UTEC UCE 2025 SCORING RUBRIC FOR 273/1 GEOGRAPHY

2731 CONSTRUCT: Appreciates the dynamic inter relationship between the physical and human environment using tools, techniques, and methods to investigate, analyse and represent them.

| ITEN | 1 BASI | S SUCCESS CRITERIA | SCORE |
|------|----------------|--|-----------------|
| 1 | DV4 | Correctly draws a sketch map with any 3 M.1 including a tittle | , 05 |
| • | 2.4 | shows 3 relief, 3 drainage, 3 vegetation types and man-made | |
| | | features. | |
| | DV3 | Correctly draws a sketch map with any 3 M.I including a tittle, | 03 |
| | | shows 3 relief, 2 drainage, 2 vegetation type and man-made | |
| | | features. | |
| | DV2 | Correctly draws a sketch map with any 3 M.I, shows 2 relief, | 02 |
| | | drainage, 1 vegetation types and man-made features. | |
| | DV1 | Draws a sketch map with any M.1, shows any physical feature(s | 5) 01 |
| | | with or without man-made features. | |
| | DVo | Wrong response | 00 |
| | MW4 | Identifies and explains with evidence 5 or more possible ways | 05 |
| | | how the local community has caused such atmospheric | |
| | | conditions. | |
| | MW3 | Identifies and explains with evidence 3 - 4 possible ways how | 03 |
| | | the local community has caused such atmospheric conditions. | |
| | MW2 | Identifies and explains 2 possible ways how the local | 02 |
| | | community has caused such atmospheric conditions. | |
| | MW1 | Identifies and explains 1 possible ways how the local community | y O1 |
| | | has caused such atmospheric conditions. OR merely outlines | |
| - | 3 63 | with no | |
| | MWo | Wrong response | 00 |
| | IC4 | Clearly explains 5 or more ways how the community can survive | 05 |
| - | IC3 | in this area amidst the prevailing atmospheric conditions. | |
| | 103 | Clearly explains 3-4 ways how the community can survive in this | 03 |
| - | IC2 | area amidst the prevailing atmospheric conditions. | |
| | 102 | Clearly explains 2 ways how the community can survive in this | 02 |
| - | C ₁ | area amidst the prevailing atmospheric conditions. | |
| 1 | .CI | Clearly explains 1 way how the community can survive in this | 01 |
| | | area amidst the prevailing atmospheric conditions Or just outlines | |
| I | | Wrong response | |
| | | Correctly draws londers to the Correct lands to the Co | 00 |
| | - | Correctly draws landscape sketch of the area shown with 3 M.I | 94 6 |
| D | P2 (| including a correct tittle and marks 5 or more features | |
| | | Correctly draws landscape sketch of the area shown with any M.I and marks 3 or more features | 03 4 |
| D | P1 (| Correctly draws londers that he delegated the second secon | |
| | 1 | Correctly draws landscape sketch of the area shown with any M.1 | 02 . |
| DI | Po V | and marks 1-2 features OR doesn't mark any features Vrong response | |
| SU | | dentifies the forming to be | 00-01 |
| | | dentifies the farming technique, exhaustively describes how it is | 08 |
| SU | | trade and explains with evidence on the photograph | |
| | 0 1 | tentines the farming technique, fairly described | 06 |
| SU | 1 1 | Fired and Capiditis With evidence on the -1 | |
| | | the falling fechnique exhausting 1 (c.) | 04 |
| SU | | | |
| | | | 02 |
| | | th explains with evidence on the photograph OR merely | |
| | | , | |

MH - Menung nearther elevents IC - hyberee of Chole. DP - Remarkate we of photograph. S.U - SOUStanable utbrahin of resources

