

**SOCIAL STUDIES WITH RELIGIOUS
EDUCATION**

**UGANDA NATIONAL EXAMINATIONS BOARD
UGANDA CERTIFICATE OF EDUCATION
OCTOBER - NOVEMBER, 2023**

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SECTION A

1. • NRM Liberation Day
• International Women's Day
• International Labour Day / Workers' Day
• Heroes' Day
• Independence Day / Uhuru Day
• New Years Day

Reject responses related to religious and school holidays.

2. • By planting trees to act as windbreaks.
• By constructing storm shelters / long perimeter wall fences / live fences
• By encouraging people to build houses using strong materials / by using storm resistant materials for building
• By installing lightning arrestors / conductors
• By reducing greenhouse gas emissions to lessen / reduce the extreme bad effects of weather.
• By building houses with slanting / flat roofs.
• By closing doors / windows
• By switching off electrical appliances

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- 3
- To plan for quality provision of educational needs for teenagers.
 - To plan for skilling and training programmes to reduce unemployment.
 - To design programmes / policies / activities that can reduce cases of teenage pregnancies / drug abuse and other social evils.
 - To plan for improved health care / needs of teenagers eg immunisation against certain diseases.
 - To plan for the welfare / development of social amenities / recreational / leisure activities.
- Accept specific examples of social services, programmes, interventions or welfare.
Reject responses like "For planning" which is a general response not only pegged / aimed for teenagers.

- 4
- Rivers provide grounds for recreation / leisure activities
- Accept specific examples eg swimming, boat riding, racing / rafting
- Rivers provide grounds for cultural and religious sites / activities / functions



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Accept specific examples of activities / functions.

- Rivers provide water for domestic use
Accept specific examples eg washing, bathing, cooking, cleaning
- Rivers act as sites for educational research / study.
- Rivers are sources of fish for food.

NB Reject responses with economic significance eg irrigation, transport

5 • School uniform / School badge / School necktie.

6 • South West / SW / South Westerly / South Western.

7 • To collect taxes / revenue

- To mobilise people for war / self defence / promotion of security / communal work / train young people
- To settle local disputes among their community members / promotion of peace / unity
- To rule the local administrative units
- To guide people to follow rules and regulations / ease educate people on laws / culture / morals



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- To act as mediators between the kings and subjects / people.
- To protect kingdom property eg land.

- 8
- The president is a fountain / symbol of honour.
 - It signifies official status / authority / representation / power.
 - It is a source of recognition / differentiates the presidents vehicle from ordinary vehicles.
 - It signifies official duties / functions of the president.
 - It serves as a security measure / for respect / so that the president gets appropriate attention while travelling.
 - Signifies the president as Head of state / symbol of national service.

- 9
- A map / A map of a tree.

- 10
- To put off / control the spread of fires incase they breakout.
 - To help reduce damage / destruction of school property incase fires breakout.
 - To protect students and staff from



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fires / to act as a safety measure / to save life.

- To follow safety rules and regulations.

11. • African countries refused to co-operate with South Africa in terms of trade / OAU imposed economic trade sanctions / embargo against the apartheid government / South Africa was stopped from trading with other African countries.

- OAU helped to provide training base for anti-apartheid movements / OAU supported Front Line States.

- African countries isolated the apartheid government / refused to co-operate with South Africa / broke diplomatic relations with South Africa.

- OAU advocated for world-wide condemnation of apartheid government / regarded apartheid as evil.

- OAU established a liberation committee to co-ordinate support for liberation movements like ANC.

(Accept specific support eg money, food, arms and medicines)

- OAU put a lot of pressure for negotiations



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- between apartheid regime and ANC
- South Africa was suspended from taking part in All Africa Games.
- OAU hosted conferences and summits aimed at ending apartheid.
- South Africa was suspended from attending OAU meetings / summits.

