overseas to know their injustices in Africa.
- ✓ Political rallies were used to expose bad acts of the colonialists
- ✓ Political rallies were used to demand for African independence which they never wanted
- ✓ Africans criticised the colonialists through rallies
- ✓ Africans used political rallies to demand for their rights which colonialists never wanted

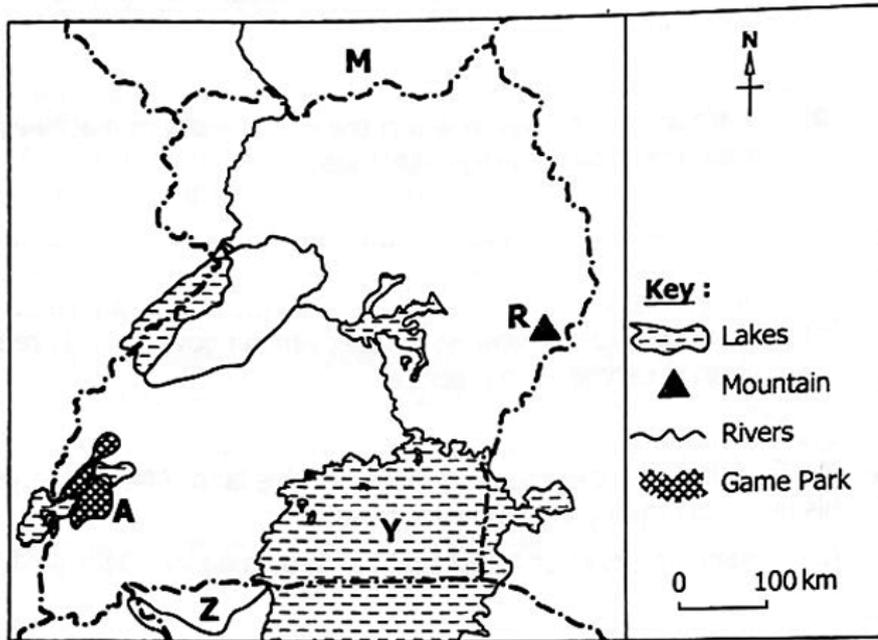
- ✓ Africans used rallies to protest against foreign rules
- ✓ Africans used political rallies to stage boycotts
- ✓ Political rallies were leading to rise of Nationalists in Africa
- ✓ To control the flow of information and ideas among the population.
- ✓ To limit Pan Africanism

(b) In which two ways can African countries protect their political independence?

- ✓ By rejecting foreign policies
- ✓ Avoiding dependency on foreign aid
- ✓ By promoting democracy
- ✓ By protecting their Constitutions
- ✓ By voting for patriotic leaders
- ✓ By building strong defence forces
- ✓ By maintaining good international relations (maintaining diplomatic relations)
- ✓ By joining regional groupings
- ✓ By joining international organisations
- ✓ By teaching political education in schools
- ✓ By teaching patriotism in schools
- ✓ By fighting against terrorism
- ✓ Promoting industrialization for self-sustenance
- ✓ Promoting modern farming methods
- ✓ Preserving cultural sites
- ✓ Having strong and disciplined national army or police to defend the country.
- ✓ Maintaining a stable government and leadership
- ✓ Protecting national borders from internal and external threats.
- ✓ Adopting and enforcing laws that safeguard sovereignty (independence)
- ✓ Promoting national unity
- ✓ Maintaining diplomatic relations with other countries
- ✓ By ensuring proper use of natural resources
- ✓ Building strong institutions that uphold the rule of law and national policies
- ✓ By allowing people to choose leaders of their choice
- ✓ By allowing freedom of speech
- ✓ By allowing freedom of movement
- ✓ By allowing freedom of worship

✍ Accept all **fundamental human rights**

44. Study the sketch map of Uganda below and use it to answer the questions that follow.



(a) Name the national game park marked A.

- ✓ Queen Elizabeth national game park

(b) Mention any one benefit of the physical feature marked R to the people living around it.

- ✓ Helps in rain formation
- ✓ Used for study
- ✓ Fertile soils for farming
- ✓ It is used for settlement of people
- ✓ It promotes tourism
- ✓ It favours growth of Arabica coffee
- ✓ It has minerals
- ✓ It is used for traditional ceremonies
- ✓ It is used for cultural worship
- ✓ It is a source of many rivers
- ✓ It has thick forests which provide firewood and timber.

(c) In which one way is Uganda similar to country marked M in terms of location?

- ✓ Both are landlocked // Both have no direct access to the sea // Both don't have a coastline/ sea port
- ✓ Both are found in the tropical region
- ✓ Both lie along the River Nile basin

(d) Why does river marked Z flow towards lake marked Y?

- ✓ Lake marked Y is on a lower altitude than the source of River marked Z
- ✓ The source of the river marked Z is on higher altitude than the lake marked Y

45. (a) Apart from technical skills, mention two other factors to consider when selecting human labour to work in an industry.

- ✓ Age
- ✓ Health status
- ✓ Physical strength //Energy of a person
- ✓ Beauty in relation to type of industry
- ✓ Communication skills
- ✓ Public relations
- ✓ Marital status
- ✓ Salary needed
- ✓ Gender
- ✓ Residence
- ✓ Nationality
- ✓ Religion
- ✓ Customer care services
- ✓ Discipline.
- ✓ Willingness to work and learn
- ✓ Ability to work as a team

~~✗~~ **Reject: Technical skills, knowledge/ expertise about the work, education and qualifications (They all directly to technical knowledge and skills needed to work in the industry)**

(b) Write two ways in which the government of Uganda can reduce the movement of skilled labour out of the country.

- ✓ Paying workers attractive salaries
- ✓ By maintaining peace and security in Uganda
- ✓ By promoting industrialization to create jobs
- ✓ By providing workers with good accommodation facilities
- ✓ By using Job contracts
- ✓ By attracting investors to Uganda
- ✓ By recognising those who offer long service in Uganda
- ✓ By setting up strict labour laws
- ✓ Providing job security
- ✓ Improving social services like Education

46. (a) Mention any two lessons Ugandans can learn from the second stanza of the Uganda National Anthem.

- ✓ Uganda is a country of freedom
- ✓ Ugandans live in friendship
- ✓ Uganda is a peaceful country
- ✓ Uganda relates well with her neighbours
- ✓ Ugandans are hardworking
- ✓ To work together for national development
- ✓ To uphold unity and peace among citizens
- ✓ To value the nation's Freedom and independence,

(b) The Uganda National Anthem is sung first, followed by other anthems and also sung last to close any official function.

Give two reasons for following this regulation.

- ✓ To show the supreme nature of the National anthem over other anthems
- ✓ To formally open and close the function
- ✓ To show respect to the anthem
- ✓ To promote National unity
- ✓ To promote National goals of Uganda

- ✓ To promote National identity
- ✓ To promote love for our country // patriotism
- ✓ To honour Uganda above other countries
- ✓ To maintain traditions in official events.

47. (a) Give two factors that influence the use of animal transport in Uganda.

- ✓ Type of goods to be transported
- ✓ The nature of landscape // topography // terrain
- ✓ The distance to be covered
- ✓ The climatic conditions of an area
- ✓ Type of the animal
- ✓ Nature of the soils
- ✓ Disease vectors like tsetse flies
- ✓ Health of the animal
- ✓ Availability of the animals
- ✓ Nature of roads

(b) State two steps being taken by the East African governments to improve railway transport.

- ✓ Funding the construction of railway line
- ✓ Hiring experts to construct railway lines
- ✓ Buying railway locomotives
- ✓ Rehabilitating of old railway lines.
- ✓ Constructing of new railway lines
- ✓ Modernising railway stations
- ✓ Introducing of modern locomotives and wagons
- ✓ Training of railway staff
- ✓ Improving security along railway lines
- ✓ Ensuring standard gauge railways.
- ✓ Reducing transport costs on railway routes.
- ✓ Using technology for scheduling and ticketing.

48. (a) State any two laws that were introduced by the colonial governments in East Africa.

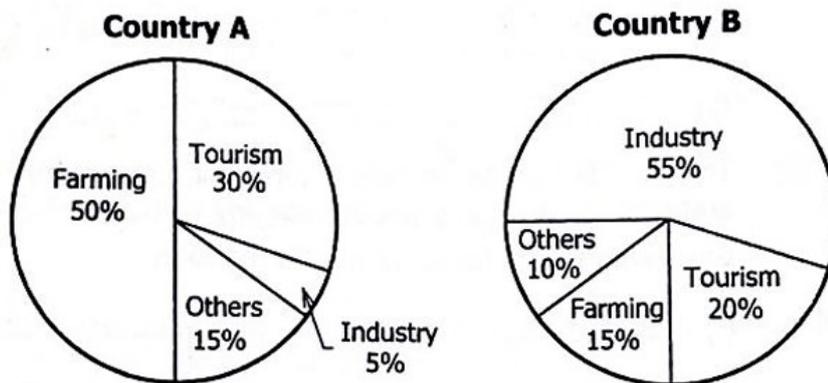
- ✓ Tax laws (Accept specific taxes e.g. Hut tax law, Poll tax laws)
- ✓ Land laws
- ✓ Labour laws. (Accept Forced labour)
- ✓ Cash crop growing policies
- ✓ Trading laws
- ✓ Education laws
- ✓ Movement laws (Accept specific Movement laws e.g. Kipande policy)

(b) Write two ways in which the people of East Africa showed their dislike for colonial laws.

- ✓ By refusing to pay to pay taxes
- ✓ By refusing to grow forced cash crops
- ✓ By escaping to forests and mountains where they were forced to live.

- ✓ By boycotting colonial goods
- ✓ By forming resistance movements
- ✓ By attacking colonial chiefs and soldiers
- ✓ By refusing to provide forced labour.
- ✓ By accepting to join LEGCO
- ✓ By forming political parties
- ✓ By forming trade unions
- ✓ By staging rebellions against foreign laws
- ✓ By refusing to use foreign languages
- ✓ By using open rallies to protest against colonial laws
- ✓ By forming riots
- ✓ By forming demonstrations
- ✓ By demanding for their independence
- ✓ By refusing to offer their land to colonialists

49. The pie charts below show sources of income for two countries; A and B. Use them to answer the questions that follow.



(a) Name the highest source of income for:

(i) Country A.

- ✓ Farming
- ✍ Accept: Agriculture

(ii) Country B.

- ✓ Industry
- ✍ Accept: Industries // Industrialisation

(b) State one way in which country A can improve its industrial sector.