| SUO Wrong response Identifies and explains with evidence 5 or more possible conditions that the prime minister's office should consider conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda. Identifies and explains 3-4 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda. Identifies and explains with evidence 2 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda. IC1 Identifies and explains with evidence 1 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda OR just outlines. O0 Wrong response Identifies and Exhaustively explains the nature of the relief region and describes its characteristics. DF2 Identifies and fairly explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF6 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response O0 O0 O0 O0 O0 O0 O0 O0 O0 O | | | | 00 |
|--|----------|-----------------|--|--------|
| SUO Mong response October Wrong response October Octob | | | outlines | -05 66 |
| Continue Continue | | SUo | Wrong response | |
| Continue Continue | | IC4 | Identifies and explains with over should consider | |
| Identifies and explains 3-4 possible conditions that the primary in the dry areas of Uganda. Identifies and explains with evidence 2 possible conditions that the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the | | ین ا | Litione that the prime | 04 |
| IGS Identifies and explains of Uganda. IGE Identifies and explains with evidence 2 possible conditions that Identifies and explains with evidence 2 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda. O1 Identifies and explains with evidence 1 possible conditions that Identifies and explains with evidence 1 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda OR just outlines. O0 O0 O0 O0 O0 O0 O0 O | | | Lafore omploying the tours | 0.4 |
| Got Identifies and explains with evidence 2 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda. Identifies and explains with evidence 1 possible conditions that Identifies and explains with evidence 1 possible conditions that Identifies and explains with evidence 1 possible conditions that Identifies and explains with evidence 1 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda OR just outlines. Oo Wrong response Wrong response Identifies and Exhaustively explains the nature of the relief region and describes its characteristics. DF2 Identifies and fairly explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response Oo Uffeet Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF4 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF4 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF4 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF5 Explains 3 or more characteristics of a river from the highland to the lake. DF4 Explains 3 or more characteristics of a river from the highland to the lake. DF6 Wrong response LF2 Explains 3 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF6 Explains 3 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF6 Explains 3 or more potential ways the locals can put this natural into sustainable us | | -IC3 | Identifies and explains 3-4 possible of the declinique | |
| Idea Identifies and explains with evidence 2 possible conditions that the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the prime minister's office should consider before employing the the the prime minister's office should consider before employing the the them prime minister's office should consider before employing the the them prime minister's office should consider before employing the the them prime minister's office should consider before employing the the then prime minister's office should consider before employing the the then prime minister's office should consider before employing the the then prime minister's office should consider before employing the the then prime minister's office should consider before employing the the then prime minister's office should consider before employing the the then prime minister's office should consider before employing the the then prime minister's office should consider before employing the the then prime minister's office should consider before employing the the prime minister's office should consider before employing the then prime minister's office should consider before employing the tention and describes its characteristics. DF1 | | | minister's office should some | |
| technique in the dry areas of Uganda. IC1 Identifies and explains with evidence 1 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda OR just outlines. HGOSD Wrong response DF3 Identifies and Exhaustively explains the nature of the relief region and describes its characteristics. DF2 Identifies and fairly explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response DF2 Explain 5 or more characteristics of a river from the highland to the lake. DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US3 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | 302 | in the dry areas of Oganda. | 92 |
| technique in the dry areas of Uganda. IC1 Identifies and explains with evidence 1 possible conditions that the prime minister's office should consider before employing the technique in the dry areas of Uganda OR just outlines. HGOSD Wrong response DF3 Identifies and Exhaustively explains the nature of the relief region and describes its characteristics. DF2 Identifies and fairly explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response DF2 Explain 5 or more characteristics of a river from the highland to the lake. DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US3 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | IC2 | Identifies and explains with evidence 2 possible | |
| Ich Identifies and explains with evidence 1 possible conditions that the prime minister's office should consider before employing the the prime minister's office should consider before employing the thenique in the dry areas of Uganda OR just outlines. Identifies and Exhaustively explains the nature of the relief region and describes its characteristics. DF2 | | 502 | the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister's office should be a second of the prime minister of the prime mini | |
| IC1 Identifies and explains with evidence i possible the prime minister's office should consider before employing the technique in the dry areas of Uganda OR just outlines. IG050 Wrong response O0 | | | technique in the dry areas of Uganda. | 01 |
| the prime minister's office should consider to the prime minister's office should consider to the foliate in the dry areas of Uganda OR just outlines. DF2 Identifies and Exhaustively explains the nature of the relief region and describes its characteristics. DF2 Identifies and fairly explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 2-4 possible possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 2 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response DF3 Explains 5 or more characteristics of a river from the highland to the lake. DF1 Explains 2 characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF4 Explain 2 characteristics of a river from the highland to the lake. DF6 Wrong response LF7 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF9 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response US4 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | IC ₁ | | |
| Technique in the dry areas of ogainea OK) described Technique in the dry areas of ogainea OK) described Technique in the dry areas of ogainea OK) described Technique in the dry areas of ogainea OK) described Technique in the dry areas of ogainea OK) described Technique in the dry areas of ogainea OK) described Technique in the described Technique | | Sai | Also mimo minister's office should constact box | |
| DF3 | | 301 | technique in the dry areas of Uganda OR just outlines. | 00 |
| DF3 | | 1GoS | Wrong response | |