- 12
- By making transactions (buying and selling) easy for traders within East African region.
 - By reducing transaction costs / eliminating middlemen / reduces cases of cheating.
 - By improving trade relations / investments.
 - By maintaining stable exchange rates / prices of goods / reduces inflation.
 - By making it easy for traders to conduct transactions across borders.
 - By eliminating trade barriers.
 - It promotes common understanding.

- 13
- A radio is more affordable than a newspaper.
 - A radio reaches more people at the same time than a newspaper / a newspaper reaches fewer people than a radio.



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- A radio can send messages in more languages than a newspaper.
- A radio is more suitable for those who cannot read / write (illiterate) unlike a newspaper.
- A radio is more suitable to the blind than a newspaper.
- A radio covers wider range (area) / reaches many places than a newspaper.
- A radio sends messages faster than a newspaper.

NB. Reject responses without comparison.

- 14
- By co-operating with colonialists for favour.
 - By accepting to work with the colonialists as agents to extend colonial rule.
 - By accepting to implement colonial laws / policies

Accept specific examples eg road construction, cash crop growing, suppressing those resisting colonial laws, joining colonial army.

- By accepting to sign treaties



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15. • Kalangala is an island and it is not easy to extend the railway line.
• It would require the government to use a lot of money / high cost of construction / expensive.

Accept specific examples eg specialised engineering solutions / equipment / technology.

16. • A banker works in a bank, while a shopkeeper works in a shop / sells in a shop.
• A banker handles financial transactions, while a shopkeeper sells good / merchandise to customers

Accept specific examples of financial transactions eg opening accounts, receiving money, giving out loans

- A banker deals with savings and accounts of customers while a shopkeeper deals with stocks / goods for sale.
• A banker deals with financial products while a shopkeeper handles sales of products / works with retail products
• A banker offers financial advice to customers / clients, while a shopkeeper offers recommendations for given products



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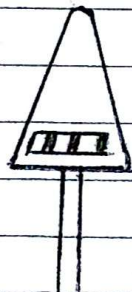
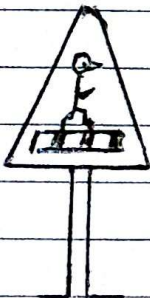
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- A banker provides loans, while a shopkeeper handles cash

NB Reject responses without comparison.

- 17
- When it erupts, the lava destroys property / life.
 - Eruptions can cause landslides which are destructive to crops / houses.
 - Ash clouds as a result of eruption can cause breathing complications to human beings.
 - When it erupts, the ash can pollute / contaminate water.
 - When it erupts, the flow of lava can block / destroy roads / crops.

18





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- 19 • He brought Sudanese soldiers to maintain peace / order / prevent conflicts.
- He signed treaties with chiefs / kings / local leaders.
 - He mediated between different conflicting groups
- Accept specific examples eg religious wars
- He enforced law and order through existing structures
 - He helped to fight religious wars.

- 20 • Low productivity due to loss of labour in home countries.
- Financial burden to the need to resettle refugees.
 - Over use of available resources eg land, forests
 - Government will be forced to borrow / increased debt burden.
 - High prices of food due to increased demand / high cost of living.
 - Loss of income due to reduced taxes

- 21 • By budgeting / planning on how to spend money / spending wisely.



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- By spending within the limits of the budget / by avoiding unnecessary expenses not planned for / by bargaining.
- By prioritising the needs / by spending on only the urgent / essential needs
- By saving part of the money for future use / by investing
- By consulting / getting advice from others on how to use the money wisely.

- 22
- By reducing the release of moisture into the atmosphere.
 - By disrupting / disturbing the natural water-cycle.
 - By destroying natural landscape, evaporation is reduced.
 - By reducing chances of cloud formation
 - By changing weather patterns / natural flow of water / natural environment that modifies the climate.

NB Accept responses linked or not linked / connected to human activities such as lumbering, urbanisation, mining, development of infrastructure, overgrazing, agricultural extensions, industrialisation, wetland reclamation /

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Swamp drainage.