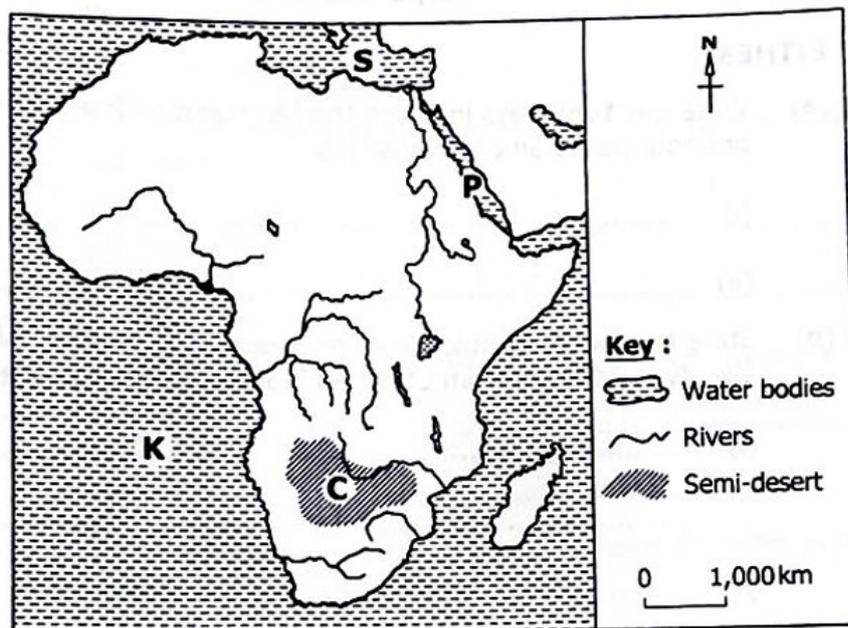
- ✓ By setting up agro-based industries
- ✓ By improving transport system to move raw materials to factories
- ✓ By providing loans to farmers to increase production of raw materials
- ✓ By training farmers in better farming methods to increase output.
- ✓ By protecting local industries from foreign competition.
- ✓ By providing electricity to rural areas where factories can be built
- ✓ By encouraging value addition to farm products
- ✓ By attracting investors to start industries that use farm produce.
- ✓ By promoting peace in the country

- ✓ By training workers to get skilled labour (Accepted specific examples of labourers such as miners, skilled fishermen, skilled farmers, skilled rangers)
- ✓ By using modern technology
- ✓ By setting up industrial areas
- ✓ By having enough Hydro Electric Power for industries
- ✓ Through plantation farming to provide raw materials
- ✓ By training vocational skills

(c) Why would country B need more electricity than country A?

- ✓ Country B has more industries than country A
- ✓ Country B has many factories running day and night while farming is mostly done during daytime
- ✓ Industries in country B require lighting, heating and cooling which need more power than farming activities.
- ✓ Industries in country B need electricity to produce goods all the time unless farming in A which depends on seasons.

50. Study the sketch map of Africa below and use it to answer the questions that follow.



(a) Name the water body marked K.

- ✓ Atlantic Ocean

(b) How was water body marked S connected to water body marked P to shorten the distance travelled by traders?

- ✓ Through the construction of Suez Canal

(c) State two conditions that make area marked C more suitable for nomadic herding than crop farming.

- ✓ Area marked C receives little rainfall which supports nomadic herding unlike crop growing
- ✓ Area marked C has no major water bodies which discourages irrigation farming unlike nomadic herding
- ✓ Area marked C has oases which provide drinking water for animals
- ✓ Area marked C is free from animal disease vectors like tsetse flies which encourages herding
- ✓ Area marked C has low population which encourages nomadic herding
- ✓ Area marked C has wide open grasslands which are suitable for animal grazing than crop growing.
- ✓ Seasonal changes encourage movement of herders with animals that settling in one place to grow crops require herders to move animals to find pasture
- ✓ The soil in Area marked C is less fertile which discourages crop farming and encourage herding.
- ✓ Hot temperatures in Area marked C discourage crop farming and encourage nomadic herding.

✍ Expected responses should have both a qualifier and comparison.

For example: Area C receives little rainfall that supports nomadic pastoralism unlike crop farming

qualifier comparison

For each of the questions 51 to 55, answer EITHER the Christian OR Islamic questions but not both. No marks will be awarded to a candidate who attempts both alternatives in a particular number.

51. EITHER

(a) Write any two ways in which the ten commandments help to promote peace among Christians.

- ✓ They prevent theft
- ✓ They prevent murder
- ✓ They promote respect to authority
- ✓ They prevent adultery which spreads diseases
- ✓ They promote honesty
- ✓ They encourage good behaviour
- ✓ They help to reduce sinning among Christians.
- ✓ They help Christians to live according to God's standards.
- ✓ They promote unity among Christians.
- ✓ They promote cooperation among Christians.

✍ Accept specific **sins prevented by the ten commandments**

✍ Accept specific **good behaviours promoted by the ten commandments**

(b) State two ways in which keeping peace in Traditional African society is different from Christian teachings about peace.

- ✓ In African Traditional society, peace was maintained through elders while in Christian teachings peace is maintained following God's commandments.
- ✓ Taboos were used to keep peace in ATS while Christian teachings discourage taboos
- ✓ Gods of peace and war were offered sacrifices to keep peace in ATS yet in Christian teaching Jesus is the prince of peace
- ✓ Christian teachings encourage sacrament of penance to promote peace yet ATS didn't have sacraments.
- ✓ Elders are used to solve conflicts in ATS yet the Bible is used in Christian reaching
- ✓ Customary laws are used in ATS to promote peace yet the 10 commandments are used in Christian teachings
- ✓ Harmony in African Traditional society was restored through ritual reconciliation while in Christian teachings peace encourage forgiveness.
- ✓ Justice in African Traditional society was community based while Christian teachings, Justice is spiritual based with obedience to God.
- ✓ In African Traditional society, conflicts were solved through elder's meditation while in Christian teachings conflicts are solved through prayers and forgiveness
- ✓ Christian teachings encourage monogamy to keep peace in a family while ATS encouraged polygamy to have peace and respect.

✍ Only accept responses with **Comparison and meaningful sentences** in relation to the question

OR

(a) Write any two ways in which the five pillars of Islam help to promote peace among Muslims.

- ✓ Shahadat teaches us to obey all Allah's laws hence no unfair murder or judgement
- ✓ Zakat reduces the income gap hence peaceful living
- ✓ Zakat helps poor to live happily and more peacefully
- ✓ Saum promotes good conduct and peace
- ✓ Swalat promotes equality and peace
- ✓ Shahadat prohibits adultery and rape
- ✓ Shahadat prohibits stealing

(b) State two ways in which keeping peace in Traditional African society is different from Islamic teachings about peace.

- ✓ In ATS, kings had a final say over life yet in Islam, Allah controls life and death
- ✓ In ATS, attacking was regular yet Islam favours defence
- ✓ In ATS, war captives were killed yet in Islam, they may be pardoned.

52. EITHER

(a) Mention any two situations that can prevent a Christian's prayer from being answered by God.

- ✓ Having no trust (faith) in God
- ✓ Devil worshipping
- ✓ Praying without heart intention
- ✓ Profaning (denying existence of God)
- ✓ Sinning (Not following the 10 commandments)
- ✓ Breaking laws of the Church
- ✓ Living in sin without repentance
- ✓ Praying for selfish reasons
- ✓ Refusing to forgive others
- ✓ Ignoring God's will
- ✓ Being lazy in prayer
- ✓ Not Praying regularly (Praying only during hard times)// Neglect of God
- ✓ Praying with pride
- ✓ Praying with hatred.

✍ Accept specific **bad acts** that can be done **during prayers**

b) Write two ways in which prayer helps a Christian in times of trouble.

- ✓ Prayer increases one's faith
- ✓ Prayers cast demons
- ✓ Prayers give courage and strength
- ✓ Prayers reward miracles
- ✓ Prayers give divine power
- ✓ Prayers help to overcome temptation
- ✓ Prayers help Christians to get their needs
- ✓ Prayers guide Christians to make correct decisions

OR

(a) Mention any two things that can spoil prayer (swallah).

- ✓ Praying looking sideways
- ✓ Eating during praying
- ✓ Playing during prayers
- ✓ Laughing during prayers
- ✓ Farting during prayers // Passing out air
- ✓ Bleeding during prayer
- ✓ Urinating during prayer
- ✓ Vomiting during prayer
- ✓ Touching the private parts during prayer
- ✓ Release of pus
- ✓ Talking words outside prayer
- ✓ Praying from a dirty place/ mat
- ✓ Not facing the kibla/ direction of kaaba
- ✓ Not making iqaama
- ✓ Not reciting Al-fatiha well,
- ✓ Not saying the opening takbir
- ✓ Praying without heart intention
- ✓ Praying without ablution (wudhu)
- ✓ Failure to keep time of prayer

(b) Write any two ways in which prayer helps a Muslim in times of trouble.

- ✓ Prayer strengthens iman (faith)
- ✓ Prayer keeps one close to Allah
- ✓ Prayer helps one to overcome Satan
- ✓ Prayer keeps one physically fit
- ✓ Prayer keeps one time conscious
- ✓ Prayer reminds us about hadith (Teachings of Prophet Muhammad (PBUH))
- ✓ Prayer helps believers to go to heaven
- ✓ Prayers help believers to make correct decisions
- ✓ Prayers help to fulfil one of the pillars of Islam (swallah)
- ✓ Prayers keep the devil far from you
- ✓ Prayers increase blessings
- ✓ Prayers help us remember how earlier Moslems survived difficulty.

53. EITHER

(a) Give two contributions Christians can make towards the spread of the Gospel of Jesus Christ in Uganda.

- ✓ Joining Sunday school
- ✓ Joining religious organisations (Accept specific examples of religious organisations like Mothers' Union, Legion of Mary, Spiritual Union)
- ✓ Starting up a church
- ✓ Going to the seminary to become a priest
- ✓ Contributing money to build churches
- ✓ Offering labour in building churches
- ✓ Going to crusades

- ✓ Participating in Education Week competitions
- ✓ Participating in charity events by churches
- ✓ Receiving sacraments
- ✓ Teaching other people the Gospel.
- ✓ Assisting priests during church service/mass
- ✓ Decorating the church / altar
- ✓ Joining Church choir
- ✓ Going for Holy marriage in the church
- ✓ Making pilgrimage to Holy places
- ✓ Celebrating Saint feast days
- ✓ Naming child after the Saints
- ✓ Organising religious radio shows
- ✓ Organising Christmas carols
- ✓ Preaching and teaching about Jesus Christ
- ✓ Praying for missionaries and evangelism activities
- ✓ Supporting missionary work.
- ✓ Living a good Christian example
- ✓ Organisation Christian meeting
- ✓ Joining Bible study and youth fellowship.
- ✓ Printing and distributing Bibles
- ✓ Visiting the sick.
- ✓ Visiting prisoners
- ✓ Using media to preach about Jesus

(b) State the meaning of each of the following terms as used in Christianity:

(i) Persecution.

- ✓ Persecution refers to mistreatment of a person due to his or her religion

✍ Accept: **Killing a person due his/her faith**

✍ Accept: being **treated badly or suffering** because of being a **Christian**.

(ii) Perseverance.

- ✓ Perseverance refers to keeping doing something right even during time of trouble

✍ Accept: Perseverance means being **calm / gentle in hard times**

✍ Accept: Perseverance means **enduring hard times/ suffering/ pain**

✍ Accept: Not giving up in faith or good work **despite challenges**

OR

(a) Give two contributions Muslims can make towards the spread of Islam in Uganda.

- ✓ Building mosques
- ✓ Buying Qurans
- ✓ Buying prayer mats
- ✓ Teaching Islam to others
- ✓ Buying Yasarunas

- ✓ Teaching all pillars Islam (Accept specific pillars like Shahadah, Swallah, Zakah, Hijja, Saum)
- ✓ Paying mosque electricity bills
- ✓ Paying mosque water bills
- ✓ Financing Sheikhs who teach Islam
- ✓ Setting up radio stations to teach Islam
- ✓ Writing Islamic articles in newspapers
- ✓ Translating Quranic verses to local languages
- ✓ Living by the Hadiths of Prophet Muhammad (S.A.W)

(b) State the meaning of each of the following terms as used in Islam:

(iii) Persecution.

- ✓ Persecution refers to mistreatment of a person due to his or her religion
 - ✍ Accept: Killing a person due his/her faith
 - ✍ Accept: being treated badly or suffering because of being a Muslim.