| region and describes its characteristics. DF2 Identifies and fairly explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible ways how the relief region affects human activities or agri-businesses. LF0 Wrong response OO DF3 Explains 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF4 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 2-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Explains 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | 2 | | Identifies and Exhaustively explains the nature of the relief | 05 |
| DF2 Identifies and fairly explains the nature of the relief region and describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF0 Wrong response OO DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | 3 | 2.3 | region and describes its characteristics. | |
| describes its characteristics. DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explains 2 characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF4 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | DFo | Identifies and fairly explains the nature of the relief region and | 04 |
| DF1 Identifies and explains the nature of the relief region and describes its characteristics Or merely gives uncoordinated facts about the features DF0 Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF1 Explain 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF1 Explain 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF5 Wrong response US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | 1012 | describes its characteristics. | |
| describes its characteristics Or merely gives uncoordinated facts about the features DFO Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response OO DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explain 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explain 3 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | DE1 | Identifies and explains the nature of the relief region and | 01 |
| about the features DFO Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF3 Explain 3 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | DIT | describes its characteristics Or merely gives uncoordinated facts | |
| DFO Wrong response LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response 00 DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 LF3 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | | |
| LF4 Explain 5 or more possible ways how the relief region affects human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF0 Wrong response OO DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF4 Explain 2 characteristics of a river from the highland to the lake. DF5 Explain 3-4 characteristics of a river from the highland to the lake. DF6 Wrong response LF7 Explains 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US2 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. | | DEo | | 00 |
| human activities or agri-businesses. LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses. LF0 Wrong response OO Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explain 3-4 characteristics of a river from the highland to the lake. DF4 Explain 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. | | | | |
| LF3 Explains 3-4 possible possible ways how the relief region affects human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF0 Wrong response 000 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explain 3-4 characteristics of a river from the highland to the lake. DF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 000 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | Lr4 | | 03 |
| human activities or agri-businesses. LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF0 Wrong response OO Explain 5 Or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response OO US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | 7 D- | | |
| LF2 Explains 2 possible ways how the relief region affects human activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF0 Wrong response 00 DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | LF3 | | 04 |
| activities or agri-businesses. LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF0 Wrong response 00 DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | 1.77 | | |
| LF1 Explains 1 possible way how the relief region affects human activities or agri-businesses Or outlines. LF0 Wrong response 00 DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | LF2 | | 02 |
| activities or agri-businesses Or outlines. LFO Wrong response 00 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF2 Explain 3 characteristics of a river from the highland to the lake. DF3 Explain 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | | |
| LFO Wrong response DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response CF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | LF1 | | 01 |
| DF3 Explain 5 or more characteristics of a river from the highland to the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. O1 DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | | |
| the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. 02 US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | | 00 |
| the lake. DF2 Explains 3-4 characteristics of a river from the highland to the lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | 4 | DF3 | Explain 5 or more characteristics of a river from the highland to | 05 |
| lake. DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | the lake. | |
| DF1 Explain 2 characteristics of a river from the highland to the lake. DF0 Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | DF2 | Explains 3-4 characteristics of a river from the highland to the | 04 |
| DFO Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | lake. | ~7 |
| DFO Wrong response 00 LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | DF1 | Explain 2 characteristics of a river from the highland to the lake | 01 |
| LF3 Explains 5 or more potential ways the locals can put this natural into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | DFo | Wrong response | |
| into sustainable use to improve their lives. LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | | |
| LF2 Explain 3-4 potential ways the locals can put this natural into sustainable use to improve their lives. LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | into sustainable use to improve their lives | 06 |
| LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | LF2 | Explain 2-4 potential ways that | |
| LF1 Explains 1-2 potential ways the locals can put this natural into sustainable use to improve their lives. LF0 Wrong response 00 US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | L1. Z | sustainable was to improve the locals can put this natural into | 04 |
| US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US2 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | I.E. | Sustainable use to improve their lives. | |
| US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US2 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | Lri | explains 1-2 potential ways the locals can put this natural into | 02 |
| US4 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | sustainable use to improve their lives. | |
| US3 Correctly calculates the degrees, title labelling all sectors of the pie cart or graph US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | | Wrong response | 00 |
| US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | US4 | Correctly calculates the degrees, title labelling all sectors of the | |
| US3 Correctly calculates the degrees, title labelling 4-5 sectors of the pie cart or graph. US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | ĺ | | pie cart or graph | 04 |
| US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | US ₃ | Correctly calculates the degrees, title lab all | |
| US2 Correctly calculates the degrees, title labelling 2-3 sectors of the pie cart or graph. | | _ | pie cart or graph | 03 |
| pre care of graph. | <u> </u> | US ₂ | Correctly calculates the 1 | |
| pre care of graph. | | -52 | pio cort are and the degrees, title labelling 2-3 sectors of the | 02 |
| Correctly calculates the degrees, title labelling 1 sector of the pic | - | | pro eart of graph. | |
| | | 031 | Correctly calculates the degrees, title labelling 1 sector of the pic | 01 |