Eg by reducing evaporation / transpiration as a result of cutting trees / deforestation / lumbering.

Reject responses not linked / connected to reduction of rainfall eg human activities lead to drought / deforestation.

- 23 • Reporting suspected criminals to police / local authorities like LC's
- Arresting criminals and handing them to police / local authorities
 - Reporting any suspicious behaviour / characters / strangers to the local authorities promptly.
 - Holding regular security / sensitisation meeting.
 - Monitoring suspicious activities.
 - Participating in productive activities / social events.
 - Training community members on crime prevention / management skills.
 - Co-operating with the police to enforce / implement security measures
 - Recruiting / supporting community crime



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preventers.

- By installing cameras / security lights.

- 24
- By treating / purifying industrial wastes to remove pollutants
 - By reducing the use of chemicals
 - By using cleaner production technologies / processes
 - By regularly monitoring / testing waste water.
 - By reusing and recycling wastes.

- 25
- To prevent drowning as it keeps one floating on water.
 - To make a person visible / easily seen by the rescuers / To make it easy for rescue operations
 - To keep the head above the water which reduces intake of water
 - To increase safety and comfort while travelling by water.
 - To save lives by offering protection.



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- 26
- To make it easy to control / exploit resources
 - To avoid conflicts among the European powers.
 - To ensure easy control of resources / To make management of resources efficient
 - To enable them establish their authority / government / system over the colonies easily.
 - To make administration / implementation of policies easy.
 - To protect their interests.

- 27
- Providing guidance / counselling to HIV/AIDS victims.
 - Providing free testing / screening
 - Providing nutritional support to affected / infected persons.
 - Carrying out community outreach / education / sensitisation.
 - Supporting orphans / vulnerable children / disadvantaged by HIV/AIDS

- 28
- Psychological stress / trauma.
 - Physical under development growth.



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- Missing school leading to dropout
- Physical and mental health issues (Accept specific examples)
- Risky working conditions / accidents
- Social isolation and stigma

- 29
- By regularly checking the quality of goods
 - By regularly monitoring and inspecting the quality of goods / carrying out regular audits.
 - By certifying products that meet quality standards.
 - Inspecting / approving weighing scales
 - By sensitising producers and consumers about quality standards.
 - By assessing / testing products for safety and compliance.
 - By setting and enforcing quality standards.

- 30
- Some colonialists wanted to preserve their superiority / best way of making Africans take their culture.
 - Some societies / communities had no chiefs / kings / some communities had only clan heads



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or elders who had no effective authority over their people.

- The colonialists did not trust the local leaders in some areas like Bunyoro
- Some societies resisted the colonial rule / some local leaders did not want to co-operate (Accept specific examples)
- To easily exploit the economic resources / need to have direct control of resources (Accept specific examples)
- Need to control strategic areas / efficient administration.

31 • Cost of living in urban areas is higher than those in rural areas.

- Urban areas have limited living space compared to rural areas.
- Urban lifestyle favour specific age group / generation compared to rural societies.
- Urban areas have high levels of mobility due to nature of work compared to rural areas.

32 • Increases the level of national development in a country / promotes social / economic



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development.

- Enables both women and men to get skills to serve their communities / country.
- Promotes inclusion / representation / fairness in governance / leadership.
- Promotes equal empowerment of both men and women / promote peace and unity.
- Diversity in decision making due to different opinions.
- Leads to reduction in gender based discrimination.

- 33.
- Low collection of revenue / taxes.
 - Leads to low investments / low economic input / output
 - Leads to limited access to skills development
 - Productivity of workforce is reduced
 - Increases high dependency
 - Limited opportunities for employment / jobs
 - Reduces market for goods

- 34.
- Presence / available pasture.
 - Cool temperatures.



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- Low presence of disease carriers.

35 • By listening to stories / legends / histories about ones' tribe / oral literature, history / traditions.

- By studying written records / documents and artefacts about ones' tribe.