(iv) Perseverance.

- ✓ Perseverance refers to keeping doing something right even during time of trouble
 - ✍ Accept: Perseverance means being calm / gentle in hard times
 - ✍ Accept: Perseverance means enduring hard times/ suffering/ pain
 - ✍ Accept: Not giving up in faith or good work despite challenges

54. EITHER

(a) State two messages that John the Baptist preached to the people that came to him in the desert.

- ✓ Repenting
- ✓ Reconciliation
- ✓ Forgiving each other
- ✓ Turning to God
- ✓ Prepare the way for Jesus.
- ✓ Live righteously and do good deeds
- ✓ Be baptised as a sign of cleansing from sin
- ✓ Avoid greed, dishonesty and evil behaviour
- ✓ Share with the poor and help those in need.

Biblical Reference (God's message from Mark 1: 4 - 5)

4 So John appeared in the desert, baptizing and preaching. "Turn away from your sins and be baptized," he told the people, "and God will forgive your sins."

5 Many people from the province of Judea and the city of Jerusalem went out to hear John. They confessed their sins, and he baptized them in the River Jordan.

(b) Name the two groups of people who went to John the Baptist for baptism.

- ✓ Pharisees
- ✓ Tax collectors
- ✓ Soldiers
- ✓ Sadducees

Biblical Reference (God's message from Matthew 3:7)

7 When John saw many Pharisees and Sadducees coming to him to be baptized, he said to them, "You snakes - who told you that you could escape from the punishment God is about to send?"

Biblical Reference (God's message from Luke 3: 12 and 14)

12 Some tax collectors came to be baptized, and they asked him, "Teacher, what are we to do?"

13 "Don't collect more than is legal," he told them.

14 Some soldiers also asked him, "What about us? What are we to do?"

OR

(a) State any two messages Prophet Muhammad (PBUH) gave in his last speech.

- ✓ Full faith in Allah
- ✓ Love for prophet Muhammad
- ✓ Fulfilling the 5 pillars,
- ✓ Respect for parents
- ✓ Respect for neighbours
- ✓ Encouraging of doing good
- ✓ Avoid zinnah (fornication)
- ✓ Avoiding ribbah (a war against Allah)
- ✓ Avoiding cheating in weighing scales

☞ **Hajjatul widah covered most good deeds, Accept most good deeds**

(b) Name two Caliphs who succeeded Prophet Muhammad (PBUH) after his death.

- ✓ Abubakar
- ✓ Umar
- ✓ Uthuman
- ✓ Ali

55. EITHER

Read the Bible verse contained in the letter written below and answer the questions that follow.

"If someone has done you wrong, do not repay him with a wrong. Try to do what everyone considers to be good." (Romans 12:17)

(a) Who wrote the above letter to the Romans?

- ✓ Apostle Paul

☞ **Accept: Saint Paul the Apostle**

(b) Give two reasons for not repaying evil with evil as a Christian.

- ✓ To promote peace
- ✓ To promote unity
- ✓ To promote love
- ✓ To promote harmony
- ✓ To promote cooperation
- ✓ To promote friendship
- ✓ To reduce loss of life
- ✓ To get blessings
- ✓ To please God

(c) State any one good act you can do to your enemies to apply the message in the above verse.

- ✓ Praying for them
- ✓ Showing them love
- ✓ Cooperating with them
- ✓ Forgiving them when they wrong you
- ✓ Not seeking revenge
- ✓ Speaking kindly to them
- ✓ Helping them when they are in need
- ✓ Treating them with respect
- ✓ Encouraging them to do good.
- ✓ Reconciling with the enemy
- ✓ Sharing food with the enemy
- ✓ Preaching the enemy about the will of God

OR

Read the verse below from the Qur'an and answer the questions that follow.

"The good deed and the evil deed cannot be equal. Repel (the evil) with one which is better (i.e. Allah orders the faithful believers to be patient at the time of anger, and to excuse those who treat them badly) then verily he, between whom and you there was enmity, (will become) as though he was a close friend." (Surah Fussilat 41:34)

(a) Who said the above words?

- ✓ Allah

✍ Accept: All Verses in the Qur'an

(b) Give two reasons for responding to evil with good acts as a Muslim.

- ✓ To prevent revenge
- ✓ To promote unity
- ✓ To guide wrong doers to doing good
- ✓ To get rewards
- ✓ To get blessings
- ✓ To prevent hatred and enmity
- ✓ To promote peace
- ✓ To get social respect
- ✓ To get blessings (thawab)

(d) State one thing that happens to Muslims who do good to their enemies.

- ✓ They get blessings (thawab)
- ✓ They get Rewards
- ✓ They get social respect
- ✓ Peace at heart
- ✓ They get closer to Allah

THE END

This marking guide is for general guidance only and is not intended to be a comprehensive or comparable substitute to the OFFICIAL MARKING GUIDE of the UNEB.

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UGANDA NATIONAL EXAMINATIONS BOARD
PRIMARY LEAVING EXAMINATION

2025

INTEGRATED SCIENCE

Time Allowed: 2 hours 15 minutes

Total Marks scored	
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Random No.					Personal No.		

Candidate's Name: **DRAFTED GUIDE BY TR MICAH {MR EDUCATION}**

Candidate's Signature **& TR FLORA VAN ELIJAH**

District ID No.

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Read the following instructions carefully:

- Do not write your **school** or **district name** anywhere on this paper.
- This paper has two Sections: **A** and **B**. Section **A** has **40** questions and Section **B** has 15 questions. The paper has **15 printed pages** altogether.
- Answer **all** questions. **All** answers to both Sections **A** and **B** must be written in the spaces provided.
- All answers **must** be written using a **blue** or **black** ballpoint pen or ink. Any work written in pencil, other than drawings, will **not** be marked.
- Unnecessary **changes** in your work and handwriting that cannot be easily read may lead to **loss** of marks.
- Do not fill anything in the table indicated **"FOR EXAMINERS' USE ONLY"** and in the boxes inside the question paper.

FOR EXAMINERS' USE ONLY		
QN. NO.	MARKS	EXR'S NO.
1 – 10		
11 – 20		
21 – 30		
31 – 40		
41 – 43		
44 – 46		
47 – 49		
50 – 52		
53 – 55		
TOTAL		

SECTION A: 40 MARKS

Answer **all** questions in this section.
Questions **1 to 40** carry **one** mark each.

1. Name the type of soil which is good for the growing of crops.

- ✓ Loam soil

2. Give the function of the stigma of a flower.

- ✓ The stigma receives pollen grains during pollination.

3. State any one way of controlling heartburn in humans.

- ✓ Avoid eating spicy or fatty or oily foods.
- ✓ Avoid overeating / Eat small amounts of food.
- ✓ Doing some light physical exercises after eating.

4. State any one way in which slashing of bushes around a home helps to control diseases.

- ✓ Slashing of bushes destroys hiding places for disease vectors.

5. Mention any one way in which planting of trees improves the quality of air in the environment.

- ✓ Trees purify air by absorbing carbon dioxide and releasing oxygen.
- ✓ Trees take in carbon dioxide from air and release oxygen.

6. Give any one way that can be used to prevent the spread of tuberculosis in a community.

- ✓ Taking children for immunisation.
- ✓ Isolating infected people/children.
- ✓ Drinking boiled milk.

7. State any one reason why it is not good to breathe through the mouth.

- ✓ There are no cilia to filter the air.
- ✓ The mouth does not filter the air.
- ✓ The mouth does not filter, warm or moisten the air.

The diagram below shows part of a root tuber crop. Use it to answer questions 8 and 9.



8. Name any one method of harvesting the root tuber crop.

- ✓ Uprooting / Digging out

9. Give any one reason why the above root tuber crop should be preserved after harvesting.

- ✓ To prevent it from rotting.
- ✓ To keep it for a longer time.
- ✓ To make it easy to transport.
- ✓ To promote food security.

10. State any one way through which breast feeding prevents diseases in babies.

- ✓ Breast milk provides antibodies that boost the immunity of the baby.

11. Give any one characteristic of bacteria.

- ✓ They are single celled.
- ✓ They have no nucleus.
- ✓ They reproduce by binary fission / cell division.
- ✓ They have no uniform shape and size.
- ✓ They are microscopic.
- ✓ They feed parasitically or saprophytically.

12. Mention the use of a barometer in a weather station.

- ✓ A barometer is used to measure the air pressure.
- ✓ A barometer is used to measure atmospheric pressure.

13. State any one way through which the giving of feeds to a cow during milking helps to stimulate milk let down.

- ✓ Keeps the cow calm

14. Give one way in which the wearing of tight-fitting shorts helps in controlling thread worm infestation.

- ✓ Prevents threadworms from laying eggs around the anus.

15. Name the part of the human male reproductive system that stores sperm cells.

- ✓ Epididymis

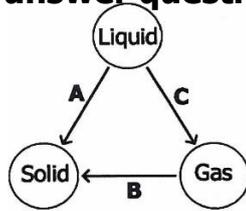
16. Give any one way of conserving living organisms in the soil.

- ✓ By mulching the soil
- ✓ Avoid disposing plastics on soil.
- ✓ By growing legumes.

17. State any one effect of weather on the pitch of sound.

- ✓ Pitch of sound increases with increasing temperature.
- ✓ Pitch of sound increases with increasing humidity.

The diagram below shows the physical changes that take place in the states of matter. Use it to answer questions 18 and 19.



18. Name the physical change labelled A.

- ✓ Freezing

19. State any one way in which physical change labelled C is important to plants.

- ✓ Change C helps plants to cool themselves.
- ✓ Helps in transpiration to cool the plants.

20. Apart from being a drink, give any one other use of alcohol.

- ✓ Used as a disinfectant.
- ✓ Used for cleaning wounds.
- ✓ Used for mixing drugs.
- ✓ Used for sterilizing medical equipment.

21. Name any one exotic breed of goats kept for the same purpose as Friesian cows.

- ✓ Alpine goats
- ✓ Anglo-Nubian goats
- ✓ Toggenburg goats
- ✓ Saanen goats

22. State any one way in which flowers planted in a school compound are important.

- ✓ Flowers beautify the school compound.
- ✓ Flowers are used for decoration.
- ✓ Some flowers are eaten as food.
- ✓ Flowers are used for study research / purposes.