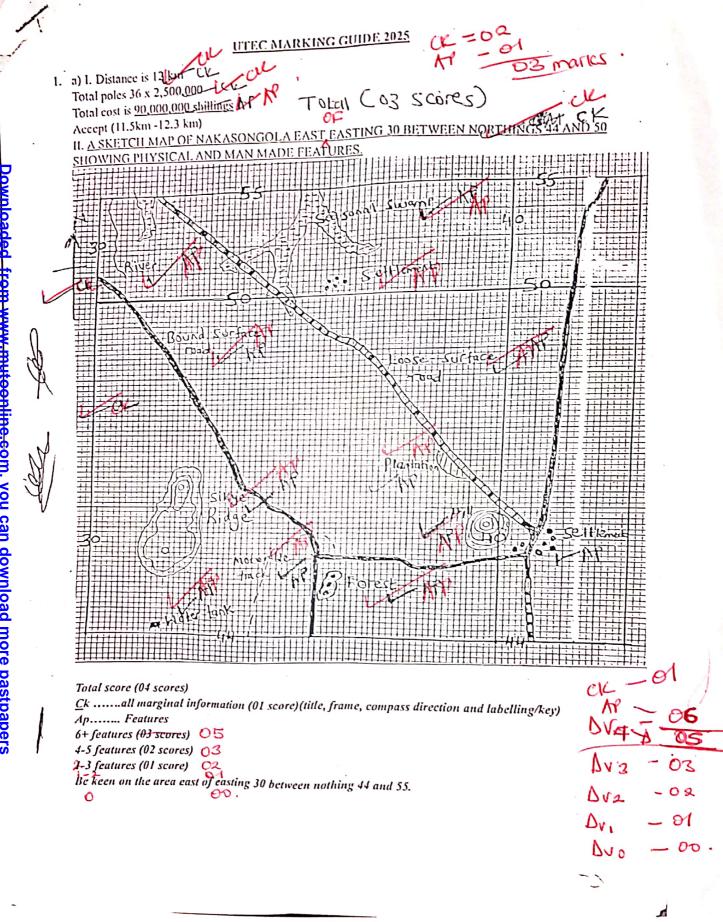
DF - Demonstrate formation of waterfall

Lif - Linkage of feather on human achiers.

U.s. - Undustrading statistic.

DL - Demonstrate limpages

| | | cart or graph. | |
|--|-----------------|--|------|
| | USo | Wrong response | |
| | DL ₄ | Explains 5 or man | 00 |
| | DL3 | Explains 3-1 Maria - C | 05 |
| | DL ₂ | Explains 2 wave of - 1: | 03 |
| | DL ₁ | Explains 2 ways of solving the challenges traders like Anna face during the festive season. Explains only 1 or morely and the challenges traders like Anna face | 02 |
| Dov | DLo | Explains only 1 or merely outlines ways of solving the challenges traders like Anna face during the festive season. Wrong response | 5 01 |
| mloa | US ₄ | Correctly explains 5 or | 00 |
| ded | US ₃ | Imports. | 05 |
| from v | | Correctly explains 3-4 or more reasons why Uganda's imports have remained so high of the years/ why Uganda exports less than imports. | 03 |
| Downloaded from www.mutoonline.com, you can download | US2 | Correctly explains 2 reasons why Uganda's imports have remained so high of the years/ why Uganda exports less than imports. | 02 |
| toonlin | US ₁ | Correctly explains 1 reason why Uganda's imports have remained so high of the years / why II | 01 |
| e.co | USo | Wrong response | |
| Ď, | DL3 | Explains 5 or more strategies that should be adopted in the summit. | 00 |
| no/ | DL2 | Explains 3 -4 strategies that 1 111 | 06 |
| can | DLı | Explains 2 strategies that should be adopted in the summit. Explains one strategy that should be adopted in the summit. | 03 |
| dov | | Explains one strategy that should be adopted in the summit. outlines them. | 02 |
| 5 | DLo | Wrong response | |
| ad | | | 00 |



CS CamScanner

CS CamScanner

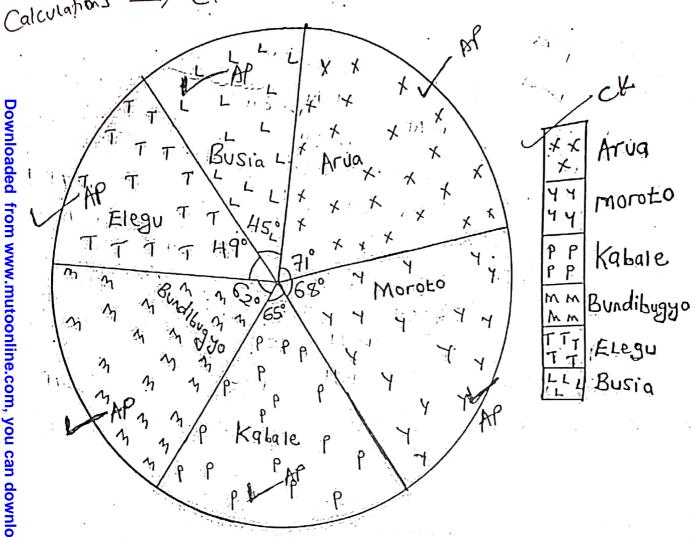
b) I. Ways how the local community has caused such atmospheric conditions. Through road transport along a loose surface road from Nakasongola to Katambwa which involves use of motor vehicles that emit carbondioxide causing global warming Through crop growing evidenced by a plantation Worth of Sungira hill that involves clearing of vegetation lowering evaporation causing low rainfall. Settlement around Nakasongola that involves use of fossil fuels that release carbondioxide hence causing global warming AP Industrialisation evidenced by a ginnery at east of Nakasongola causing air pollution that causes global warming M · - C/4 Borehole drilling evidenced by boreholes south west of Wabinyonyi which lower the water table hence withering of vegetation cover leading to low moisture and low rainfall. snimal rearing evidenced by boreholes boreholes south west of Wabinyonyi and a water tank south of skye leading to loss of vegetation cover hence leading to low rainfall -swamp reclamation Consider CK, CU and AP for a complete point. **u**le determinant is AP points with AP04 scores 05500vel 24 points with AP......03 scores 03 scores 2 points with AP.....02 scores 2 scores I point with AP01score Mws f no AP candidates score only 1 0 score Without evidence from the map candidates score 0 II. Ways how the local community can survive in this area amidst these prevailing atmospheric conditions.