- By studying family trees / lineage.

- By attending / participating in conferences / seminars / meetings.

- By researching about migrations / inter-tribal connections.

- Looking at customs / norms / cultural practices closely. / Anthropology.

- The language spoken.

36 Either

- Tithe is 10% / 1/10 of ones' income / property given to God, while offerings can be any amount / money given to God.

- Tithe is an obligation / God's command to be paid, while offering is voluntary.

- Tithe is given regularly as per ones' income, while offering can be given on special days.



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- Tithe has a fixed amount, while offering can be given in any amount.
- Tithe is given to support God's servants and needy people, while offering is given to support general work of God.

Or.

- Zakah is obligatory (Faradha) / one of the 5 pillars in Islam, while Swadaak is voluntary (Suna) / not one of the 5 pillars.
- Zakah has fixed amount (2.5%) of excess income to be paid, while Swadaak can be given in any amount.
- Zakah is calculated annually on wealth, while Swadaak can be given at anytime.
- Zakah is distributed to specific group of people like the needy / poor people, while Swadaak can be given to anyone in need.

37 Either.

- The need to be firm / strong in ones faith despite persecution.



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- Need to be courageous and patient in times of trial.
- The venture / value of forgiving your enemies / persecutors.
- The importance of witnessing for Christ even in the face of death.
- Trusting God for strength even in times of trouble / hardships.
- The need to remain true to one's belief despite opposition.

Or.

- The value of patience / perseverance / endurance in one's faith despite persecution
- The importance of solidarity / support within the Muslim community.
- The need to remain steadfast / firm / strong in the face of adversity / persecution / hardships / troubles.
- Trusting Allah for strength even in times of trouble / hardships
- The importance of spreading Allah's message even in the face of death



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- The need to remain true to ones belief despite opposition.

38 Either.

- Sex before marriage is sin / unlawful, God condemns sex before marriage.
- Sex is among officially married people / reserved for marriage.
- One should remain pure in marriage
- It spoils ones relationship with God / leads to punishment / rejection by God
- The body is the temple of the Holy Spirit and so should be kept holy.
- Abstinence before marriage is respect for God's command.

Or.

- Sex before marriage is forbidden (Haram) / unlawful.
- Sexual relationship is preserved for marriage / married people.
- Abstinence is a sign of obedience to Allah
- Engaging in sex before marriage can lead



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- to social / moral consequences.
- Engaging in sex before marriage make one impure.

39 Either.

- Group prayers signify / promote / show unity among believers
- It creates a sense of identity / belonging
- It develops culture of regular worship
- It helps to spiritually guide the weak
- It promotes social interactions / fellowship / friendship / Communion.

- Or
- Group prayers signify / promote / show unity among believers.
 - It creates a sense of identity / belonging
 - It develops culture of regular worship
 - It helps to spiritually guide the weak
 - It promotes social interaction / fellowship / friendship / Jamah (ownership / unity).



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- 40 Either • The Parable of the Good Samaritan
• The Parable of the Unforgiving Servant.
• The Parable of the Prodigal Son / Lost Son

- Or. • Hadith about benefit of people to others.
• Hadith about visiting / treating the sick / helping the needy people.
• Hadith about being merciful
• Hadith about loving one another
• Hadith about being merciful to creatures
• Hadith about good neighbourhood.



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SECTION B.

- 4(a) • Helped to raise awareness among Africans about colonial injustices
- Helped to mobilise Africans to demand for independence.
 - Helped to mobilise support for independence movement
 - Helped to spread information about protests and rallies against the colonialists.
 - Helped to expose and criticize colonial policies unfairness / oppression / exploitation.
 - Helped to promote African unity / identity / oneness / common views.
 - Highlighted successes of other independence movements
 - Sensitised Africans on their right / self rule
 - Helped to encourage political participation of Africans
 - Helped to spread documented colonial abuses.