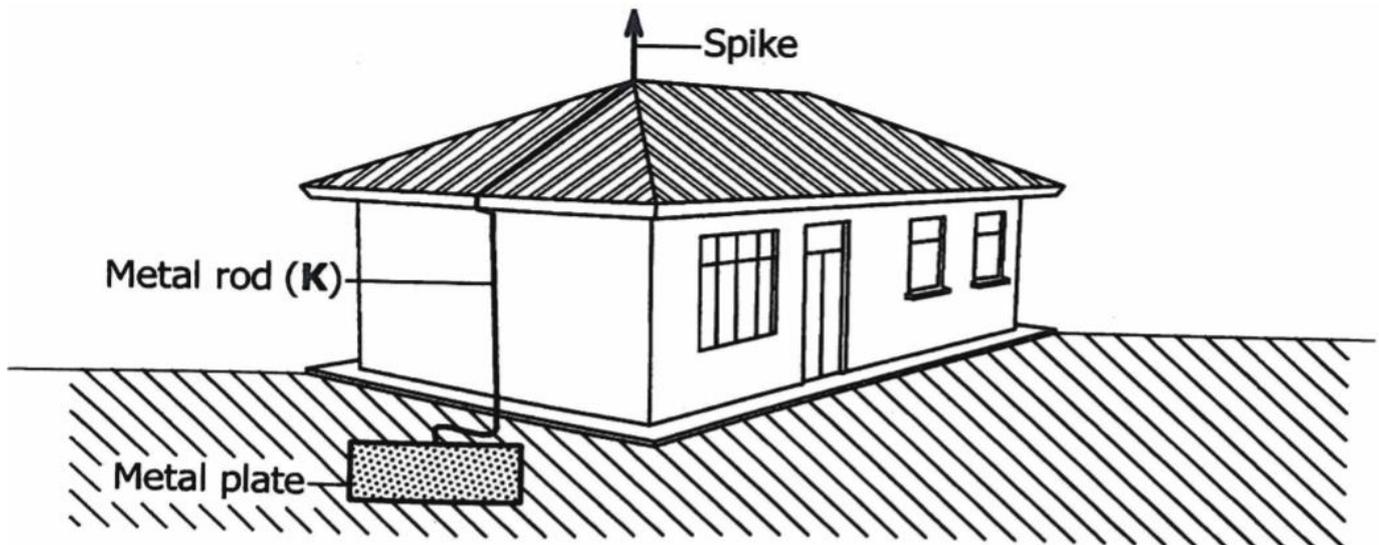
23. Give any one way of keeping the human body muscles in good working condition.

- ✓ Doing regular body / physical exercises.
- ✓ Feeding on a balanced diet.

24. Mention any one method used to prepare food at home.

- ✓ Frying
- ✓ Boiling
- ✓ Roasting
- ✓ Steaming
- ✓ Mingling
- ✓ Baking

The diagram below shows a lightning conductor on a building. Use it to answer questions 25 and 26.



25. Name the material used to make the metal rod labelled K.

- ✓ Copper

26. State one way in which the above lightning conductor helps to control damage on buildings.

- ✓ Lightning conductor traps static charges and directs them safely to the ground.
- ✓ Lightning conductor conducts excess electric charges from the clouds into the ground.

27. Give one reason why boiled water should be filtered before drinking.

- ✓ To remove solid impurities from water

28. Mention any one way in which wind is used as a resource.

- ✓ Wind helps in winnowing harvested cereals
- ✓ Wind turns windmills to generate wind power.
- ✓ Wind helps in sailing boats.
- ✓ Wind helps in cross pollination.
- ✓ Wind helps in seed dispersal.

29. State any one way in which the strength of a magnet can be maintained.

- ✓ By keeping magnets with iron keepers.
- ✓ By painting magnets to prevent rusting.
- ✓ By keeping magnets with unlike poles together.
- ✓ By keeping magnets away from heat.
- ✓ By keeping magnets facing the North-South direction.

30. Give any one factor a health worker considers when prescribing drugs for a patient.

- ✓ Age of the patient
- ✓ Weight of the patient
- ✓ Type of disease

31. Identify the component of blood that transports waste products in the human body.

- ✓ Plasma

32. Apart from being less dense, state any one other factor that makes an object float on a liquid.

- ✓ The shape of the object
- ✓ Upthrust force (Buoyancy)

33. State any one way in which animals benefit from moving in groups.

- ✓ Animals get protection from predators/enemies
- ✓ Animals can easily find mates
- ✓ Animals can easily find food and water

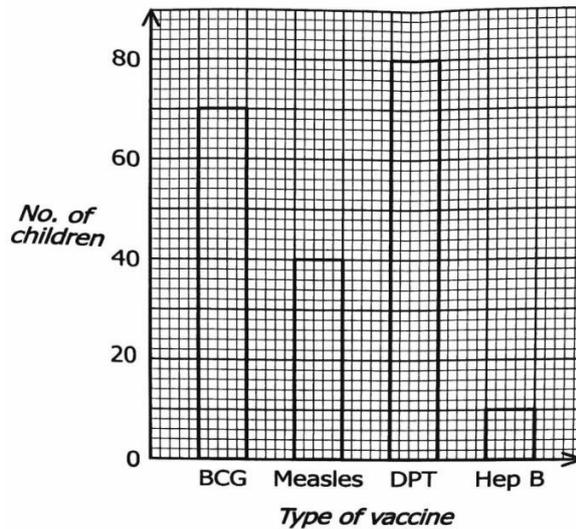
34. Name any one feature you can use to identify combs with young bees in a hive.

- ✓ Presence of brood capped cells.
- ✓ They are dull coloured.

35. State the reason why sound travels fastest in solids.

- ✓ Particles in solids are very closely packed together than in liquids and gases which makes heat conduction through solids fastest.
- ✓ Particles in solids are very closely packed together allowing atomic vibrations to conduct heat more faster than in liquids and gases.

The graph below shows vaccines that were received by children at a health Centre on one Tuesday. Use it to answer questions 36 and 37.



36. Identify any one disease for which the highest number of children received the vaccine.

- ✓ Diphtheria
- ✓ Pertussis / whooping cough
- ✓ Tetanus

37. Determine the number of children born on that Tuesday.

- ✓ Seventy (70) children were born on that Tuesday.

38. State the reason why a balloon filled with air bursts when exposed to sunshine.

- ✓ Due to rapid expansion of air inside the balloon caused by heating.

39. Give any one practice of caring for the health of the brain in humans.

- ✓ Have enough rest and sleep to refresh the brain.
- ✓ Feed on a balanced diet.
- ✓ Do regular physical exercises.
- ✓ Avoid tobacco smoking and alcoholism.
- ✓ Immunise children against meningitis.

40. State any one way through which establishment of factories in a community can be dangerous to water sources.

- ✓ Factories release untreated wastes into water bodies.
- ✓ Establishment of factories leads to destruction (draining away) of water sources.

SECTION B: 60 MARKS

Answer all questions in this section.

Questions 41 to 55 carry four marks each.

41. (a) Give any two social changes that take place at puberty.

- ✓ Adolescents become interested in opposite sex.
- ✓ Adolescents move in peer groups.
- ✓ Adolescents develop desire for freedom.
- ✓ Adolescents rebel against rules of teachers/parents.
- ✓ Adolescents become disobedient to their parents/teachers.

(b) Mention any two ways through which an adolescent can manage the social changes.

- ✓ Joining good social clubs.
- ✓ Joining good peer groups / peer resistance.
- ✓ Through making good decisions (good decision making).
- ✓ Through assertiveness.

42. The diagrams below show the animals W, X and Y that belong to three different groups of invertebrates. Use them to answer questions that follow.



(a) Identify the group of invertebrates to which animal labelled X belongs.

- ✓ Crustaceans

(b) Apart from having no backbone, state any one other way animals W and Y are similar in their body structures.

- ✓ Animal X and Y have segmented bodies
- ✓ Their bodies are both covered with a protective covering.
- ✓ Both have their bodies divided into two equal halves along one plane (Bilateral Symmetry).

(c) State any two benefits of animal Y to humans.

- ✓ Animal Y is eaten as food.
- ✓ Animal Y is sold for money.
- ✓ Animal Y pollinates farmer's crops.

43. (a) Give the importance of each of the following in the human diet:

(i) Roughage.

- ✓ Prevents constipation.
- ✓ Adds bulk to the diet.
- ✓ Allows easy digestion of food.

(ii) Water.

- ✓ Aids food digestion.

(b) Give any two ways in which food taboos are important to people in some communities.

- ✓ They prevent people from eating harmful food.
- ✓ They preserve culture and identity.
- ✓ They conserve natural resources.
- ✓ They promote respect and discipline.
- ✓ They shape people's habits.

44. In the table below, A shows the elements of Primary Health Care (PHC) while B shows some of the problems that may result from failure to practice the elements of PHC.

A	B
Immunisation	Typhoid fever
Family planning	Constipation
Water and sanitation	Halitosis
Oral health	Hepatitis B
	Maternal anaemia

Match correctly the problems in B with the elements of PHC in A, in spaces provided below.

- (a) **Immunisation** – Hepatitis B
- (b) **Family planning** – Maternal anaemia
- (c) **Water and Sanitation** – Typhoid fever
- (d) **Oral health** – Halitosis

45. A farmer has an apiary, a goat unit and a coffee plantation on the same piece of land.

(a) State the benefit of the;

(i) apiary to the coffee plantation.

- ✓ Bees pollinate coffee plants.

(ii) a goat unit to the coffee plantation.

- ✓ Droppings from goats is used as fertilizer in coffee plantation

(b) Mention any one danger of the apiary to the goat unit.

- ✓ By tethering goats
- ✓ By keeping goats indoors
- ✓ Carrying out Zero grazing

(d) Give any one way in which the farmer can control goats from disturbing the apiary.

- ✓ Fencing off the goat unit from the apiary

46. The diagrams below show experiments that were carried out on how light travels. Use them to answer the questions that follow.



(a) Identify the experiment in which the observer was able to see the light.

- ✓ Experiment N

(b) State the principle of light demonstrated in the experiments above.

- ✓ Light travels in a straight line.

(c) Explain how the principle in (b) above results in the formation of shadows. (02 marks)

- ✓ When light rays travelling in a straight line meet an opaque object, they are obstructed and since they cannot bend over the opaque object, a shadow is formed on the opposite side of the opaque object.

47. The diagram below shows part of the process of charcoal making. Use it to answer the questions that follow.



(a) State the reason for covering the wood with soil in the above process.

- ✓ To limit the supply of oxygen to the burning wood.

(b) State any one danger of the above activity to the environment.

- ✓ Produces smoke that pollutes air.
- ✓ Leads to deforestation.

(c) Identify any two ways the above activity can be controlled in a community.

- ✓ Enforcing laws against deforestation.
- ✓ Using alternative sources of energy.
- ✓ Using electricity for cooking instead of charcoal.

48. (a) State any two reasons why rubbish from our homes should be sorted before disposing it to gardens.

- ✓ The rubbish can pollute the soil.
- ✓ Rubbish can kill soil organisms.
- ✓ Rubbish can lead to waterlogging if not sorted.
- ✓ Rubbish can damage soil structure and texture.
- ✓ Rubbish can block water drainage in the soil.
- ✓ Rubbish can block soil aeration.

(b) Mention any two ways of keeping yourself safe while sorting rubbish at home.

- ✓ Wearing hard rubber gloves before sorting rubbish.
- ✓ Wearing gumboots to protect the feet from germs.
- ✓ Wearing a face mask to prevent direct inhaling of contaminated air.

49. (a) State any two ways you can use to control common sicknesses at home.

- ✓ Feeding on a balanced diet.
- ✓ Boiling water for drinking.
- ✓ Promoting proper personal hygiene.
- ✓ Proper disposal of wastes.
- ✓ Having regular body exercises.
- ✓ Promoting proper food hygiene.
- ✓ Avoid alcoholism, smoking and drug abuse.

(b) Give any two ways through which juvenile delinquency can be controlled in a society.

- ✓ Educating children.
- ✓ Punishing children for wrong behavior.
- ✓ Providing guidance and counselling to children.
- ✓ Providing equal treatment to all children.

50. (a) Name one material excreted by the lungs in humans.

- ✓ Carbon dioxide / Water vapour

(b) State one way through which shivering helps to regulate body temperature.

- ✓ Muscles contract rapidly to produce heat.

(c) Explain how each of the following practices helps in caring for the skin:

(i) Wearing clean loose clothes

- ✓ They keep the skin free from germs.
- ✓ They prevent skin irritation.
- ✓ They prevent bad odour/smell.

(ii) Smearing with Vaseline.