- Danting drought resistant crops like sorghum, millet and classava to maintain food productions. Vater harvesting programs during the rainy season using tanks to solve the problem of water crisil-Adopting irrigation farming by channeling water from available permanent rivers like kabuye to increase sod production. Planting fast maturing crops like vegetables in seasonal swar swamps like Bwire, Kikoko, Kansiri and Nalukoma in order to increase food production. clanting fast maturing trees such as eucalyptus and pilies to increase rainfall totals and also supply products like wood for industrialisation Ising alternative animal feeds such as maize brand to reduce on overg Construction of water reservoirs like water tanks in order to reduce the cost of water Using alternative source of energy like solar energy other than wood in order to regulate temperature rise Use of indigenous knowledge in food production like use of granaries in order to solve the problem of Sood scarcity. Consider CK, CU and AP for a complete point. The determinant is AP OS cores 5+ points with AP04-scores 3-4 points with AP.....03 scores 2 points with AP.....02 scores I point with AP01score If no AP candidates score only 1 No evidence needed for this part 1C, **CS** CamScanner

| | of M |
|--------------------------|---|
| ł | lot temperatures above 30°C due to lowaltifude between 0 -250 metres above the sea level |
| 1 | Existence - Committee of Year Tile and allowed by wave crossion and acposition |
| 1 | It's a zone of deposition of materials croded from the eastern plateau since its low lying |
| | Existence of mangrove forests and swamps due to saline water |
| • | Canadidas Climated Ath Consequentles and swamps due to same |
| | Consider CK and AP for a complete point. |
| | The determinant is AP |
| | 5+ points with AP04 scores |
| | 3-4 points with AP03 scores |
| Do | 2 points with AP02 scores |
| Ě | 1 point with AP01score |
| Downloaded | If no AP candidates score only I |
| ad | |
| ed | b) Influence of the relief region on human activities. |
| = | Central lake plateau |
| 9 | Positives. |
| | Perennial crop growing like rubber, Robusta coffee and sugar canes because of fertile soils and heavy |
| \leq | rainfall hence promoting employment opportunities to farmers etc. |
| <u> </u> | Lumbering due to thick forests growing from fertile soils hence promoting industrialisation. |
| 퓔 | Mining due to diverse valuable minerals like clay and sand used in the construction industry |
| ਨੁੱ | Fishing due to vast lakes and numerous rivers hence providing food in form of fish |
| 3 | Tourism because of the beautiful scenery created by drainage features in this region thus creating market for |
| 3 | the local produce. |
| 9 | Wildlife conservation due to thick forests associated with this region hence promoting tourism which is a |
| from www.mutoonline.com, | source of employment opportunities. |
| 3 | Trado in agro based commodities due to fertile soils hence creating employment opportunities |
| you | Industrialisation since the region is a source of raw materials like minerals, wood, agricultural produce |
| C | hence creating employment opportunities. |
| can dow | Encourages settlement whereby it is easy to construct houses and transport routes on a fairly flat landscape |
| 0 | hence improving on people's standards of living |
| | |
| 3 | Seasonal flootling due to low lying relief and heavy rainfall affecting crop growing and transport |
| ğ | Hot temperatures due to low altitude lead to easy breeding of disease causing vectors that discourage |
| mload more pastpapers | settlement. |
| ₫ | Coastal plains |
| <u>o</u> | Positives. |
| ä | Perennial crop growing like cloves and sugarcane because of fertile soils and heavy rainfall hence |
| 쓩 | promoting employment opportunities to farmers etc. |
| þ | Lumbering due to thick mangrove forests growing from fertile soils hence promoting industrialisation. |
| ě | Mining due to diverse valuable minerals like coral lime stone used in the making cement for construction |
| Ω | 1131111g day 1921ar no hist species in the triutan ocean nence providing lood and raw materials. |
| - | Tourism because of the beautiful scenery created by coastal wave erosion and depositional features like |
| | beaches in thus creating market for the local produce. |
| - | Wildlife conservation due to thick forests associated with this region hence promoting tourism which is a |
| | source of employment opportunities. |
| - | Coastal trade since the Indian ocean links East Africa to foreign markets in Asia and Europe hence creating |
| | employment opportunities. |
| - | Industrialisation since the region is a source of raw materials like minerals, wood, agricultural produce |
| | hence creating employment apportunitions A. |