- b) • Imprisonment / arrest of the leaders / some were jailed for many years / isolation from family members



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- Some lost their lives / They were killed
- Disunity among African leaders
- Suppression by colonial powers / banning their media
- Limited financial support / resources / funding
- Communication barriers across regions to create common understanding
- Internal conflicts and rivalries among the Pan-Africanists / political differences
- Difficulties in mobilising mass support due to remoteness of some areas
- External interference from foreign powers
- Differences in culture and language made mobilisation difficult
- They were exiled
- Their political parties were banned
- Transport difficulty
- Lack of formal education / exposure.

- 42a)
- Registration of voters.
 - Demarcation of new polling stations / constituencies
 - Displaying and updating the voter register
 - Conducting civic education / educating the



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- the public on electoral processes.
- Training of election officials
 - Printing election materials (Accept specific exam)
 - Organising / nominating candidates
 - Preparing campaign programmes for candidate
 - Monitoring campaign activities.
 - Distribution of election materials
 - Photographing the new voters

- b)
- Promotes political stability / peace.
 - Ensures accountability by leaders.
 - Protects human rights.
 - Encourages citizen participation
 - Fosters economic development
 - Enhances / improves transparency in governance
 - Reduces corruption
 - Supports peaceful transition of power
 - Strengthens the rule of law / order
 - Promotes social equality

- 43 a)
- Maize flour
 - Maize bran
 - Corn-flakes
 - Corn oil
 - Syrup
 - Sugar
 - Animal feeds
 - Tortillas



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- Paper products eg cardboard, tissue paper

b) • Products are sold at higher prices than the grain / attract better prices in both local and international market.

- Products stay longer and reduce losses, being spoil / reduce post harvest losses
- Products increase market opportunities because they are liked by customers.
- Selling products enable farmers to avoid dependence on one source of income / help to diversify income.
- Products have increased demand
- Products are easier to store / transport.
- Creates jobs for other people / promotes local economy in the value chain.

44 a) • The Great rift valley / rift valley / Eastern arm of the rift valley.

b) • Burundi

- c) • Has made the import of goods easy
- Has made the export of goods easy
 - Has helped to connect the countries in the



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region to others.

- Reduces transportation costs in the region
- Supports local industries due to availability of transport
- Attracts foreign investment.
- Increases revenue for the East African governments.
- Promotes economic growth.
- Encourages international trade.

d) • Availability of rapids / waterfalls / waterflow

- High water volume / running water

45 • Delta - Amouth of river where the water enters the sea using several channels

- Tributary - A river which flows into or joins a large river.

- Plateau - Land that is high and flat at the top.

- Mountain - A raised part of the surface of the earth higher than a hill



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46 a) • Rwanda

b) • Promotes trade

- Promotes investment among member countries.
- Provides developmental aid / support / donations / technical assistance for member countries
- Facilitates access to education and training programmes
- Encourages tourism through cultural exchanges
- Support infrastructural development
- Supports youth projects
- Improves access to market opportunities for goods / services.
- Promotes economic co-operation and integration.
- Provides opportunities for business networking.
- Supports sustainable development initiatives
- Encourages innovation and technology transfer.



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- c) • Monitoring elections to ensure fairness and transparency
- Providing training for democratic governance
 - Providing support to civic society organisations
 - Promoting human rights / rule of law
 - Supporting dialogue / peace talks among conflicting member countries.
 - Encouraging political changes / reforms
 - Providing platform for democratic improvements changes.
 - Supporting legislative and judicial reforms
 - Promoting media freedom and access to information.
 - Encouraging youth participation / involvement in politics

47 a) • Iteso

- b) • Introduction of new crops / breeds of cattle
- Introduction of new methods of farming
 - Introduction of new cultures
(Accept specific examples eg language)
 - Introduction of new skills / knowledge
 - Introduction of new systems of administration



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- Promotion of social relationship / unity
- Introduction of new arts / crafts
(Accept specific examples of arts / crafts)

c) • Areas with fertile soils attracted agriculture communities due to their suitability for crop cultivation.