- ✓ Vaseline keeps the skin soft and moist.

51. (a) State any two uses of the sun as an energy resource.

- ✓ Sunlight is used in photography.
- ✓ Heat from the sun is used to produce solar electricity.
- ✓ Heat from the sun is used to dry wet clothes.
- ✓ Heat from the sun is used to dry harvested crops.
- ✓ The sun provides light that enables us to see.

(b) State any one reason why fire extinguishers are commonly painted red.

- ✓ To be easily seen in case fire breaks out.
- ✓ For easy identification in case of fire outbreak.

(c) State one way in which soil is useful in putting out fire.

- ✓ Soil cuts off the supply of oxygen to stop the burning.

52. (a) Give any one example of a good conductor of heat.

- | | |
|----------|------------|
| ✓ Iron | ✓ Lead |
| ✓ Copper | ✓ Zinc |
| ✓ Silver | ✓ Mercury |
| ✓ Brass | ✓ Aluminum |

(b) Mention any one way in which heat transfer by radiation is important to;

(i) plants.

- ✓ Helps plants to transpire.
- ✓ Helps in seed germination.

(ii) humans.

- ✓ Helps in drying harvested crops.
- ✓ Helps in drying people's clothes/beddings.
- ✓ Enables people to warm themselves.

(c) Explain how the silvery walls of a thermos flask keep the hot liquid in the flask hot.

- ✓ They are polished to reflect radiant heat back into the liquid.

53. (a) State the reason why a person suffering from HIV/AIDS is easily attacked by other diseases.

- ✓ HIV/AIDS weakens the immunity a person.
- ✓ HIV/AIDS destroys white blood cells which fight against germs in the body.

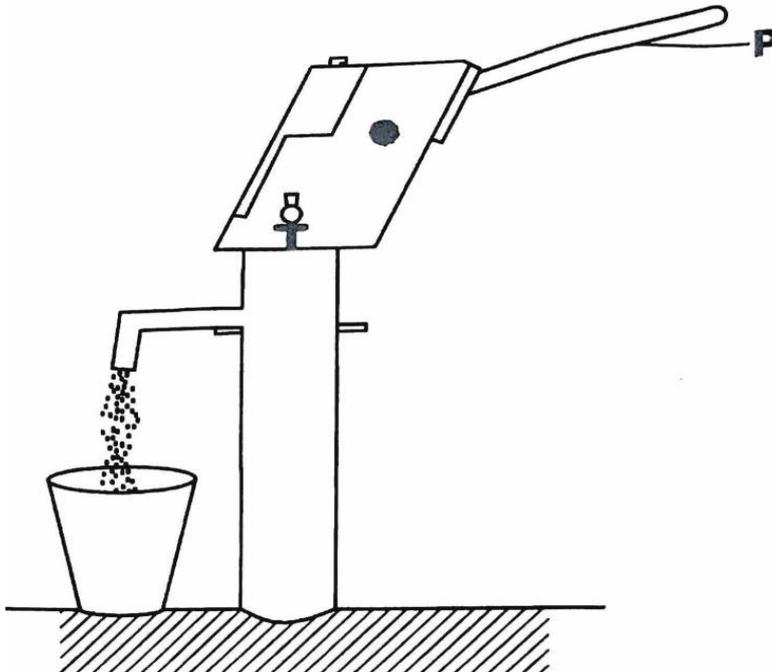
(b) Mention any one effect of HIV/AIDS on a community.

- ✓ It leads to loss of friends.
- ✓ It leads to loss of skilled labour in the community.
- ✓ It increases the number of street children.
- ✓ It leads to shortage of productive population.

(c) Give any two ways of caring for a person living with HIV/AIDS.

- ✓ Washing for them clothes.
- ✓ Feeding them on a balanced diet.
- ✓ Cooking for them food.
- ✓ Taking them to the hospital for treatment.
- ✓ Providing them guidance and counselling.

54. The diagram below is of a simple machine. Use it to answer the questions that follow.



(a) Name the class of levers to which the above machine belongs.

- ✓ First class levers

(b) Using an arrow, show the direction of the load when effort is applied to the part labelled P.

Note:

[Diagram of a first-class lever: fulcrum in the middle, effort on one side, load on the other, with arrow pointing to the load side labeled "Direction of the load"]

(c) State any two ways through which the efficiency of the above simple machine can be increased.

- ✓ Oiling the moving parts of the machine
- ✓ Greasing the moving parts of the machine
- ✓ Repairing the damaged parts of the machine

55. (a) Give any one cause of burns at home.

- ✓ Skin contact with acid
- ✓ Skin contact with hot ash
- ✓ Skin contact with hot charcoal
- ✓ Skin contact with hot metals

(b) Mention any one way in which cuts can be prevented in a school.

- ✓ Keeping sharp tools in safe places
- ✓ Using hard materials hand gloves to pick up broken sharp objects
- ✓ Throwing/disposing broken glasses into deep pits

(c) Mention any two responsibilities of a good first aider.

- ✓ To monitor the condition of the casualty
- ✓ To ensure safety of the casualty
- ✓ To provide appropriate first aid treatment
- ✓ To assess the situation quickly and calmly
- ✓ To call for medical help if needed.

PLE SCIENCE 2025

This marking guide is not the official from UNEB. It was drafted by **TR FLORA VAN ELIJAH** in a hand written scanned document and later was prepared by **TR MICAH a.k.a MR EDUCATION** as an organized drafted guide in a well formatted pdf.

Note: Guidance, Comments and corrections are highly welcomed for the better

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END



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THE UCCES PANACEA



UGANDA COMPREHENSION & COMPOSITION EXPERTS SOCIETY (UCCES) **FOR PLE 2025**

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THE EAST AFRICAN COMPREHENSION EXPERTS

SECTION A

1. did
2. who/that
3. often
4. make
5. care/charge
6. cloudy
7. excitement
8. running
9. respectable (**Reject...respectful/respected....**)
10. danger
11. lowered
12. expensively
13. presenter
14. nearer
15. fishing
16. avocado, guava, mango, orange
17. Daisy, Daniel, Daphne, Davis
18. The mandazi we bought yesterday were hard and tasteless/bland/insipid.
19. One of my nieces sings in the school choir.
20. The teacher was not happy with us because we arrived late.
21. coaches
22. diaries
23. Children ought to obey their parents(.)
24. What an organized pupil Noeline is!
25. Idea of the coloured part of a plant from which the seed or fruit develops.
 - a plant grown for the beauty of its flowers.
 - a flower with its stem that has been picked as a decoration.
 - being the finest or best part of something.
 - (of a plant or tree) producing flowers// blooming.
 - developing and becoming successful// blossoming.
 - (accepted forms of the word – flower, flowers, flowering, flowered)

Qualifiers: plant, decorate, grow, fragrant, fragrance, garden, bouquet, wreath, decoration, crop, tree, wither, pollinate, environment, bush, bunch, smell, sun bird, sign of love, gift, guest, welcome, pick, wild, beautiful, adorn, beautify, nectar, insect, bees, moths, forest, school compound, scent, types of flowers such as (lily, rose, lavender, begonia, carnation, tulip, daisy, iris, orchid, etc.), parts of a flower such as (sepal, petal, pistil, stamen, filament, style, ovule, ovary, stalk, anther, stigma, pollen, pollen grains, etc.), colours like pink, red, yellow, blue, etc., mention of flowering plants like maize, beans, sugar cane, etc.

26. Idea of:

- a fine white or brown powder made from grain and used in

cooking for making bread, cakes, etc.

- Covering something with a layer of flour (with the sound of the original syllable maintained in the forms – **flour, flours, flouring, floured.**)

Qualifiers: maize, millet, sorghum, barley, oat, rice, wheat, baking bread, cake, dough, ingredient, posho, porridge, grain, soya, matoke, knead, cake, mandazi, bread, bun, muffins, samosa, cereals, sifting, mingling, mixing, etc.

27. Kevin could not shade her picture well using the blunt pencil.

28. Pedestrians always walk on the right-hand side of the road.

(Reject without the hyphen in...right hand)

29. reference

30. account// air conditioning// ACCOUNT// AIR CONDITIONING

31. Both Bigala and Madada have bought a loaf of bread.

Both Madada and Bigala have bought a loaf of bread.

(Reject...loaves of bread.../bought loaf of bread.)

32. Aisha is the owner of that black suitcase.

- The owner of that black suitcase is Aisha.
- It is Aisha that// who is the owner of that black suitcase.

-
33. Jerome is the smartest boy in our class.
- Jerome is the smartest of all the boys in our class.
 - Jerome is smarter than (all) the other boys in our class.
 - Jerome is smarter than the rest of the boys in our class.
(Reject without..**the other/the rest of** where smarter than is used)
34. Benon likes reading storybooks more than// better than watching cartoons.
35. The pupils worked so hard that they won the quiz.
36. Shamim told Tom to hand in his/her exercise book for marking.
Shamim told Tom that he/she should hand in his/her exercise book for marking.
37. The best performers are receiving prizes from the head teacher/ headteacher.
38. Uganda imports coffee, doesn't it? **(Reject.... doesn't she?)**
39. The sick child was taken to (the) hospital by Aunt Joyce.
40. Each of the candidates has (got) a mathematical set.
41. While we were travelling from Jinja to Kampala, we saw the famous bridge.
- While travelling from Jinja to Kampala, we saw the famous bridge.
42. No sooner had the bus reached the junction than it slowed down.
- No sooner did the bus reach the junction than it slowed down.
43. The carpenter makes beds as well as cupboards.
- The carpenter makes cupboards as well as beds.
44. Deborah bought a nice purple dress.
45. How much was the bunch of matoke?
- How much did the bunch of matoke cost?
 - How much money did the bunch of matoke cost?
 - How much money was the bunch of matoke?
(Reject use of **...matooke**...instead of matoke...)
46. She did not (didn't) have enough money to pay for the dictionary.
47. Unless the veterinary surgeon treats the animals, they will die.
- Unless the veterinary surgeon treats the animals, they will not// won't survive// live// have life// be alive// stay alive// continue living/cease to live.
48. She was given a watch for her birthday. **(Reject..for it was her birthday.)**
49. Many people took part in the cultural show last year.

-
50. By the time (that) we join Senior One (,) we shall have received our PLE results.
- By the time (that) we join Senior One (,) we will have received our PLE results.
- (Accept **Primary Leaving Examination** results and **senior one**)

SECTION B

51. (a) Ayoma went to Atapara Primary School.
- The school to which Ayoma went is//was Atapara Primary School.
 - Atapara Primary School is//was the school to which Ayoma went//that Ayoma went to.
 - It was Atapara Primary School to which Ayoma went.
- (Reject any answer without preposition "to".)**

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(b) Ayoma's parents were proud of their son because:

- he was a humble and (an)intelligent pupil//student// learner// schoolchild/boy/person/child.
- he was humble and intelligent.
- he was a pupil/ a person of humility and intelligence.
- he had humility and intelligence.
- he exhibited// displayed humility and intelligence.
- of his humility and intelligence.
- of his brilliance//cleverness.
- of his being humble and intelligent.
- he was humble.
- he was intelligent.
- of his intelligence
- of his humility.
- he was a humble pupil// boy//son/learner/schoolchild.
- he was an intelligent pupil// boy// son/learner/schoolchild.
- he was brilliant//clever//bright.

(c) Ayoma enjoyed carpentry in his schooldays.