| | Encourages settlement whereby it is easy to construct houses and transport routes on a fairly materials. bence improving on people's standards of living |
|-------------------------|--|
| _ | Encourages settlement whereby it is easy to construct notices and the construct notices are the construction of |
| | hence improving on people's standards of living has and transport |
| | 11 |
| _ | Negatives Seasonal flooding due to low lying relief and fleavy rainfall affecting crop growing and transport Hot temperatured due to low altitude lead to easy breeding of disease causing vectors that discourage |
| _ | Her temperatures due to low altitude lead to easy breeding of disease causing vectors |
| • | conformation (CV) |
| | Infortile soils in areas affected by coral Wanda hence hindering food production |
| • | Hot temperatures due to low altitude lead to easy breeding of disease causing vectors like water Infertile soils in areas affected by coral Wanda hence hindering food production Easy outbreak of diseases due to conducive conditions for breeding of disease causing vectors like water |
| • | |
| _ | stagnation and marshy vegetation which scare settlement. Attacks from wild animals due to thick mangrove forests and mangrove swamps hence discouraging |
| Ö | Attacks from wild annuals due to thick mangiove |
| ₹ | settlement. |
| 0 | Consider CA, CU and AP for a complete point. |
| ad | The determinant is AP |
| ed | 5+ points with AP04 scores |
| = | 3-4 points with AP03 scores |
| 9 | 2 points with AP02 scores |
| ر ا | I point with AP01score |
| ₹. | If no AP candidates score only 1 |
| 24 8 | Attacks from wild animals due to thick mangrove forests and mangrove swamps hence discouraging settlement. Consider CK, CU and AP for a complete point. The determinant is AP 5+ points with AP |
| ב | Main stages of a river profile |
| Ö . | Main stages of a river profile. The youthful /upper /juvenile/torrent stage The main function is erosion due to high velocity of rivers |
| <u>5</u> . | The youthful /upper /juvenile/torrent stage The main function is erosion due to high velocity of rivers |
| ₹. | A river flows very swiftly / high velocity due to the steep gradient. |
| mutoonline.com, you can | A river flows onto a steep gradient because of the it is near the source |
| 9- | Vertical erosion is very pronounced due to a narrow valley 1/AP |
| - | The river valley is V-shaped and narrow, due to vertical erosion 1 A |
| <u></u> | The river valley is V-shaped and narrow due to vertical erosion of the river flows in a winding manner avoiding any resistant rock out crops on the way resulting into |
| C | interlocking spurs. ACK |
| <u>a</u> - | Less volume of water because of few tributaries joining at this section |
| Q − | Water falls, plunge pools, are common due to much erosion VAP |
| ₹. | The mature stage (middle stage) |
| ᇎ | Moderate speed of flow of the river due to a gentle gradient |
| ac | Lateral erosion because of the moderate speed of flow and a gentle gradient |
| 3 | The valley is U shaped because of lateral erosion ITT |
| ਰੂ | Much volume of water because of many tributaries |
| ownload more pastpapers | The lower stage/ old stage/flood plain stage CV. |
| as | The main process is deposition of sediments due to reduced energy to transport load |
| 6. | , the valley is very widely shaped file to deposition action is 200 |
| <u>8</u> _ | the gradient is totally remiced necessite it is not the second of the se |
| <u>e</u> . | The river is flowing sluggisfly/slowly due to a low gradient |
| - | River meanders are very pronounced due to deposition of sediments The valley floor is totally converted to the sediments. |
| | The valley floor is totally covered with a layer of sediments due to reduced rivers' energy for transportation |
| - | It forms an extensive flood plain due to periodic flooding. |
| - | Its characterised by periodic flooding. |
| - | Its characterised by periodic flooding due to low gardient. The river has much volume of water the periodic flooding due to low gardient. |
| | The river has much volume of water due to many tributaries that join the stream in the middle stage. |
| | Characteristics should be picked 5 |
| | Characteristics should be picked from three stages of the river Consider CK and AP for a complete point. |
| | The weampiete point. |