(Accept specific examples eg Kenya Highlands and Uganda).

- Areas along river valleys with rich alluvial soils supported the growth of crops and thus attracted early settlers.
- The volcanic soils are highly fertile encouraging dense agricultural settlements (Accept specific examples of areas with fertile volcanic soils).
- Soils which were a mix of sand, silt and clay became ideal for agriculture and thus attracted farming communities.

48 a) i • Prime Meridian / Greenwich Meridian.

ii • Equator



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U.C.E.

- b) i) • Helps a map reader to identify a location of a place on the earth's surface
- Helps to determine the distance / direction between two points / places.
 - Enables map readers to measure the distance between places.
 - Helps map reader understand time difference between places
 - Helps a map reader to tell how far a place is to East or West of the Prime Meridian.

- ii) • Helps a map reader to measure distances between places.
- Helps map reader to identify / understand the location of places / features.
 - Helps map reader to understand whether / climatic / geographical features.
 - Helps to establish boundaries between countries / territories.
 - Helps a map reader to tell how far North or South a place is from the Equator.



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49 a) • Acacia

• Cactus

• Date palm

• Mesquite

• Joshua tree

• Cotton wood.

b) • They have deep roots to access underground water sources.

• They have thick bark to reduce water loss and protect from heat.

• They have small / little or no leaves to minimise water loss through transpiration.

• They have ability to store water in trunks or leaves.

• They have spines or thorns to protect against herbivores and reduce water loss.

c) • They bring dry air.

• They bring dusty conditions

• They bring no rain

• They bring low humidity levels

• They lead to dusty storms which affect visibility and air quality

• They bring cooler temperatures.



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50 a) • Farming.

(Accept specific examples eg growing vegetables, flowers, rearing animals, poultry)

- Tree planting
- Making arts/crafts
(Accept specific examples eg weaving)
- Bee keeping

b) i) • Skills provide knowledge/expertise to effectively/efficiently manage/carry out the activity.

- Helps to do the activity well / lead the group members

ii) • Offers the space required for conducting the activities
(Accept specific examples)

c) • Proper planning of the activity.

- Proper record keeping
- Proper maintenance of the activity
- Regular monitoring to help track the progress



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- Promoting the products / services to attract the customers.
- Maintaining high standards / commitment to satisfy customers and build a good reputation.
- Managing funds wisely to keep and grow the activity.
- Working with others to share resources and knowledge.
- Attending training to improve skills and efficiency.
- Using feedback to improve products and services.
- Ensuring long term operation by using resources responsibly.

- 51 a) • To acknowledge God's supremacy / greatness.
- To submit to God's will / His will.
 - To express gratitude for God's blessings / grace / goodness.
 - To seek divine direction, guidance / wisdom in daily life.
 - To gain spiritual strength / comfort
 - To deepen one's relationship with God



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- To follow God's commandments and teachings
- To join in fellowship with other believers
- To seek forgiveness for sins.
- To find inner peace and solace.
- To express devotion to God

- b) • Communicating with God through spoken or silent prayers
- Through music and songs
 - By studying scriptures to understand God's word
 - By participating in communal worship services.
 - By donating money or resources to the church / needy.
 - By helping those in need as an act of worship
 - Abstaining from food to focus on spiritual growth / fasting.
 - Reflecting on God's teachings and presence
 - Participating in rituals eg Communion, baptism or any other sacraments.
 - Speaking about personal experiences of faith
 - Visiting the holy places.



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(Accept specific examples)

Or a) • To express thanks for Allah's blessings and peace / grace.

- To seek divine direction and wisdom in daily life
- To gain spiritual strength and comfort
- To deepen their relationship with Allah
- To follow Allah's commandments and teachings
- To join in fellowship with other believers
- To seek forgiveness for sins.
- To find inner peace and solace.
- To maintain hope and trust in Allah's plan.
- To show love and devotion to Allah.

b) • Communicating with Allah through spoken or silent prayers.