- In his schooldays, Ayoma enjoyed carpentry// woodwork// woodworking.
- In Ayoma's schooldays, he enjoyed carpentry/woodwork/woodworking.
- Ayoma enjoyed doing carpentry/woodworking//carrying out carpentry/woodwork/ making furniture in his schooldays.
- Ayoma enjoyed the work of a carpenter in his schooldays.
- Ayoma enjoyed working as a carpenter in his schooldays.
- Ayoma enjoyed engaging in carpentry/woodwork/ woodworking in his schooldays.
- What Ayoma enjoyed in his schooldays is//was carpentry/woodwork/ woodworking.
- Carpentry/Woodwork/Woodworking is what Ayoma enjoyed doing in his schooldays.
- It is/was carpentry/woodwork/woodworking that/which Ayoma enjoyed in his schooldays.

(d) Ayoma spent his vacation:

- helping his uncle (to) plane and saw pieces of wood.
- planing and sawing wood at his uncle's carpentry workshop.
- at his uncle's carpentry workshop helping//assisting him to plane and saw pieces of wood/in planing and sawing pieces of wood.
- doing carpentry at his uncle's carpentry workshop.
- doing woodwork at his uncle's carpentry workshop.
- carrying out carpentry at his uncle's carpentry workshop.
- helping his uncle to make furniture/to do woodwork.
- making furniture with his uncle.
- working//serving// giving a hand in carpentry/woodwork/ in planing and sawing (pieces of) wood at his uncle's carpentry workshop.
- working with his uncle at his/the uncle's carpentry workshop.
- engaging in//keeping busy/engrossed in carpentry at his/the uncle's (carpentry) workshop.

-
- exercising carpentry//his carpentry skills at his/the uncle's carpentry workshop.
 - learning//acquiring//getting more or new carpentry skills from his uncle/ at his/the uncle's carpentry workshop.
 - trying to perfect/develop/grow his carpentry skills at his uncle's carpentry workshop.
 - trying to further his carpentry skills//to skill himself further at his uncle's carpentry workshop.
 - pursuing//chasing his dream occupation -/of carpentry/ , which is carpentry, at his uncle's carpentry workshop.
 - practising// practicing carpentry at his uncle's carpentry workshop.
 - skilling himself in carpentry at his uncle's carpentry workshop.
 - skilled himself in carpentry/woodwork/woodworking at his uncle's workshop during his vacation.
 - helped his uncle in making furniture/woodwork/woodworking during his vacation.
 - planed and sawed pieces of wood at his uncle's carpentry workshop during/in his vacation.
 - did carpentry//woodwork at his uncle's carpentry workshop during/in his vacation.

(Accept the use of ...by...with any of the responses having progressive verbs)

(e) Ayoma's parents were very happy when the results were released because:

- he had passed (his) PLE/Primary Leaving Examination with flying colours.
- he had passed his/the exam/examination with flying colours.
- he had passed his final examination (at primary level) with flying colours.
- he got extremely good results/ outstanding results in PLE.
- he had passed (his PLE) highly/very well.
- he had excelled (in his PLE).
- he had excellently passed (his PLE).

- he had passed (his PLE) excellently.
- he had got/scored/obtained/ excellent/ good/ very good marks/ grades/scores (in his PLE/ exams).
- he had shined in (his) Primary Leaving Examination.
- ❖ When the results were released, Ayoma's parents were.....because.....
- ❖ Ayoma's parents were very happy because Ayoma/he.....when the results were released.

(f) Ayoma was thrown out of home because:

- he refused/ did not accept to change his mind about becoming a carpenter.
- he refused/ did not accept to take a course that would make/ enable him (become) a doctor.
- he insisted on becoming a carpenter yet his parents wanted him to become a doctor.
- he insisted on becoming a carpenter.
- he refused to study to become a doctor.
- he refused to accept his parents' proposal that he should be a doctor.
- he rejected the suggestion that he should become a doctor in the future.
- he opposed his parents' idea/ proposal/ suggestion/ wish/ plan of having him become a doctor/ take a course that would see him become a doctor.
- he did not agree to his parents' idea that he should study to become a doctor.
- he rejected/ refuted/spurned the idea of taking him for secondary education/ studies and later study/train to become a doctor.
- he opted/chose/decided to join a technical school instead of a secondary school that would make/enable him become a doctor in the future.
- he was in disagreement with his parents of/about the proposal to become a doctor.

-
- he objected to his parents' idea of taking him to a secondary school and make it possible for him to study to become a doctor.
 - he ignored/ disobeyed/ disregarded his parents' idea of studying to become a doctor.
 - he did not welcome his parents' idea of joining secondary school and later study medicine instead of carpentry.
 - he decided to pursue/chase/push for his dream occupation-carpentry and refused to take his parents' dream job for him.
 - he sided with his uncle who was a carpenter and chose to join his profession/occupation instead of what his parents wanted him to be.
 - he proved rigid/adamant about changing his mind on/as regards becoming a carpenter when his parents asked him to do so.
 - he did not agree with his parents when they asked him to drop/change his plan/ dream of becoming a carpenter/ doing carpentry (and become a doctor).
 - refused to take a path of education that would later/eventually/ in the long run/ after some time enable/ make him become a doctor.
 - he disappointed/annoyed/angered his parents when he refused to change his mind about becoming a carpenter.
 - he disrespected his parents when they asked him to join secondary school and chase their dream occupation of doctor for him.
 - of his insistence on becoming/being a carpenter (against his parents' wish).
 - of his rejection/ refusal to change his mind about becoming a carpenter.
 - of his disagreement with his parents/disobedience to his parents/ disrespect for his parents/ objection to his parents' proposal when they wanted him to change his mind about becoming a carpenter

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(g) Ayoma felt very happy// extremely happy// overjoyed/enthusiastic when his uncle took him to a technical school.

- When his uncle took him to a technical school, Ayoma felt very happy// extremely happy// overjoyed.
- When Ayoma's uncle took him to a technical school, Ayoma/ he felt very happy/extremely happy/overjoyed.
- Ayoma was filled with great happiness (joy)// with a lot of happiness (joy) // a great deal of happiness (joy) when his uncle took him to a technical school.
- Ayoma was//became very happy// extremely happy// delighted/very pleased/overjoyed when his uncle took him to a technical school.

Also accept: Ayoma felt more than happy when his uncle took him to a technical school.

(h) **Ayoma continued working with his uncle after the course to/ so as to/ in order to/ because he wanted to/ to be able to/ so that he could/would/might:**

- gain/ get/acquire/obtain (more) experience in carpentry/ in making furniture/ in woodwork/woodworking.
- gain experience in carpentry and save some money to start his own carpentry workshop.
- save some money from carpentry/woodwork/ from making furniture to start his own carpentry workshop.
- perfect/ develop/improve his carpentry skills (before he could start his own carpentry workshop).
- perfect his skills in carpentry.
- learn from his uncle how to manage carpentry business/ industry before starting his own carpentry workshop.
- acquire/ get/obtain knowledge and skills that would enable him run/manage/ start/ open his own carpentry workshop.
- prepare himself as he waited for the right time to start his own carpentry workshop.
- have his skills/knowledge in carpentry/woodwork/woodworking grow before starting his own carpentry workshop.

- get/acquire/obtain/attain adequate/enough/sufficient experience in carpentry/woodwork/woodworking.
- ❖ *After the course, Ayoma continued working with his uncle to.....(followed by any of the above completers)*
- ❖ *Accept response ending in.....after the course.*

(i) According to the passage, Ayoma supports his brothers and sisters/siblings by paying their school fees/tuition/tuition fees (in some of the best schools in the country)// by paying their fees in/ school.

- According to the passage, Ayoma pays school fees for his brothers and sisters// his brothers and sisters' school fees/siblings' school fees/tuition/tuition fees.
- Ayoma fees/tuition/tuition fees (in some of the best school in the country) according to the passage.
- According to the passage, Ayoma pays for his brothers and sisters' education//studies.
- According to the passage, Ayoma supports his brothers and sisters by paying for their education/studies (in some of the best schools in the country).
-by sponsoring// taking charge of their education/ studies.
-by footing their education bills/bills for their education/studies/schooling.
-by funding/financing their education/studies.
-by educating them.
-by sending// taking them to some of the best schools in the country.
-providing money/fees/funds/finances/tuition/tuition fees for their education/studies//giving them school fees. (*Reject.....by paying them// for them school fees and **paying fees** without mention of school/the best schools*)

(j) The above passage teaches me/us that:

- earning a living by doing what I/you love is the route to success.
- hard work pays.
- I should// must// have to//ought to/need to chase my dreams with determination.
- determination is the key to success.
- All(decent) jobs/occupations can bring/ lead to success in life/ one's life/ my life/ our lives/ people's lives.
- I should love/ like/respect/value all jobs/ occupations.
- no job/ occupation is a bad job/ occupation.
- all jobs/ occupations are equally important/ profitable.
- wealth can be got/ can come from any (kind of) occupation/ job.
- not only office jobs/ white collar jobs can make someone/ me/ us/ people rich/ wealthy.
- even blue collar jobs are profitable/can make one earn a living.
- we/ you/ I/ people/ someone/ one can earn a livelihood/ a living from any occupation// job.
- I should set my goals to achieve my dreams when I am still young/ a child.
- age does not matter as long as/ so long as one/ someone/ a person/ somebody is determined.
- I should decide/ think about/ choose/ know what I want to be/ become in the future when I am still a child.
- my// our// your// one's// someone's// somebody's// a person's relative can be of great help// importance during hard time/course of life/lifetime.
- having loving/ caring/ helpful relatives is very important/ is a blessing.
- going to a technical school is not a loss/ not a death sentence/ is not a mistake/not a curse/a waste of time/ a waste of resources.
- learning vocational skills is as important as /as useful as/as good as learning office work skills.

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-
- it is better to acquire skills for self-employment than studying to look for jobs/job-seeking.
 - the world/ our country needs job creators more than job seekers.
 - being a child does not stop me from taking a personal decision for the good of my future.
 - carpentry can be a very good/ useful/ important/ profitable/ business/ activity/ job/ occupation.
 - I/ you/ someone/ somebody/ a person can be successful in life even when/ if I/you/ they don't go through secondary school.
 - a journey of success begins / starts with one step.
 - learning from other people is very important/ is necessary in life.
 - being self-employed is very important/better than being employed by other people.
 - it is good to start chasing// pursuing a dream at an early age/ a young age/ while still young/ while still a child/ right from childhood.
 - it is better to start own business/ project/ industry than to look for jobs in order to earn money.
 - one person's success can benefit many other people in a community.
 - we need each other in life.
 - two heads are better than one.
 - success does not follow one direction.
 - respecting other people's decision is important.
 - there are many roots to a bright/good future.
 - talent grows when it is nurtured.
 - determination can turn/change rejection into an opportunity.
 - success is not only found in secondary school academic path.
 - ❖ **The above passage teaches me to:**
 - chase/pursue my dreams with determination.
 - be determined in life.
 - support my siblings.
 - strive to achieve success.
 - fulfill my dreams/ambitions

-
- be ambitious.
 - love/like/respect/value all kinds of jobs.
 - work hard.
 - be hard-working.
 - learn from other people.
 - look for skills and knowledge from other people.
 - start chasing my dreams early.
 - start own business or project when I grow up.
 - support my relatives (family) when I get money in the future.
 - study with a purpose/clear goals/ aims/ dreams/ambitions/ intentions/objectives/plans.
 - avoid studying blindly/aimlessly/without a purpose, goal.
 - share my skills with other people.
 - be assertive.
 - always be ready to learn from other people.
 - help those in need/those rejected, dumped or disowned by other people.
 - stick to my good/constructive/useful/fruitful/developmental decisions.
 - follow my passion.
 - Accept: ***From the above passage, I learn that...../I learn from the above passage that I/we should.....***

52. (a) A mobile phone (mobile telephone) is speaking in the poem.
- A cellular phone/ cell phone /smartphone is speaking in the poem.
 - It is a mobile phone// a cellular phone// a cell phone/smartphone (that/which is) speaking in the poem.
 - In the poem, a mobile phone// a cellular phone/ a cell phone/smartphone is speaking.
 - A telephone// A phone is speaking in the poem.
 - A mobile is talking in the poem.