| | The determinant is the |
|--|--|
| | 6+ points with AP04 scores |
| | 4-5 points with AP03 scores |
| | 2-3 points with AP02 scores |
| | 1 point with AP01 score |
| | If no AP equididates score only ! |
| a) | X in the area can use this natural resource for survival. |
| ļ | Water transport can take place because of the much volume of water and moderate speed of rivers in the |
| 3 | mature and old stages thus enabling trade activities. |
| oa | mature and old stages thus enabling trade activities. HEP generation because of water falls in the youthful stage of the river that can be used to run turbines |
| ⊉ownloaded, from www.mutoonline.com, you can | hence propogling industrialization |
| <u>-</u> | hence promoting industrialization Fishing can take place because of flood plain and delta lakes as well as the low speed of water allows fish |
| ō | to breed hence froviding food to the local community full stage hence widening on the scope of |
| 3 | Study and research on the process of river erosion in the youthful stage hence widening on the scope of |
| § | knowledge Ch |
| ₹ | Wildlife conservation by gazeting of marsh vegetation in the old stage of the river hence promoting tourism |
| 3 | which is a source of foreign exchange for development of social services |
| 6 | Controlled irrigation farming can take place because the flooding of the Valley bringing water to crop fields |
| 9 | hence favouring crop growing that creates employment opportunities to farmers. M Recreational activities such as boar cruising and sport fishing can take place hence promoting leisure |
| 3 | industry which is a source of market to the local products. |
| e.C | Art and craft by harvesting mature papyrus raw materials that are found in mature and old stages of the |
| 9 | river hence creating employment opportunities |
| <u>-</u> | Fish farming in the lower stage because of marshy conditions that allow breeding of fish hence creating |
| 9 | employment opportunities to the local population |
| C | - Organic farming can be carried out in the flood plain because alluvial soils in order to ensure food |
| 5. | production. |
| 9 | Consider CK, CU and AP for a complete point. |
| Š | The determinant is AP |
| 000 | 5+ points with AP04 scores |
| ā | 3-4 points with AP03 scores |
| download more | 2 points with AP02 scores |
| ře | 1 point with AP01score |
| _ | |



Total score (04 scores)

Ckall marginal information (01 score) (calculations, title and labelling)

Ap..... Accuracy of sectors (03 scores)

For Ap

All sectors (03 scores)

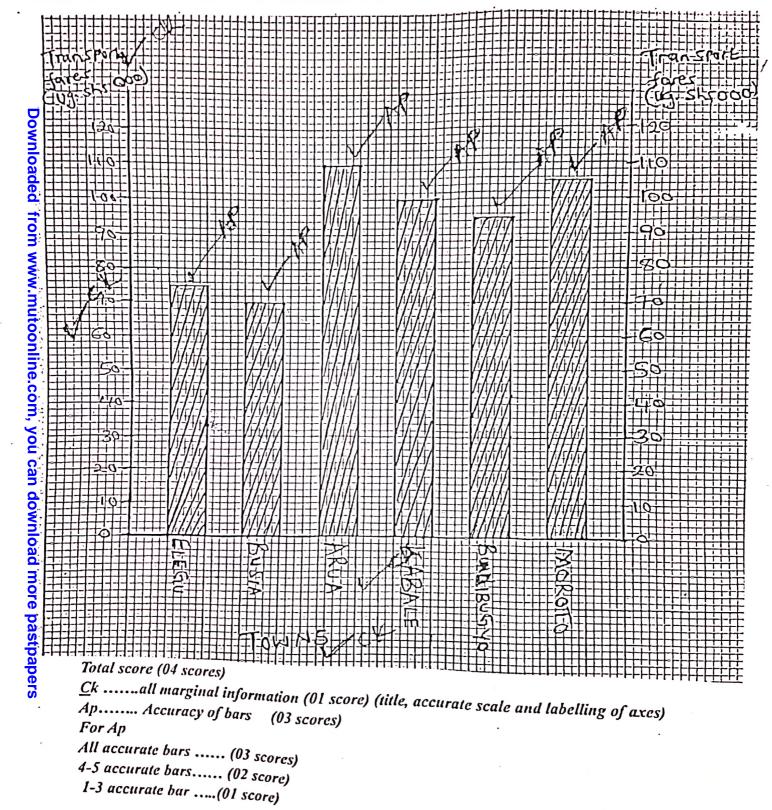
4-5 correct sectors.... (02 score)

1-3 correct sectors(01 score)

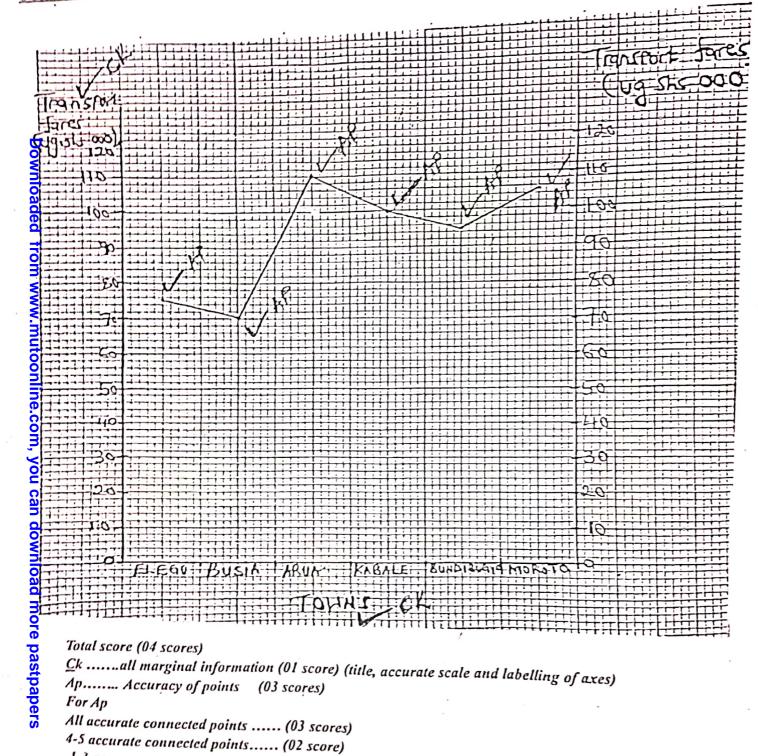
11

.cx

A BAR GRAPH SHOWING TRANSPORT FARES FOR SELECTED UPCOUNTRY DESTINATIONS IN UGANDA BETWEEN 15TH -20TH DECEMBER 2025.