- By studying scriptures to understand Allah's word.
- By participating in communal worship services.
- By donating money or resources to the mosque / needy



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- By helping those in need as an act of worship
- Abstaining from food to focus on spiritual growth / fasting.
- Reflecting on Allah's teachings and presence
- Visiting the holy places
(Accept specific examples)
- Through supplication (Adhikar)
- Through circumcision, Nikah.
- Abstaining from unlawful eats and drinks
- Encouraging people to do good and discouraging bad deeds.
- Removing harmful objects on the way.

52 Either a)

- Attending Bible lessons / learning / reciting the Bible.
- Joining youth / children activities / programmes
- Taking part in church events / cleaning / and other community services
(Accept specific examples eg serving in church)
- Participating in daily prayers
- Taking part in cultural and religious



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Celebrations

- Engaging in sport activities organised by the church
- Participating in creative activities related to Christianity / Christian art.
- Listening to and sharing stories about prophets and Christian heroes
- Involvement in fundraising and charity events.

- b) • One gets blessings
- One gets rewards
 - One gets strength from God
 - It develops strong bond / unity with Christian community.
 - Develops a spirit of empathy and compassion
 - One makes a difference in the lives of others
 - One finds joy and satisfaction in helping those in need.
 - One sets a good example for others to follow
 - Improves the church's reputation / image in the community.
 - One can encourage others to engage in community service
 - One accepts the teaching of Christianity about helping others.



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Or. a) • Attending Qur'an lessons / learning reciting the Qur'an.

- Joining youth / childrens activities / programmes
- Taking part in Mosque events / cleaning / and other community services
(Accept specific examples)
- Participating in daily prayers.
- Taking part in cultural and religious celebrations.
- Engaging in sports activities organised by the Mosque.
- Participating in creative activities related to Islam / Islam art.
- Listening to and sharing stories about prophets and Islamic heroes.
- Involvement in fundraising and charity events

b) • One gets blessings

- One gets rewards
- One gets strength from Allah.
- It develops strong bond / unity with muslim community.
- Develops a spirit of empathy and compassion.



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- One makes a difference in the lives of others
- One finds joy and satisfaction in helping those in need.
- One sets a good example for others to follow.
- Improves the mosque's reputation / image in the community.
- One can encourage others to engage in community service.
- One accepts the teaching of Islam about helping others.

53 Either a)

- To obey instructions given to Christians as written in the Bible (Romans 13:1) / to obey God's command.
- To maintain social order and stability
- To demonstrate respect for authority.
- To promote peaceful living within a community / harmonious living
- To set a good example for others to follow
- To promote justice / fairness in society
- To get rewards from God.



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- b) • Using freedom as an excuse to neglect duties and responsibilities.
- Indulging in / participating in actions to go against christian teaching.
(Accept specific examples)
 - Not respecting laws.
 - Not respecting those in authority
 - Using freedom of speech to spread lies or gossip
 - Abusing others
 - Engaging in fights / misunderstandings
 - Engaging in strikes / violence.

Or a)

- To obey instructions given to Moslems / to obey Allah's command.
- To maintain social order and stability
- To demonstrate respect for authority
- To promote peaceful living within a community / harmonious living
- To set a good example for others to follow.
- To promote justice / fairness in society
- To get rewards from Allah.



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- b) • Using freedom as an excuse to neglect duties and responsibilities.
- Indulging in / participating in actions to go against Islamic teaching.
(Accept specific examples).
 - Not respecting laws
 - Not respecting those in authority
 - Using freedom of speech to spread lies or gossip.
 - Abusing others.
 - Engaging in fights / misunderstandings.
 - Engaging in strikes / violence.