-
- (b) People used to walk long distances to deliver/send/convey/take messages/information to their loved ones/ to others/ to other people before the speaker's coming.
- People used to walk long distances and write lots of// a lot of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
 - People used to trek and write lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
 - People used to move/travel long distances and write lots of letters to deliver/send/convey/take/carry /give messages/information to their loved ones before the speaker's coming.
 - People walked long distances and wrote lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
 - People trekked and wrote lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
 - People had to walk long distances to deliver/ take/send/carry/ give messages/ information to their loved ones/ friends/ others/ other people before the speaker's coming.
 - People wrote/ used to write/ had to write many/ several/ countless/ a myriad of// a lot of// lots of letters to deliver/send/convey/take/carry/give messages/information to their loved ones before the speaker's coming.
 - Before the speaker's coming, people/we/you used to.....

(Reject..... **walked long distances without the phrase "to deliver// take// give/carry/send information// messages// communicate to or with."**)
#Accept the use of **"We/You" in the place of people for any of the responses.**

(c) **The speaker says that the newspapers are almost a thing of the past because:**

- many/ most people have stopped reading/ using/ reading newspapers.
- many/ most people have stopped relying on/ depending on newspapers for information/ for news/ for updates/ for news (updates).
- many/ most people have resorted to using/ buying/ depending on/ relying on /leaning on the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles for news (updates).
- most/many people are using/ have started using the speaker the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles instead of newspapers.
- many/ most people have switched/ shifted their minds to the speaker/ phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles for news (updates).
- many/ most people have started/ begun using the speaker/ phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles only for news (updates).
- many/ most people have dropped/ shunned/ ignored/ rejected/ dumped them and decided to use the speaker /phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles for news (updates).

-
- many/ most people prefer using/ buying the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles to using/ buying the newspapers.
 - very few people still read/ buy/ acquire/ depend/ rely on/ spend on them for news (updates).
 - there isn't anything that they give/ publish/ contain that the speaker can't/ doesn't have.
 - people can now receive/ have/ get news (updates) with or without them.
 - the speaker has/ contains/ gives/ brings all the knowledge that they used to publish/ that they would publish.
 - news (updates) reach(es) people through the speaker/phones/the phone/cell phones/mobile phones/cellular phones/smartphones/telephones/the telephone/the mobile/mobiles faster than through the newspapers.
 - the speaker is now more effective/ more reliable/ more efficient/ more convenient than the newspapers.
 - the speaker now has more users/ customers/ buyers than the newspapers.
 - people's love for them has now reduced in favour of the speaker.
 - the speaker has conquered/ taken over/ influenced people's attention and made them to leave the newspapers/lose interest in the newspapers.
 - the love people have for the speaker is now more/ better than the love they have for the newspapers.
 - people's interest in the speaker now outweighs/ outshines their interest in the newspapers.
 - everybody/ everyone yearns to own/ buy/ acquire/ use the speaker for news updates instead of the newspapers.
 - whatever they used to publish now comes to people through the speaker.

- the number of people using the speaker is more/ bigger higher/ greater than that of those still depending on the newspapers.
- newspapers are not as fast as mobile phones in delivering information/messages.
- The speaker is more frequently used than the newspapers nowadays.

(d) Walking long distances used to make sending and receiving money difficult.

- Travelling long distances used to make sending and receiving money difficult.
- Moving long distances used to make sending and receiving money difficult.
- Moving/travelling long distances (on foot) used to make sending and receiving money difficult.
- Having to travel/ move/ walk long distances used to make sending and receiving money difficult.
- Trekking/ Having to trek used to make sending and receiving money difficult.
- Covering/ Having to cover long distances (on foot) used to make sending and receiving money difficult.
- Walking/ Travelling/ Moving long distances/ Trekking/ Having to walk, travel, move long distances or to trek made sending and receiving money difficult.
- The distance/journey that the people/we/you had to walk/move/cover/travel used to make

#Reject use of "Distance" without modifiers and qualifiers like the ones shown in the answers provided.

(e) **The speaker wants to be handled:**

- like an egg.
- with care// a lot of care// a great deal of care/extreme care.
- carefully// very carefully// extremely carefully// blindingly carefully/delicately.

- (f) The speaker is fed on airtime.
- It is airtime that the speaker is fed on.
 - What the speaker is fed on is airtime.
 - Airtime is what the speaker is fed on.
- (g) There are four// 4 stanzas in the poem.
In the poem, there are four//4 stanzas.
- (h) Kalenda Treasure wrote the poem.
- It is/ was Kalenda Treasure who//that wrote the poem.
 - Kalenda Treasure is//was the one//person who//that wrote the poem.
 - The person// one who//that wrote the poem is//was Kalenda Treasure.

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- (i) (i) major//main// principal// top// most important// greatest// chief// superior// prime// primary// number one // dominant // best // outstanding// prominent// premier// pre-eminent // dominating // cardinal// supreme// most influential// unsurpassed/central/pivotal
- (ii) frequently // repeatedly// routinely // often// always// again and again// on regular basis// now and again// now and then// consistently // periodically/constantly// recurrently

(Reject ...daily/every day/twenty-four-seven/normally/usually/tirelessly/persistently/cus-tomarily)

53. A(a) The competition was held on *10.10.2025// 10-10-2025// 10/10/2025// 10 October 2025// 10th October 2025// October 10, 2025// the 10th of October 2025// on the 10th day of October 2025.* (Accept all conventional date formats.)

(b) ***The certificate was awarded to Wandira Neirah to// so as to// in order to// because they wanted to// so that they could/would/might:***

- certify/prove//confirm//show that he/she/ (s/he) participated in the inter-school debate /the debate **(held at Busia Community Hall on 10.10.2025).**
- recognize his or her participation in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- honour/acknowledge// appreciate//prove his or her participation in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- thank him/her for his or her participation in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- congratulate him/her on his or her participation/participating in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**
- give him/her congratulations on his or her participation/on participating in the Inter-School Debate/the debate **(held at Busia Community Hall on 10.10.2025).**

(c) **I think Wandira Neirah was considered number one in the debate because:**

- he/she exhibited/presented the best debating skills.
- he/she presented the best// strongest points or views (about the motion).
- gave (very) good points/views.
- he/she was the most confident debater.
- he/she gave//had given//aired// aired out the best points// views.
- he/she gave/had given the most convincing points// views.
- he/she gave/had given// presented// prepared the greatest/the most points// views.
- he/she debated// spoke// talked better than all other debaters.

-
- he/she had//gave// presented the best arguments about the motion.
 - he/she gave the best points.
 - he/she was the firmest// steadiest// most knowledgeable /the most informed debater.
 - he/she outshined the other debaters.
 - he was the outstanding debater.
 - he/she was coherent/expressive/clear/fluent/articulate/eloquent.
 - he/she was the most articulate/most fluent/most eloquent/most expressive/had the most coherent presentation.
 - he/she spoke articulately/fluently/clearly/eloquently/distinctly/confidently.
 - he outperformed other debaters.
 - he/she had the best oratory skills.
 - he/she was the best orator (during the debate).
 - he/she debated well/very well.
 - he/she (had) convinced the judges most.
 - he/she gave// aired// aired out// presented the most relevant points// views// information about the motion.
 - gave the highest number of points/views.
 - he/she presented his/her points (the most) eloquently/assertively/clearly/distinctly/fluently.
 - he/she was the smartest in presenting views// points about the motion.

Reject the idea ***of being the smartest in appearance esp. given as smartly dressed.***)

#Accept use of the phrase ***"in the debate" at the end/at the beginning of the responses correctly given.***

(d) **Participating in a debate like the one above:**

- helps// can help// may help me to become confident (in speech, expression)// build, develop my confidence (in speech, expression).
- helps// can help// may help me to speak confidently/with confidence/expressively/eloquently/fluently.
- helps// can help// may help me to improve// develop my speaking skills.
- helps// can help// may help me to improve// develop my listening skills.
- helps// can help// may help me to improve// develop my public speaking skills// to become a good public speaker.
- helps// can help// may help me to become assertive/expressive/eloquent/fluent/articulate.
- helps// can help// may help me to become an orator.
- helps// can help// may help me to appreciate/respect other people's views/ideas.
- helps// can help// may help me to learn from my fellow children// fellow pupils, learners, students// fellow debaters.
- helps// can help// may help me to become tolerant// improve my tolerance.
- helps// can help// may help me to learn to accept others and live with them peacefully even when we have different ideas/don't agree.
- helps// can help// may help me to become a good listener.
- helps// can help// may help me to be creative// improve or develop my creativity.
- helps// can help// may help me to promote// develop// improve my reasoning // reasoning capacity (ability).
- helps// can help// may help me to get or become exposed as I meet and interact with pupils from other schools.
- helps// can help// may help me to make new friends as I meet pupils from other schools.

- helps// can help// may help me to learn more or new debating skills as I listen to pupils from other schools debating/debate.
- helps// can help// may help me to learn discover what other debaters know that I don't know.
- helps// can help// may help me to compare my debating skills with those of the debaters from other schools and see where to improve.
-helps/can help// may help me learn to carry out research/consult other people for vital/useful/important information..

(e) ***As a schoolchild, I would support the above motion because.../Yes,as a schoolchild ,I would support the above motion because:***

- examinations are tiring// tiresome// boring//cumbersome.
- examinations give pupils//students// learners// candidates// us// me sleepless nights (as I/we prepare for them).
- examinations cause panic// fear// anxiety// worry among// to schoolchildren// pupils// students// learners// candidates// us// me/teachers.
- examinations cause shame// punishment when I// we// pupils// learners// students// schoolchildren fail them.
- examinations make my// our teachers to cane// punish// maltreat/beat// whip// mistreat// torture// torment me// us for good marks/performance/grades/results/scores.
- examinations make my// our teachers to over teach me//us and deny me my right to play as they prepare me// us for them.
- examinations make my/our teachers to over teach me/us and make me/us go to bed late/go home late/go to school very early.
- examinations make me// us to be judged wrongly or as stupid// dull// weak just because of poor/low marks/grades/scores/results.

-
- examinations make my// our teachers to deny me// us a chance to develop my// our other talents// abilities outside classwork.
 - Examinations give me stress/stress me.
 - examinations make// cause me to sin by cheating from my// our classmates to get good marks.
 - examinations make my/our teachers to sin by cheating for me/us to enable me pass.
 - examinations deny teachers a chance to stay with their families as they labour to prepare us for them.
 - examinations are taxing to teachers when it comes to sitting and marking them.
 - examinations promote cram work instead of promoting reasoning, creativity and practical skills.
 - examinations take my// our peace// freedom// liberty to relax, rest as I/we prepare for them.
 - examinations are (sometimes) hard// complicated// complex// unfair/cumbersome/taxing.
 - examinations make my// our teachers to give me// us practical// survival skills.
 - examinations make some of us to be retained in classes// to repeat classes after failing them.
 - ❖ **As a schoolchild, I would not support the above motion because.....:/No,as a schoolchild,I would not support the motion because.....**
 - examinations help me//us// pupils// learners// students// schoolchildren to be// get promoted to the next class/level.
 - examinations help me//us to judge myself// ourselves academically.
 - examinations help me//us to judge my// our academic abilities// potential// might.
 - examinations help me//us to know// find out// measure// determine// tell how much I have learnt// achieved in class// in studies// in classwork.
 - examinations help me//us to get prizes// gifts// presents// awards when I// we perform well, pass, excel.