1-3 accurate connected point(01 score)



a) Help the ministry to address Apio's challenges By lowering fuel prices through reducing taxes on fuel in order to lower transport costs. Setting fixed transport prices for particular regions by adopting minimum price legislations in order to

Diversifying the transport sector by developing other means of transport like railway transport and air transport to reduce competition on road transport which will eventually lower the prices. Improving the transport infrastructure by rehabilitating old roads through tarmacking and replacing old locomotive railway lines in order to reduce the time of travel and save fuel which will eventually lower the transport costs. Limiting middle men around tax and bus parks by gazetting bus parks to reduce cheating of ig The government should provide alternative transport options by using its public vehicles to reduce congestion in bys parks hence maintaining transport fares. Price negotiations with courier services through seminars and workshops in order to standardize transport Designating specific routes to specific bus companies through issuing out operational licenses in order to regulate illegal bus companies that simply rise transport fares. Adoption digital payment system like online ticketing so as to easily monitor the prices so as to maintain agreed transport fares. Consider CK, CU and AP for a complete point. The determinant is AP 5+ points with AP04 scores -1 3-4 points with AP.......03 scores 2 points with AP.....02 scores \1 I point with AP01score If no AP candidates score only 1 Why has this kind of trend persisted over the years? Reasons why Uganda's imports have remained so high of the years/ why Uganda exports less than you can download more pastpapers <u>imports</u> Poor quality of trade exports from Uganda due to low levels of industrialisation leading to low prices that reduces the volume of exports Competition with other countries producing similar commodities due to existence of s resources leading to low prices for Uganda's exports. Price fluctuation on the world market due to changes in the force of demand and supply hence lowering the quantity of exports to avoid making losses. Poor transport characterised by poorly developed roads which reduces on the quantity regional markets. Trade restrictions such as trade bans and embargoes in foreign countries on Uganda's commodities due to different political ideologies which lower the quantity of Uganda's exports. Landlockedness since Uganda has no access to the sea port which increases the cost of transportation which lowers the quantity of exports. Weak domestic currency due to economic factors like inflation and national debt which makes Uganda's exports cheaper hence losses that scare industrialists from further production. Different export farilis between countries due to different economic policies to protect their industries hence lowering the quantity of Uganda's exports. Low levels of advertisements on foreign market due to poor technology hence lowering the market. Overreliance on agricultural exports that are highly perishable and affected by price fluctuation hence Poor storage and packaging facilities due to poor technology which lowers demand of Uganda's exports Political instabilities in the region due to power and economic struggles hence lowering the volumes of exports from Uganda to neighbouring countries such as DRC and South Sudan.

High levels of smuggling due to high prices on the black market affecting tracking of total exports from Uganda! Consider CK, CU and AP for a complete point. The determinant is AP 5+ points with AP04 scores 3-4 points with AP......03 scores 2 points with AP.....02 scores 1 point with AP01score If no AP candidates score only 1 b) strategies should to he adopted in this summit. / Cu Enhancing product quality through innovations and processing in order to increase the market hence increasing the volume of exports. Specialisation in production of a particular commodity by utilising the dominant resource in order to reduce competition from other countries. Sarrying out market research in form of quantitative and qualitative survey on particular export commodities in order to adopt policies aimed at improving export trade. Improving transport sector by tarmacking major high ways, introducing more cargo planes and adopting standard gauge railway system to increase on the volume of exports to foreign markets, Solution Joining regional markets such as EAC and COMESA to widen the market for exports. Adoption of fair and similar tax regimes through political and economic negotiations to increase t volume of exports.

Economic diversification by investing money in other sectors like fishing, mining, and forestry in order to increase the volume of Uganda's exports. Intensive advertisement using modern means like online marketing platforms like you tube, instagram etc 2 to widen the market for Uganda's exports. - o Improving the political stability of the region through dialogues in order to maintain a stable market for - Diversifying exports market by strengthening trade partnerships with other countries in order to increase the volumes of exports. Fostering a supportive domestic environment to small and medium sized enterprises by offering tax incentives in order to improve quality and quantity of exports Consider CK, CU and AP for a complete point. The determinant is AP 5+ points with AP04 scores 3-4 points with AP......03 scores 2 points with AP.....02 scores 1 point with AP01score If no AP candidates score only 1