54 Either a)

- God / Almighty God / Lord God

- b) i) • Adam was cursed to toil and work hard to produce food from the ground.
- The ground will produce thorns and Adam will sweat to get food.
 - He was expelled / sent away from the Garden of Eden.
 - To be subjected to eventual death



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- ii) • All people will be judged by God at the end of the last day.
- A book of records concerning everybody's deeds shall be opened.
 - All people will be judged according to their actions / deeds
 - The righteous will be rewarded with eternal life in heaven, while the wicked will face eternal punishment in hell
 - God will put the righteous on his right hand side, while the evil doers on the left / the bad people shall be separated from the good ones.
 - God will judge both the living and the dead
 - The righteous (good) people are symbolised by sheep, while sinners (bad) people are symbolised by goats.

- 1 b) • Encourages believers to live a righteous and moral life.
- It encourages believers to follow God's Commandments
 - It cautions / warns believers against living reckless lives



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ii) • Hawa was expelled from paradise / Garden of Adin

• She was cursed with pain during child birth.

c) • The value of obeying Allah's commands.

• knowing that disobedience leads to consequences

• Trusting that Allah's instructions are for our good.

• Recognising the responsibility to make moral choices

• The need for repentance and seeking forgiveness.

55 Either a) i)

• There is life after death

• Christians shall resurrect before judgement

• The dead shall be raised on the last day

• Believers will get glorious flesh / bodies

• Trumpet shall be blown by angels and the dead shall be raised.



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- Warns christians that their actions have consequences
- It gives hope for justice and eternal life
- It strengthens the faith of believers / trust in God's plan.
- It motivates believers to seek forgiveness / repent of their sins.

Or a) i)

- There is life after death on the last day.
- Everyone will be raised to held accountable for their deeds / actions.

- ii) • Allah will judge all humans on the day of judgement
- Everyone will be accountable for their actions / deeds
 - The righteous will enter paradise (Jannah) and the wicked will be sent to hell (Jahanam)
 - Various signs will happen before the day of judgement as described in the Hadith (Accept specific examples eg the coming of



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the masih Dajjal, coming of Ajuja and Maajuja,
the coming of masih Isa, rising of fire from Yemen,
women will be more than men,

the sun will rise from West to East,
angels will bring hell fire before people,
all people will assemble at Arafat,
resurrection of the believers).

- The book of records shall be opened
containing the deeds of everyone, good or
bad

b) • Encourages believers to live a righteous
and moral life.

- It encourages believers to follow
Allah's Commandments.
- It cautions / warns believers against
living reckless lives.
- Warns Moslems that their actions
have consequences
- It gives hope for justice and eternal
life.
- It strengthens faith of believers / trust
in Allah's plan
- It motivates believers to seek forgiveness/
repent of their sins.



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THE MODIFIED PAPER.

SECTION A.

9. • A map.

18. • Zebra crossing / Road Sign.

SECTION B.

44 a) • The Great rift valley / rift valley /
Eastern arm of the rift valley

b) • Burundi

- c) • Has made the import of goods easy
- Has made the export of goods easy
 - Has helped to connect the countries in the region to others
 - Reduces transportation costs in the region
 - Supports local industries due to availability of transport.
 - Attracts foreign investment
 - Increases revenue for East African governments.
 - Promotes economic growth.
 - Encourages international trade.



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- d) • Availability of rapids / waterfalls / waterflow
• High water volume / running water.

48 a) i) • Prime Meridian / Greenwich Meridian

ii) • Equator.

- b) i) • Helps a map reader to identify a location of a place on the earth's surface.
• Helps to determine the distance / direction between two points / places.
• Enables a map reader to measure the distance between places.
• Helps a map reader understand time difference between places.
• Helps a map reader to tell how far a place is to East or West of the Prime Meridian

- ii) • Helps a map reader to measure distances between places.
• Helps a map reader to identify / understand the location of places / features



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- Helps a map reader to understand whether / climatic / geographical features
- Helps to establish boundaries between countries / territories
- Helps a map reader to tell how far North or South a place is from the Equator.

• END •