-
- examinations help me//us to get academic papers// documents// certificates// credentials when results are released.
 - examinations help me//us to feel proud// great when I/we pass them highly// well// with flying colours.
 - examinations give// earn me// us pride// popularity when we excel in them.
 - examinations make me/us popular// famous// well known// widely known// renowned/celebrated/prominent when we pass them highly.
 - examinations enable me//us to check on myself// ourselves// my or our progress in class // at school.
 - examinations help me/us to test how much we have learnt// whether/if I/we understood what was taught.
 - examinations help me/us to assess my strengths and weaknesses in academics/my studies.
 - examinations help teachers to give feedback to my/our parents.
 - examinations help teachers to establish our/my learning challenges.
 - examinations help teachers to know whether their learners understood what (they have) taught/been taught.
 - examinations help us/me to be placed according to our abilities/potential/are used for placement of learners.
 - examinations help make// enable me// us to cross// move// upgrade from one level of education to another.
 - examinations help//enable me//us to make my// our parents proud// happy when I// we perform well.
 - examinations help// enable us to get accountability for the school fees my// our parents pay for me// us.
- # **Accept** response **beginning with: No/Yes**,.....I would...as a schoolchild because.....
- ❖ Reject: **As a schoolchild, no, /yes, I** would.....because.....
 - ❖ Reject **omission of the phrase "as a schoolchild"** since it points out a special position/capacity of the candidate in a particular situation.
-

B (a) James Dodo and Doreen Nansereko's /Doreen Nansereko and James Dodo's family tree is shown above.

- Mr and Mrs.Dodo's family tree is shown above.
- The family tree shown above is James Dodo and Doreen Nansereko's/ Mr. and Mrs.Dodo's
- It is James Dodo and Nansereko Doreen's/ Mr. and Mrs.Dodo's family tree (that is) shown above.
- James Dodo's family tree is shown above.
- The family tree shown above is James Dodo's/ Mr. and Mrs.Dodo's.
- It is James Dodo's/ Mr and Mrs.Dodo's family tree (that is) shown above.
- The family tree shown is for James Dodo and Doreen Nansereko/is for James Dodo /Mr. and Mrs.Dodo /is for the Dodos.
- The Dodos' family tree is shown above.

(b) The family has three// 3 grandchildren.
The number of grandchildren..... is three//3.

(c) Hailey Akitwi is Richard Dodo's daughter-in-law.

- Hailey Akitwi is a daughter-in-law of Richard Dodo// of Richard Dodo's.
- Richard Dodo calls Hailey Akitwi his daughter-in-law.
- Richard Dodo is a/the father-in-law of Hailey Akitwi// Hailey Akitwi's.(Here we use **article 'the' semantically** and then **article 'a' grammatically** applies).
- Richard Dodo is Hailey Akitwi's father-in-law.
- Hailey Akitwi calls Richard Dodo her father-in-law.

#Reject use of **article "a" when "calls" is used** and **preposition "to"** in any of the responses.

(d) Louisa (Louise) Dodo is married to Philip Asiimwe.

- The person/one to whom Louisa(Louise) is married is Asiimwe Philip.

-
- Asiimwe Philip is the person/one to whom Louisa(Louise) is married.

(e) A family tree like the one above:

- helps/ enables family members to know each other/one another.
- helps/ enables people to know their family members/ relatives.
- helps/enables family members/ relatives/people who are related to avoid incest.
- helps/enables family members/ relatives/people who are related to avoid marrying// getting married to each other/ one another.
- helps/ enables family members/ relatives to know their family background/origin/heritage/parentage.
- helps/ enables family members/ relatives to learn their ancestors/ ancestral background/ancestry/roots.
- helps/enables family members/ relatives to learn// know their family lineage.
- helps//enables children to learn// know their relatives/ family members.
- helps//enables people to know how they are related to one another/what they call each other// one another in a family.
- know familial/family relationship(s).
- helps to show connection/ relationship between/ among people in a particular// a given family.
- strengthen family bonds/ties.
- guides family members on how to go about child naming(nomenclature).
- helps// enables children to know// learn the elders in their family and promotes respect for them.
- promotes unity/empathy/love/cooperation/respect among family members.
- Helps family members to know and respect their family hierarchy/hierarchical order.

54. **Jacob's Thanksgiving**

Correct sequence: **h, f, a, e, g, i, d, b, j, c**

- (a) **Jacob excelled** in last year's Primary Leaving Examination.
- (b) **Mrs. Nangai, his mother**, organized a thanksgiving for him.
- (c) **Most of his teachers**, friends and relatives attended the thanksgiving.
- (d) **Among the teachers** who attended the thanksgiving was Mrs. Janja, Jacob's class teacher.
- (e) **She was asked to give a speech** after the prayers.
- (f) **In her speech, she praised Jacob** for being a disciplined and hard-working boy.
- (g) **She added that Jacob used to** help his classmates to improve their performance.
- (h) **Everybody was challenged by her speech.**
- (i) **After Mrs. Janja's speech, Jacob** was asked to say a few words.
- (j) **He** thanked his classmates, teachers and parents for their contribution towards his good performance.

55. **Letter Writing**

1. The Writer's Address (optional/open punctuation...with/without commas) **1 Mark**

***Namurwo Primary School, P. O. Box 751, Kasese// P O
Box 751, Kasese// P O box 751, Kasese***

2. The Date of Writing (**All conventionally acceptable formats**) $\frac{1}{2}$ **Mark**

3.

- 4/11/2025
- 4-11-2025
- 4.11.2025
- 4 November 2025
- 4th November 2025
- November 4, 2025

#(Ignore date with day of the week ,though it is redundant.)

4. The Recipient's Address (optional/open punctuation...with/without commas) **1 Mark(distributed as follows)**

P. O. Box 15729, Kampala, Uganda Tel: +256-708058517 / +256-780147695/ +256-753190122 / +256-785281347
Email: doncobb135@gmail.com / oketchowillfred4@gmail.com / niwavic@gmail.com

The Chairperson Electoral Committee $\frac{1}{2}$ **Mark**

Namurwo Primary School $\frac{1}{2}$ **Mark**

P. O. Box 751

Kasese

(The **initial letters for each word** in the recipient's should be **capitalized**)

#(Accept Name to precede the recipient's address) as follows:

Mr. Mathew Obilatong

The Chairperson Electoral Committee

Namurwo Primary School

P O Box 751

Kasese

5. The salutation—with or without a comma at the end/with colon. $\frac{1}{2}$ **Mark**

- **Dear Sir**
- **Dear Madam**
- **Dear Mr/Mrs/Ms/ Miss.....(followed by the Chairperson's surname only)**

#(Reject ***Dear Chair/ Dear Chairperson.....***)
#Reject Dear Sir/Madam)

6. The subject// title of the letter (what the letter is about). 1Mark

Re: APPLICATION FOR THE POST // POSITION OF HEAD PREFECT

Re: APPLICATION FOR THE POST// POSITION OF TIMEKEEPER

Re: APPLICATION FOR THE POST// POSITION OF HEALTH PREFECT

Re: APPLICATION FOR THE POST// POSITION OF GAMES AND SPORTS PREFECT

Re: THE POST// POSITION OF HEAD PREFECT// TIMEKEEPER// HEALTH PREFECT// GAMES AND SPORTS PREFECT.

Re: Application for the Post // Position of Head prefect

Re: Application for the Post// Position of Timekeeper

Re: Application for the Post// Position of Health Prefect

Re: Application for the Post// Position of Games and Sports Prefect

Re: The Post// Position of Head prefect// Timekeeper// Health Prefect// Games and Sports Prefect.

Re: Application for the Post // Position of Head prefect

Re: Application for the Post// Position of Timekeeper

Re: Application for the Post// Position of Health Prefect

Re: Application for the Post// Position of Games and Sports Prefect

Re: The Post// Position of Head prefect// Timekeeper// Health Prefect// Games and Sports Prefect.

Re: Aspiration to Become a Head Prefect.

Re: Expression of Interest to Become a Head prefect

Re: Wish to Become a Head Prefect

Re: Desire to Become a Head Prefect.

Re: Interest to Become// in Becoming a Head Prefect.

Re: ASPIRATION TO BECOME A HEAD PREFECT.

Re: EXPRESSION OF INTEREST TO BECOME A HEAD PREFECT

Re: WISH TO BECOME A HEAD PREFECT

Re: DESIRE TO BECOME A HEAD PREFECT.
 Re: INTEREST TO BECOME// IN BECOMING A HEAD PREFECT.
 Re: Aspiration to Become a Head Prefect.
 Re: Expression of Interest to Become a Head Prefect
 Re: Wish to Become a Head Prefect
 Re: Desire to Become a Head Prefect.
 Re: Interest to Become// in Becoming a Head Prefect.

Note: Accept subjects// titles with capital beginners only.

(Reject use of article "a" where application is used)

7. The Body of the Letter:

(i) The main reason for writing the letter. 1 Mark

I am writing to /I would like to apply for the post of.....

(any choice from the given posts).

In response to your advert// notice, I am writing.....

Having read// seen your advert on the school noticeboard, I am.....

(ii) A reason for the choice of the post made above:

1Mark (focus on unique personal qualities/abilities presented, what the aspirant is good at, what makes the aspirant different from others or outstanding)

- The post is my choice because.....
- My choice is that post because.....
- I take the post of..... as my choice because.....
- I choose// chose the post..... because.....
- I am choosing the post..... because.....
- I have decided// chosen// made up my mind to stand for// aspire for// vie for// contest the post..... because.....
- I am interested in becoming the..... because.....
- I am interested in the post because.....
- I prefer// preferred// have preferred the post..... because.....
- I would rather stand for thethan others because.....

- I like// love the post of.....more// better..... because.....
- I want// need the post..... because.....

(iii) Explanation about what the applicant will do when elected. 1Mark

- Promise// commitment// pledge// manifesto statement given in line with the post applied for with focus on what can be done by a prefect in such a post at any school

(iv) Conclusion

a) Concluding statement (complimentary close/leave taking). $\frac{1}{2}$

- I am waiting for your feedback// reply// response.
- I look forward to your response/feedback/reply.
- I look forward to hearing from you.
- I will// shall be happy// excited// glad// grateful// appreciative if my application is accepted// considered.

b) The valediction// Letter Ending// Closing.

Yours **faithfully**// Yours **sincerely**/Sincerely yours $\frac{1}{2}$

(Consider "sincerely" if the **salutation has the recipient's Name**)

Accept :Yours truly,

c) The applicant's full name in small letters// a special sign of any kind (The signature) $\frac{1}{2}$

d) The applicant's full name in capital letters if the signature is a name in small letters// in small letters if the signature is a symbol (a characteristic sign) $\frac{1}{2}$

Other Aspects to consider for marks

(i) TP (formal letter)	-	$\frac{1}{2}$
(ii) Paragraphing	-	$\frac{1}{2}$
TOTAL MARKS	=	10

THE END